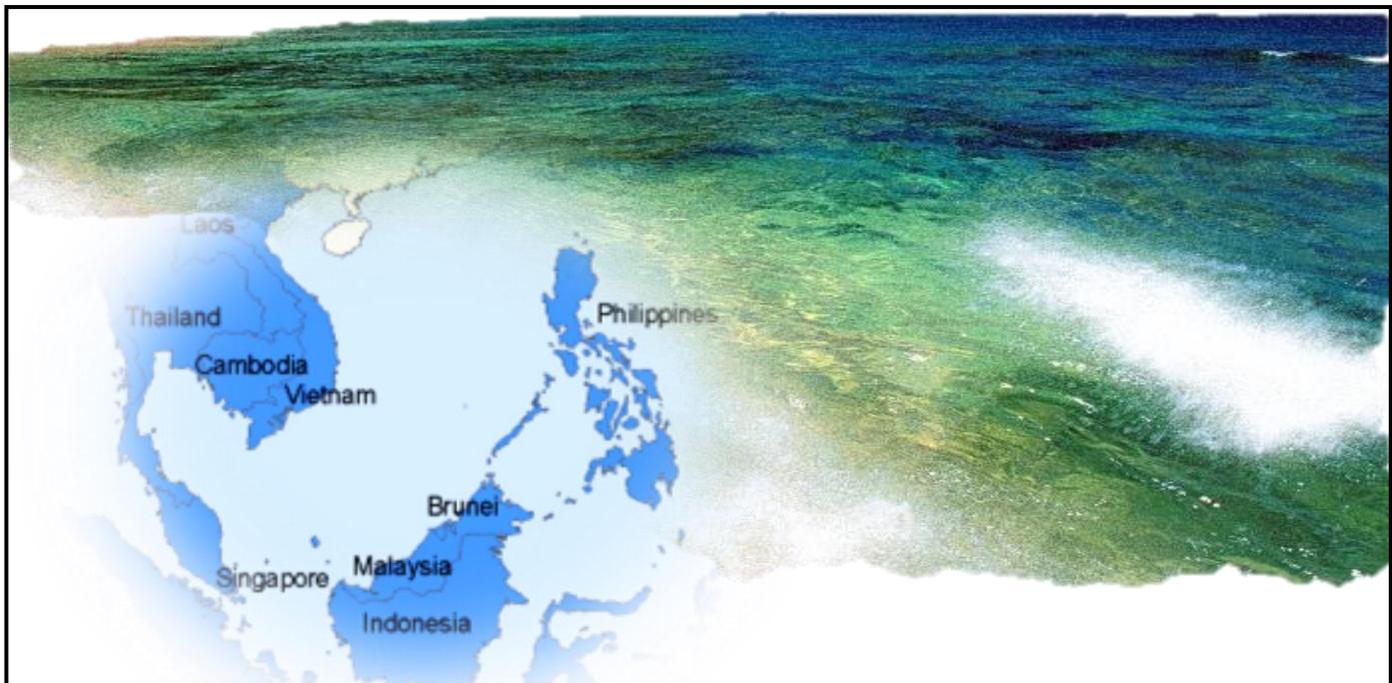


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**Set-up of a Professional Master's program on Tropical Marine  
Ecosystems Management (TMEM), a Tri-Campus offering  
of the University of the Philippines**

**YEAR 4 ANNUAL REPORT**

OCTOBER 24, 2014 – OCTOBER 23, 2015



A document by the Marine Environment and Resources Foundation, Inc. (MERF) for USAID as part of its Cooperative Agreement No. AID-492-A-12-00001

**Set-up of a Professional Master's program on Tropical Marine  
Ecosystems Management (TMEM), a Tri-Campus offering  
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**Year 4 Annual Report  
October 24, 2014 – October 23, 2015**

**Submitted to:** Ms. Rebecca Guieb, AOTR

**Submitted on:** 8 December 2015

**Submitted for:**

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Implemented by: Marine Environment and Resources Foundation, Inc. (MERF)

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# ACRONYMS

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AOTR	Agreement Officer Technical Representative
ASEAN	Association of Southeast Asian Nations
AAC	Academic Affairs Committee
Asec	Assistant Secretary
BFAR	Bureau of Fisheries and Aquatic Resources
BMB	Biodiversity Management Bureau
BoR	Board of Regents
CAS	College of Arts and Sciences
CC	Course Coordinator
CFNR	College of Forestry and Natural Resources
CFOS	College of Fisheries and Ocean Sciences
CHED	Commission on Higher Education
CIDS	Center for Integrative Development Studies
CMMO	Coastal and Marine Management Office
CRM	Coastal Resource Management
CS	College of Science
CSSP	College of Social Science and Philosophy
CT	Coral Triangle
CU	Constituent University
DDI	Deputy Director for Instruction
DENR	Department of Environment and Natural Resources
DILG	Department of Interior and Local Government
DLO	Diliman Legal Office
DOST	Department of Science and Technology
EBM	Ecosystem-Based Management
EIDR	Emerging Interdisciplinary Research
ENRO	Environment and Natural Resources Office
FPOC	Fiscal Policy and Operations Committee
GS	Graduate School
HRDO	Human Resource Development Office
IBS	Institute of Biological Sciences
ICM	Integrated Coastal Management
IFPDS	Institute of Fisheries Policy and Development Studies
LGU	Local Government Unit
LGP	League of Governors of the Philippines
LMP	League of Municipalities of the Philippines
MERF	Marine Environment and Resources Foundation, Inc.
MFI	Malampaya Foundation Inc.
MLGU	Municipal local government unit

MOA	Memorandum of Agreement
MPA	Marine Protected Area(s)
MSc	Masters in Science
MSI	Marine Science Institute
MSN	MPA Support Network
NGO	Non-Government Organization
OSSS	Office of Student Services and Scholarships
OSU	Office of the Secretary of the University
OUR	Office of the University Registrar
OVCA	Office of the Vice Chancellor for Administration
OVCAA	Office of the Vice Chancellor for Academic Affairs
OVPA	Office of the Vice President for Academic Affairs
OVPLA	Office of the Vice President for Legal Affairs
PCSD	Palawan Council for Sustainable Development
PEMSEA	Partnerships in Environmental Management for the Seas of East Asia
PFI	Petron Foundation Inc.
PG	Provincial government unit
PM-TMEM	Professional Masters in Tropical Marine Ecosystems Management
PO	People's Organization
SEA	Southeast Asia
SEI	Science Education Institute
SESAM	School of Environmental Science and Management
SMF	San Miguel Foundation
S-FPOC	System Fiscal Policy and Operations Committee
TME	Tropical Marine Ecosystem(s)
TMEM	Tropical Marine Ecosystems Management
UP	University of the Philippines
UPD	UP Diliman
UPLB	UP Los Baños
UPV	UP Visayas
USAID	United States Agency for International Development
VCAA	Vice Chancellor for Academic Affairs
VCI	Vice Chancellor for Instruction
VPA	Vice President for Administration
VPAA	Vice President for Academic Affairs
VPLA	Vice President for Legal Affairs

# Executive Summary

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The approval of the tuition fees for the Professional Masters in Tropical Marine Ecosystems Management (PM-TMEM) was granted by the University of the Philippines' Board of Regents (UP-BoR) on October 30, 2014. This finally allowed for the official marketing of the new UP academic program and formal solicitation of student applications, albeit on a very limited time period. The Inter-Constituent University (Inter-CU) Management Committee provided full support for the commencement of the first cycle of the program in January 2015.

On November 2014, prior to the program's implementation, PM-TMEM was launched, within the UP System by the three (3) collaborating UP CUs, the UPD, UPLB and UPV, with President Alfredo Pascual, the CU Chancellors, and key officials of the UP System as the guests of honor. In January 9, 2015, a ceremonial handshake between the UP President and the USAID Mission Deputy Director for the Philippines constituted the central event of the PM-TMEM launch. This was graced by the UP System Officials and USAID with the national agencies of the government sector, international NGOs many of whom were also USAID Partners related to the Coral Triangle Support Partnership, and the private sector represented by private institutions sponsoring PM-TMEM program scholarships.

The PM-TMEM program implementation commenced on January 20, 2015, at the UP Marine Science Institute with the initial batch of five (5) students with multi-sectoral affiliations (i.e. Provincial government; Academe; DENR regional offices, and an NGO). A program orientation was held in the morning prior to the formal classes lectures in the afternoon. The UP Marine Science Institute of UP Diliman hosted the first two modules, consisting of four (4) TMEM courses held within January to April 2015. Students were based at the Bolinao Marine Laboratory in Pangasinan for the field component of the courses. UP Cebu and the UP Visayas College of Fisheries and Ocean Sciences hosted the next two (2) modules, consisting of three (3) TMEM courses conducted within May to July 2015. Field activities consisted of visits to MPA demonstration sites and multi-stakeholder interactions held in the north and southern parts of Cebu; Concepcion, Iloilo; and various sites of Negros Occidental and Oriental. The UP Los Baños Graduate School was the CU host for Modules 5 and 6, with field sites for Module 5 located in Batangas and Oriental Mindoro. The last PM-TMEM course covered by Year 4 constitutes part of Module 6 – the TMEM Seminar class whereby the alternative class activity consisted of the attendance and oral presentation of the all the students at the 13<sup>th</sup> National Symposium in Marine Science (PAMS 13) held from October 22 to 24, 2015 at General Santos City, South Cotabato.

Though the TMEM 223 MPA Networks and Large Marine Ecosystems will yet be conducted in November 2015, networking and logistical preparations were initiated in September 2015. PM-TMEM program representatives explored field site options with the Sabah Parks and the WWF-Malaysia on 7 October 2015. A follow-up trip was done from October 18 to 22, 2015 to finalize the field sites and itinerary for the TMEM 223 field work.

A grant from the UP Center for Integrative Development Studies (CIDS) was leveraged to support of the students of the PM-TMEM program in gathering baseline data on the MPA management in their sites. This was done by conducting on-site training with the students' LGUs, from the period of August to October 2015 on the use of relevant assessment tools such as MPA Management Effectiveness Assessment Tool (MEAT), Socio-Economic Assessment Tool (SEAT), and Network Effectiveness Assessment Tool (NEAT).

Two (2) Course Implementation Evaluation Workshops were conducted at the end of the trimester of program implementation. Learnings with regard to the strengths of the courses and areas for improvement were derived from the discussion of the integrated course coordinator and student evaluations. Presentations on the activities, logistics, and finances involved afforded the members of the Inter-CU Management Committee (including the teaching faculty present) to gain a better handle of the nature and teaching approaches which were found deemed effective to address the professional needs of the TMEM practitioners.

The implementation of the program had accelerated the networking with a vast number of individuals involved in TMEM (practitioners and members of the academe doing this extension work) aside from multi-sectoral institutions involved in MPA management and governance. TMEM program students and staff was able to assist some of its LGU partners hosting the field courses of the program through the student course outputs. A further outreach was achieved through the PM-TMEM support of the students in gathering baseline data for their special projects through the collaborative development work with the UP CIDS and other partners.

The PM-TMEM is serving as an institutionalization mechanism for capacity building through intersectoral partnerships in learning and knowledge management, and for transdisciplinary collaboration in the field of MPA management and governance. Below are the noted observations during the implementation of 80% of the program's TMEM courses (9 out of 11) in Year 4:

- I) The program provides a venue to capture the learnings from different major NGOs involved in marine conservation when their resource persons are tapped for the lectures of the program
- II) LGUs and students are linked with sharing of lessons and resource persons through the PM-TMEM's network of professionals
- III) Through the program's partnership with the MPA Support Network (MSN), the LGUs and TMEM students become part of the MSN, allow for continuing partnerships with a broader support network and enhance learning by doing.

# Accomplishment vis-à-vis Goals

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## 1.1 Goals Established for Year 4

### 1.1.1 To establish the Professional Master's in Tropical Marine Ecosystems Management (PM-TMEM), a postgraduate academic program at the University of the Philippines, with Marine Protected Areas as the initial Area of Specialization

- 1.1.1.1 Institutionalization of the new PM-TMEM academic program
  - i) Approval of the Tuition Fee Scheme in the BoR meeting (October 2014)
  - i) PM-TMEM Program formally launched
- 1.1.1.2 Establishment of institutional arrangements among collaborating CUs (Work Plan: January – March 2014)
  - i) Inter-CU MOA and official appointment of Inter-CU Program Coordinators (Work Plan: July 2014; Adjusted to take place on the 4th quarter upon approval of the tuition fee scheme (previously July 2014)
  - ii) Inter-CU meetings ( February – April 2015)
- 1.1.1.3 Set-up of corresponding administrative systems required by the PM-TMEM program (Work Plan: January – March 2014)
  - i) Administrative systems
  - ii) Affiliations of inter-CU Faculty
- 1.1.1.4 Establishment of financial sustainability mechanisms (April - July 2014)
  - i) Leverage for scholarships
  - ii) Associated research grants for program support

1.1.1.5 Development of teaching materials for the program and capacity building (April - July 2014)

Writeshops and meetings with TMEM course faculty teams (November 2014 to January 2015)

Capacity building through collaborative research

Activity Plans and refs – each faculty/res pers responsible for teaching presentations and materials shared

### **1.1.2 To implement the PM-TMEM Program**

1.1.2.1 First cycle marketing activities (extended October - December 2014) and included here th Website efforts

1.1.2.2 Applications received and students selected

1.1.2.3 Logistical preparations and networking with LGUs for MPA demonstrationsites; pre-module faculty orientations (original work plan July 2014)

1.1.2.4 Three and a half trimesters of the program covering 6.5 modules, with the completion of 10 (10) courses (original WorkPlan: September – December 2015)

1.1.2.5 Trimestral Course Implementaton Evaluation of PM-TMEM Modules (original Work Plan : January 2015)

### **1.1.3 To develop a network of TMEM/MPA professionals, experts and institutions within the region**

Networking with potential program partners and sponsors either through multisectoral individual and institutional program arrangements (originally July – September 2014; Activities are extended and has become a continuing activity as it is integrated with module logistical preparations, marketing and sustainability work.)

## 1.2 Accomplishments According to the Goals Established for the Fourth Quarter

### 1.2.1 To establish the Professional Master's in Tropical Marine Ecosystems Management, a postgraduate academic program at the University of the Philippines, with Marine Protected Areas as the initial Area of Specialization

#### 1.2.1.1 Institutionalization of the new PM-TMEM academic program within UP

- i) Approval of the PM-TMEM Tuition Fee scheme in the 1302nd Meeting of the Board of Regents held 30 October 2014.

The review of the PM-TMEM Tuition Fee scheme was taken up at the UP BoR meeting held on 30 October 2014. The 3 CUs were represented by the respective Deans of the hosting College or Graduate School, together with key representatives from the UP Marine Science Institute.

Dr. Laura T. David of the UPMSI gave a presentation on the program, providing an overview of the UP approval process within the 3 CUs for the program's curriculum; the requirements that all 3 CUs addressed in line with the Guidelines of the System Fiscal Policy & Operations Committee (S-FPOC) for Tuition Fee review and approval; the survey results with TMEM practitioners on program costs; and the intended use of the funds.

The Student Regent, Mr. Neill John G. Macuha, expressed his hope that the higher tuition fees of the new program will not be a precedent for tuition fee increase of existing graduate programs. The Faculty Regent, Prof. Lourdes Abadingo, noted the absence of provision for additional honoraria for the faculty involved in the program but Dr. David explained that the teaching involvement of the various UP faculty from the 3 CUs, constitute part of their regular teaching load. Compensation is then based on the official rates of UP faculty.

The Staff Regent, Ms. Anna Razel L. Ramirez, moved for the approval of the PM-TMEM tuition fees, to which the BoR confirmed the motion. The approval was eventually circulated through MEMO No. LADLL-14-46 from the Office of the Secretary of the University (OSU) and the BoR (***See Annex 1, Appendix 1; See Appendix 2 for Gallery of photos***)

- ii) Updating of the UP BoR on the PM-TMEM Academic Calendar adjustments in their 1303rd meeting held 26 November 2014

During the 1303rd Regular Meeting of the BoR held on 26 November 2014, the BoR was informed about the revised PM-TMEM academic calendar, consisting of an application period from November to December 2014, and program commencement by January 2015.

iii) Formal launching of the PM-TMEM Program

***Launches within the UP System in November and December 2014.***

**18. November 2014.** Given the final approval of the PM-TMEM program's tuition fees on 30 October 2014, the program was formally launched within the UP System on 18 November 2014 at the UP Executive House. The launch provided an opportunity for some key officials of the UP System and Chancellors of the collaborating CUs to officially recognize the the first inter-CU collaborative graduate program, involving 3 UP campuses and institutionalized within the UP System.

The guest of honor was UP President Alfredo Pascual, together with Chancellors Michael Tan of UPD and Fernando Sanchez of UPLB. Key UP System officials, VP for Academic Affairs Dr. Gisela Concepcion and VP for Administration Dr. Maragtas Amante were present together with representatives of the Inter-CU Management Committee of the PM-TMEM program.

Among the program highlights were an audio-visual presentation on the development and process of PM-TMEM's institutionalization within the UP System and the UP President's address which focused on the urgency of addressing the sustainability of our vast natural marine resources. There was a ceremonial turn-over of the BoR-approved PM-TMEM curriculum and tuition documents to each of the CU Chancellors followed by their short responses regarding the program. The programme's climax was the symbolic gesture of cooperation among the CUs, through the Chancellors' affixing their signatures on a sign board with its content indicating the commitment to work together in addressing capacity building for the effective management and good governance over the marine ecosystems and its natural resources, within our country, the Coral Triangle and Southeast Asia. The Deans of the implementing units then gave their respective responses. ***(See Annex 2, Appendix 1)***

***Launch at the UPLB Graduate School in December 2014.***

**1 December 2014.** The program was also launched by the UPLB GS during its Foundation Day anniversary held 1 December 2014. The PM-TMEM comprises one of the off-campus graduate programs of the UPLB GS launched among its

partners from the private sector, academic research institutions and university consortia, including USAID-STRIDE. The event was hosted by Dean Jose Camacho and attended by MSI DDI Dr. Laura David, PM-TMEM Technical Coordinator Dr. Bernadette de Venecia, and PM-TMEM Program Officer Ms. Miraflor Sanchez. ***(See Annex 2, Appendix 2)***

***Launch with USAID, the government sector and NGOs in January 2015.***

The PM-TMEM program, which was set-up through a cooperative grant from the USAID, was launched among members of the government sector and NGOs involved in marine conservation and CRM with key officials of the UP System on January 9, 2015, at the Microtel Hotel within the UP-Ayala Techno Hub, Quezon City. It was done through a ceremonial handshake of partnership between the USAID Deputy Mission Director for the Philippines Mr. Reed Aeschliman and the UP System President Alfredo E. Pascual. ***(See Annex 3, Appendix 1 for programme).***

After the delivery of remarks on the rationale of the PM-TMEM by the UP MSI Director Marie Antonette Juinio-Meñez, an AVP on the Coral Triangle Initiative was shown to emphasize the context of the new graduate program within the regional goals of coral reef conservation, food security and ecosystems approach to fisheries management. This was followed by an overview of the graduate program and its distinctive features as a Professional Master's program, particularly its modular schedule and transdisciplinary approach, by Dr. Porfirio Aliño. After the Opening Remarks of the UP President, which focused on the contribution of UP as a National University to the achievement of regional goals through its new international program, officials from BFAR, DENR-BMB, and the League of Municipalities of the Philippines (LMP) delivered their messages regarding the significance of the program for their respective agencies or sector. The USAID Deputy Mission Director Reed Aeschliman then spoke about how the assistance in setting up the PM-TMEM program was aligned with their thrust in strengthening biodiversity conservation and management by strengthening higher education institutions.

The highlight of the program was the exchange of tokens between the representatives of the UP System and USAID-Philippines. Pres. Pascual handed over the University's commemorative centennial book while Deputy Mission Director Aeschliman gave a set of USAID partnership pin and a USAID cap for President Pascual's use for coastal visits. The UP System representatives, consisting of the President, the Vice-President for Academic Affairs Dr. Gisela Concepcion and the 3 CU Chancellors, together with the USAID-Philippines party, consisting of Deputy Mission Director Mr. Aeschliman and key members of USAID Office of Environment, Energy and Climate Change (OEECC) joined hands in the cross-over style of the ASEAN leaders. The event culminated with the photo

opportunity of the key officials of the UP System, USAID, and government officials with various groups of guests. The event was capped with lunch served and all guests taking home a commemorative mug of the event. (***See Annex 3, Appendix 2 for the Gallery of photos***).

#### 1.2.1.1 Establishment of institutional arrangements among collaborating CUs

***i) The preparation of the PM-TMEM Inter-CU Management Agreement based on the recommendations of the UP President (Administrative Order 15-05) issued in January 2015***

Based on Administrative Order 15-05 from the President of the University of the Philippines the Inter-CU Program Management Body for the Professional Masters in Tropical Marine Ecosystems Management (PM-TMEM) was formally established and given the directive to formulate additional guidelines for the Inter-CU implementing rules and regulations. These additional sections were in relation to availment of student scholarships and the selection of faculty members for the program.

An initial working draft was prepared in February 2015 and circulated by March 2015 among members of the Inter-CU Program Management Body through electronic mail communications. Deans from the Inter-CUs had concurred with one another on the final version by April 2015, consisting of 9 sections with 4 Annexes.

The final version consisted of the following sections:

- Section 1: Sharing of Resources
- Section 2: Coordination with the Office of the University Registrar
- Section 3: Faculty Affiliation and Selection of Lecturers/Resource Persons
- Section 4: Students' Application
- Section 5: Students' Assistance
- Section 6: Collection of Tuition Fees (Lecture And Laboratory) and Transfer of Laboratory Fees to the Host CUs
- Section 7: Promotion of the Program and Availment of Students' Scholarship
- Section 8: Development of Future Area of Specialization
- Section 9. Inter-CU Coordination and Management

The final version of the draft Inter-CU Management Procedures was submitted to UPD Chancellor Michael Tan on 20 April 2015, which was reviewed by pertinent offices within UPD. By October 2015, the Office of the Chancellor sent back the considerations for revisions in the following sections: i) Inclusion of details on the availment of scholarship; ii) Determination of the minimum

number of students to open a class; and iii) duration coverage of the agreement. A revised document is due to be prepared and consulted with the Inter-CU Management Committee.

**ii) Inter-CU Management meetings, November 2014 to August 2015**

The major Inter-CU Management Committee meetings were held on a quarterly basis (December 2015; April 8, 2015 and August 13, 2015). The Committee also took advantage of PM-TMEM Inter-CU events held in November 2014 and January 2015 to hold short meetings for updates.

**17 November 2014.** Members of the Inter-CU Management Committees met after the UP System PM-TMEM Launch event to update the group on the status of the Inter-CU Memorandum of Agreement (MOA) proposal. Dean Camacho of the UPLB GS updated the group on the recommendations of the UPLB Legal Office. A previous UP System memo states that there is no need for contracts (e.g. MOA) to be established between CU because the University of the Philippines system is a single legal entity. Hence, inter-CU arrangements or working procedures can be subject of a program and a supporting memo at the level of the UP System. The matter had been consulted with the Office of the UP Vice President for Legal Affairs.

**10 December 2014.** An Inter-CU Management meeting was held in the morning of 10 December 2014 at the UPMSI. The meeting was called in preparation for the program's January 2015 commencement given the challenges in line with scholarships for the first cycle. The major aspects covered by the meeting consisted of the following:

- i) Status of applicants and interview process
- ii) Status of scholarships
- iii) Equity in program implementation.
- iv) Adjustment of standard commencement of program cycle to January
- v) Other administrative matters.

**9 January 2015.** The Inter-CU Management Committees of the 3 CUs had a short meeting after the *Ceremonial Handshakes for Partnership Engagements* Launch of the PM-TMEM program by USAID and the UP System for updates on the status of student admissions and scholarships

**8 April 2015.** The PM-TMEM Course Implementation Evaluation Workshop that was conducted in April, also doubled as an Inter-CU Management Meeting due to the presence of concerned management committees (ManComm) of the 3 CUs. It served as an opportunity for the 3 CU ManComms to be updated and

provide insights on the status and quality of Program Implementation with respect to teaching of courses, logistics and expenses incurred during the implementation of two (2) modules of TMEM courses during the program's first trimester.

**13 August 2015.** A workshop for the Inter-CU Management Committee was held to focus on the PM-TMEM Program Evaluation and Planning. It was held at the UPV Campus in Iloilo City. The main objectives of the workshop were the following: i) To review and the range of processes and activities of program implementation and determine the distribution of functions for the next cycle ; and ii) to plan for the PM-TMEM Program's Sustainability. The meeting was planned to cover a half day but extended into the afternoon.

A summary of the recommendations from the Second Trimester Program Implementation Evaluation Workshop that was just held the previous day. Some of these included logistics of field site visits to avoid visitor fatigue and the improvement of safety measures; maximizing impacts to outcomes for students and transforming the interactions with LGUs/ stakeholders into opportunities to provide some form of service to the communities.

#### *Plenary Session 1: Processes, roles, and the distribution of functions*

The objective of the session was to review and evaluate the status of administrative and logistical matters of the program to enable a discussion on improvements and strategies for ensuring program implementation even without a full-time coordinating PM-TMEM Office when the USAID project support ends by April 2016. The following were addressed

- *BOR-approved Inter-CU Program Organizational Structure and Function*
- *Marketing for Students and Scholarships;*
- *Application and Registrations*
- *Pre-Module Preparations and Module Implementation*
- *Preliminary Examinations*
- *Post- Module Implementation and Inter-CU Management Arrangements*
- *First and Second Cycle Modular Schedules*

#### *Plenary Session 2: Program Sustainability*

The objective of the sessions were i) To determine the distribution of Inter-CU Program staff functions, and ii) To plan PM-TMEM program sustainability. The main focus of the discussions was on the distribution of tasks of the Inter-CU Program Office to key faculty and administrative offices involved in the implementation of courses. These key personnel consisted of the Course

Coordinator, the academic office of the hosting CUs, and the academic office of the Lead CU for an area of specialization. The role of the Marine Environment and Resource Foundation Inc. (MERF) in fund management of the Internal Mobility Fund of the students was also reviewed.

### **Plenary Session 3: PM-TMEM Program Planning**

The 3rd plenary session was short and involved some planning inputs of the body on the following areas: i) Curriculum development; ii) Financial sustainability; iii) Marketing; and iv) Capacity Building. Some highlights were the following:

Marketing - The CUs can make use of the updated e-copies of the brochures for reproduction and marketing; for posting of the program in respective CU websites.

Capacity Building- CUs were requested to address determination of 3rd liner resource persons (graduate students in the host CUs). Faculty who are potential 2nd liners can observe the PM-TMEM classes subject with the consent of the instructor.

The Inter-CU meeting ended with the closing remarks of Dean Crispino Saclauso of the College of Fisheries and Ocean Sciences, who thanked everyone for their participation.

#### 1.2.1.2 Set-up of corresponding administrative systems required by the PM-TMEM program

##### *i) Approval of the PM-TMEM Trust Account within the College of Science for the collection of laboratory fees from the 3 CUs*

The Fiscal Policy and Operations Committee (FPOC) recommended on January 27, 2015, the approval of the UP MSI request for a PM-TMEM Trust Account within the CS. Final approval was granted by the UPD Chancellor on 12 February 2015.

The Trust account will facilitate the efficient distribution and utilization of the pooled laboratory fees from the PM-TMEM enrollment in the 3 CUs, to be managed by MSI-CS. As the lead institution for the MPA area of specialization, MSI organizes the inter CU field activities of the program.

##### *ii) Setting up of the online PM-TMEM Registration System by the Office of the University Registrar (OUR)*

On 9 February 2015, the head of the OUR-Computer Registration System (CRS) demonstrated to the PM-TMEM and MSI Graduate Office staff the use of the computerized registration system developed for the PM-TMEM program, which was based on a trimestral academic calendar.

iii) Processing of Affiliate Faculty appointments among the 3 CUs

***UPV Faculty Affiliates.*** In February 2015, the IFPDS of UPV initiated the process of requesting the appointment of PM-TMEM program faculty from UPD and UPLB, as affiliates of College of Fisheries and Ocean Sciences (CFOS) of UPV.

***UPLB and UPD Faculty Affiliates.*** Both SESAM of UPLB and MSI of UPD initiated in April 2015, the process for the affiliae faculty appointments for the PM-TMEM faculty from their partner CUs.

1.2.1.3 Establishment of financial sustainability mechanisms through scholarships and program research grants (July - September 2014; designated as a continuing activity)

***i. Initiatives to solicit Scholarship grants***

***Petron Foundation Inc. and the San Miquel Foundation***

The UP-MFI/SMF scholarship MOA for PM-TMEM covering eight (8) full scholarships for the PM-TMEM program, was signed by the UP President in April 2015; by the PFI and SMF Presidents in May 2015; and notarized by June 2015. On July 9, 2015, representatives of the UP Marine Science Institute and the PM-TMEM Program Office had a meeting with the General Manager and Executive Director of the PFI and SMF, respectively, to provide an update on the PM-TMEM program and their scholars, consisting of four (4) students. This was followed by the turnover of the checks by the executive officials to Dr. Porfirio Aliño for scholarships in the first trimester of four (4) students.

The PFI scholars consist of the following: Ms. Anabelle Cayabyab (Provincial government of Cavite); Ms. Neneth Ordoño (Department of Environment and Natural Resources (DENR), Region 9); Mr. Ariel Pliego (DENR Region 11); Dr. Ruth Lucero of Malita, Davao del Sur (SPAMAST) is the SMF scholar

***Malampaya Foundation, Inc. (MFI).***

An initial meeting between the PM-TMEM team, headed by Dr. Aliño, with the MFI Executive Director Ms. Karen Agabin, and MFI Environmental consultant Dr. Candido Cabrido was held in January 2015 to present the PM-TMEM program

and discuss scholarship sponsorship details. There were follow-up meetings held together with the UP Office of Scholarships and Student Services (OSSS).

The MOA between UP and MFI for the PM-TMEM grant scholarships was signed by the UP President by April 2015 and signed by the MFI President in early June 2015. PM-TMEM student Ms. Danica Lopez of the C3 NGO of Busuanga, Palawan availed of the MFI scholarship.

*Department of Environment and Natural Resources (DENR)*

A meeting was held on 17 December 2014 with ASec Bresilda M. Gervacio of the Human Resource Development Service (HRDS) and other HRDS officers for the presentation on the PM-TMEM program and discussion on MOA components. The revised MOA draft was submitted by MSI to ASec Gervasio on 22 December 2014.

To enable newly-appointed permanent staff of DENR to avail of scholarships, including that for the PM-TMEM program, the DENR-HRDS worked on reviewing and revising the policies on in-house scholarships. The process of policy revisions within the national agency is still on-going.

*Department of Science and Technology – Science Education Institute (DOST-SEI)*

In October 2014, the UP MSI, through Dr. Maria Lourdes San Diego- McGlone, followed up on the inquiry with DOST-SEI about the possibility of the PM-TMEM's inclusion among the fields of study covered by the scholarships of the Accelerated Science and Technology Human Resource Development Program. The DOST scholarships only cover basic science and engineering courses that require a thesis research output and could not be applied for the PM-TMEM program.

*ii. Activities to gain associated Research Grants*

*UP Center for Integrative and Development Studies (CIDS)*

As part of the program sustainability plan for PM-TMEM, grant proposals on aspects directly covered by the PM-TMEM curriculum continue were submitted to various funding entities. Grants obtained constitute a source for associated funding particularly for PM-TMEM students their field research work in line with their academic requirement for a special project. Research results will also feed into the content and updating of the program curriculum materials.

On 20 October 2014, Dr. Porfirio Aliño, as principal investigator, together with six (6) other co-proponents, submitted a capsule proposal on *Evaluating the socio-*

*ecological impacts of Marine Protected Areas (MPA) in the Philippines: Beyond the MEAT (Management Effectiveness Assessment Tool)*. The proposal was endorsed by the external reviewers for a research grant support. The grant approval was officially communicated on 5 February 2015 by the UP CIDS Executive Director Dr. Edna E. A. Co.

#### 1.2.1.4 Development of teaching materials for the program and capacity building

##### i. Writeshops for teaching

As a follow-up to the Course Teaching Workshop in August 2014, course faculty teams of TMEM 201, 202, and 210 met separately given their varied levels of teaching plan outputs from the last Course Teaching Workshop in August 2014. Writeshops and meetings were carried out supplemented by electronic mail exchanges to facilitate completion of the details of the various class activity sessions for their respective courses. Their outputs would enable team members to have an overview of the specific content and related activities of the course to facilitate integration of their respective course components with other faculty in the team. All teams were provided a guide in the preparation of the series of class activity plans (**See Annex 4**). The following were the highlights of the mini-workshops of the TMEM course teams:

**TMEM 201 Tropical Marine Ecosystems.** The core team, consisted of the Course Coordinator Dr. Wilfredo Campos (UPV-CAS), Dr. Aletta Yñiguez (UPD-MSI), Dr. Victor Ticzon (UPLB-IBS), and Dr. Hildie Nacorda (UPLB-SESAM) held a writeshop on 17 November 2014 at MSI (**See Annex 4 Appendix 1**) with the following objectives:

- i) To plan out specific approaches for the activity sessions within the course;
- ii) To develop the teaching material for the various course activity sessions;
- iii) To identify the activity session moderator and teaching team (and co-faculty assisting, if any; number of field assistants) for classroom and field activities;
- iv) To determine the specific plan for student evaluation on course assimilation;
- v) To finalize the post-module assignment of the class;
- vi) To determine post-writeshop assignments and coordination mechanism of group given the work timelines.

The team decided to adapt a framework similar to the CTSP (Coral Triangle Support Project) for their activity session guide, but modified according to the TMEM 201 syllabus with focus on the perspective of practitioners in coastal resource management or tropical marine ecosystem management. The writeshop served as an initial session for the core members to write their respective components, with integration done by Dr. Aletta Yñiguez and submission by 28 November 2014.

**TMEM 202 Dynamics of Tropical Marine Socio-ecological Systems.** Course Coordinator Dr. Rodelio Subade (UPV-CAS) and faculty team members Dr. Ida Siason and Prof. Sonny Fernandez (both UPV-CAS) had a writeshop from December 16 to 17, 2014 at the UPMSI. The writeshop plan (**See Annex 4 Appendix 2**) focused on the presentation and discussion of the team's teaching plan framework with Dr. Porfirio Aliño and CRM financial sustainability expert Ms. Annabelle Trinidad. The panel of resource persons likewise shared a range of literature and potential case studies that would be applicable for the course. By December 2014, the team was able to cover activity sessions for most of the lecture components of the course. A subsequent field exposure trip within the vicinity of Bolinao was planned for February 2015 to finalize the field activities.

**TMEM 210 Intercultural understanding the management of tropical marine ecosystems.** Course Coordinator Dr. Maria Mangahas (UPD-CSSP) worked in tandem with Ms. Suzanna Rodriguez-Roldan of the Department of Sociology and Anthropology of the Ateneo de Manila University. The Guidelines and sample templates to develop the Activity Session plans for the one-unit course were transmitted to the team through electronic mail in late November 2014. By December 2015, the team submitted their outputs of detailed class activity plans. Dr. Porfirio Aliño also met with Dr. Mangahas on 17 January 2016 to discuss the course within the context of CRM.

ii. Capacity building through collaborative research

PM-TMEM – CIDS collaborative project with other Partners

With the approval of the PM-TMEM – CIDS collaborative project, meetings between Dr. Porfirio Aliño with the UPV proponents and collaborating socio-economic and financial sustainability experts from ECOFISH and BIOFIN, took place from March to May 2015. They discussed the development and finalization of the socio-economic assessment tool. By July 2015, negotiations with various LGUs commenced in order to arrange for the assessment of socio-economic benefits in relation to MPAs, to be conducted as technical assistance to the LGUs. The PM-TMEM students facilitated the networking with the LGUs of their

respective areas. Aside from the use of the SEAT (Socio-Economic Assessment Tool), surveys using the MPA and Network Effectiveness Assessment Tools (MEAT, NEAT) were also conducted.

The PM-TMEM-CIDS collaborative project with collaborating partners from MSN, ECOFISH, and BIOFIN, is a venue for the capacity building within the academe in terms of enriching exposures to other local MPAs as socio-ecological systems (SES); capacity building of the LGUs in the use of various MPA management assessment tools (MEAT, SEAT, NEAT); as well as improving the SES perspective of the PM-TMEM students and enabling them to have a baseline on the status of MPA management and governance in their areas. This will facilitate their identification of potential areas for their special projects required by the PM-TMEM program.

## 1.2.2 To implement the PM-TMEM Program

### 1.2.2.1 Student applications and enrollment (November 2014– January 2015)

**Applicants for the program.** The PM-TMEM Program Office received letters of intent for PM-TMEM application together with the corresponding curriculum vitae (CV) from 18 TMEM professionals. Of these, 14 were interviewed as part of the application process, from which 12 qualified for the program's first cycle based on work experience and plans for their studies, and not currently enrolled in other graduate programs. The PM-TMEM Admission Committee consisting of the MSI TMEM Management Committee and the inter-CU faculty interviewers, recommended these 12 applicants to the respective Deans for acceptance into the program.

The majority of the applicants who qualified for the program were informed of their status by 22 December 2014, and a late applicant by first week of January 2015 soon after her interview. In the end, seven were unable to pursue enrollment due to either i) incompatibility of work load within the duration of the time out from work to attend the modules (2 persons); ii) the need to source scholarships for 2 LGU staff to support their studies; iii) no endorsement from DENR for 2 contractual staff to avail of PFI scholarship for their studies; and iv) health reasons.

**PM-TMEM student enrollment.** Due to the papal visit holidays, which would coincide with the first week of PM-TMEM classes, program commencement was rescheduled to 20 January 2015, from the original 12 January 2015. This also enabled the students pursuing the program to finalize their work-study

arrangements with their respective institutions. The five (5) students who pushed through with the enrollment process are given in **Table 1-1**.

1.2.2.2 Logistical preparations and networking with LGUs for MPA demonstration sites and other institutions for various purposes; including pre-module faculty orientations (original work plan July 2014)

Given the late definitive approval of the PM-TMEM program within the UP System (30 October 2014), logistical preparations for the program's first trimester were moved to January 2015, just prior to the implementation of Modules 1 and 2. With regard to the various program modules implemented within the year, the standard operations for logistical preparations consisted of the following:

- i) Upon finalization by the Faculty Coordinator of the Activity Plans for a particular TMEM course, both the Technical Coordinator and Program Assistant conferred with the Faculty Coordinator on the various UP faculty lecturers and resource persons including the marine protected areas (MPA) demonstration sites determined for the course. These were done approximately a month prior to the conduct of each TMEM course.
- ii) Coordination was done with partner UP CUs for faculty who will be tapped for a particular TMEM course. Various resource persons/practitioners identified by the Course Coordinator were invited to handle assigned classes in line with their expertise.
- iii) Networking with the concerned Local Government Units (LGUs) at the municipal, and at times provincial levels, were done to discuss and determine the appropriate field sites in line with the objectives of the particular PM-TMEM course and to obtain the necessary permission for the class to conduct their field work. It is also through the relevant LGU offices (e.g. Municipal Agriculturist's Office or MAO) that arrangements are made for the participation of other multi-stakeholders of the MPAs of their sites including the coordinated final field schedule of the PM-TMEM class.
- iv) Logistical arrangements for PM-TMEM faculty, staff, and student accommodations, catering, land transport and boat rentals were done in the field sites a few weeks prior to the TMEM course.

Advance trips to various UP venues and field sites were conducted by the Program Assistant 3 to 4 weeks prior to the implementation of each of the TMEM courses covered by Modules 1 to 6, which were conducted within the year. These included networking with LGUs and various stakeholders in provinces of Luzon and the

Visayas area, where the field sites will be conducted. ***See Annex 11 Appendices 1 and 2*** for Gallery of photos.

**Table 1-1. The PM-TMEM students of the PM-TMEM program's first cycle.**

NAME	UNDERGRADUATE AND GRADUATE DEGREES	INSTITUTIONAL AFFILIATION	WORK EXPERIENCE
<p><b>1) ANNABELLE L. CAYABYAB</b> <b><u>UP Los Banos</u></b></p> <p><i>Informed and invited by Dr. Gil Jacinto through PEMSEA meetings</i></p>	<p>Master in Professional Studies- Major in Public Administration</p> <p>Cavite State University in consortium with Wesleyan College of Manila Inc. 2013-2014</p> <p>Bachelor of Science in Environmental Science (BSES).</p> <p>1997-2001. Cavite State University, Indang Cavite Philippines</p>	<p>Supervising Environmental Management Specialist (SEMS)</p> <p>Head ICM Division</p> <p>PG-ENRO Provincial Government of Cavite, since 2008</p>	<p>Assists the Head of PG-ENRO for environmental planning and management; preparation of environmental/coastal reports; management of the office and staff</p>
<p><b>2) DANICA D. LOPEZ</b> <b><u>UP Diliman</u></b></p> <p><i>informed about PM-TMEM through Dr. Miguel Fortes of UPMSI; seagrass conservation project partner</i></p>	<p>BS Community Development, 2011, UP Diliman, Magna cum laude</p>	<p>Community Centered Conservation (C3) Philippines, Inc.; Senior Program Officer</p>	<p>Has been with C3 since 2012 implementing community-based conservation projects in Busuanga, Palawan</p>
<p><b>3) RUTH S. LUCERO</b> <b><u>UP Visayas</u></b></p> <p><i>SPAMAST was informed about PM-TMEM and scholarship availability by SMF</i></p>	<p>PhD Higher Education , Biology, 2009, Davao del Norte State College</p> <p>MS Marine Biodiversity, 2000 Zamboanga State College of Marine Sciences and Technology</p>	<p>Southern Philippines Agri-Business and Marine and Aquatic School of Technology (SPAMAST), Malita, Davao del Sur; Associate Professor</p>	<p>Research extension work: Part of TWG of Municipal CRM Program of Malita; Focal Person for Dugong and Other Endangered Marine Resource Conservation programs of SPAMAST</p>
<p><b>4) NENETH T. ORDOÑO</b> <b><u>UP Diliman</u></b></p> <p><i>Informed about PM-TMEM through email announcement to DENR CMMD Chiefs by PM-TMEM office</i></p>	<p>Master in Public Administration, 2008, Medina College – Ozamis City</p> <p>BS Forestry, 1982, Western MSU – Zamboanga City</p>	<p>DENR-CMMD Reg IX; Chief since 2002</p>	<p>-Prepare action programs and implementation strategies on coastal and marine environment;</p> <p>-Supervise and monitor the progress of all coastal and marine environment programs and projects; Provide</p>

			technical assistance to LGUs, NGOs and POs in program and project conceptualization/ implementation, including sourcing of funds and other resources
<b>5) ARIEL R. PLIEGO</b> <b><u>UP Visayas</u></b> <i>TNA respondent; also through DENR-CORVA training</i>	BS Computer Science, 2000, AMA Computer College	DENR Region XI - Coastal and Marine Management Division of; Forest Ranger	For 12 years in DENR providing technical assistance e.g. MPA assessment, MPA Planning & MPA IEC in the different LGUs in the region

In preparation for TMEM 223 (MPA Networks and Large Marine Ecosystems) course, which will be conducted in November 2015, Dr. Porfirio Aliño and Ms. Mirafior Sanchez did a preliminary visit to Malaysia from October 4-7, 2015 to network with the University of Malaysia (Sabah), the Sabah Parks, and the WWF-Malaysia, to explore the possibility of holding the TMEM 223 field component in Malaysia.

Although the TMEM 297 Special Problem class will still be held during the students' terminal trimester from January to April 2016, the PM-TMEM program provided support for the students' special projects by assisting them in establishing baseline data with respect to their MPA sites in their area. In collaboration with the UP Center for Integrative Development (CIDS) Studies, the PM-TMEM program provided technical assistance to the Provincial or Municipal LGU of four (4) of its students for the assessment of the management effectiveness of the MPAs (MEAT) including the socio-economic aspects (SEAT) of the coastal area in relation to the MPAs.

**Table 1-2.** Logistical preparatory periods for TMEM courses and collaborating institutions in line with the TMEM class venue and field activities.

<b>MODULE AND TMEM COURSES</b>	<b>PREPARATORY PERIOD FOR VENUE AND FIELD LOGISTICS</b>	<b>INSTITUTIONS INVOLVED IN THE PROGRAM THROUGH FIELD COMPONENTS</b>
<i>Module 1: TMEM in the CT &amp; SEA</i> TMEM 201 Tropical Marine Ecosystems	January 13-15, 2015;	LGU – Bolinao, Pangasinan  LGU – Bani, Pangasinan

<p><b>Module 2: Fundamentals of TME Management</b></p> <p>TMEM 202 Dynamics of TM Socio-ecological Systems</p> <p>TMEM 203: Marine Environmental Planning and Management</p>	<p>February 11-13, 2015</p>	<p>LGU – Bolinao, Pangasinan</p> <p>LGU – Bani, Pangasinan</p>
<p><b>Module 3: Management &amp; Governance of TMEs</b></p> <p>TMEM 220 MPA Management and Governance</p>	<p>April 14-18, 2015</p>	<p>University of the Philippines-Cebu</p> <p>LGUs of the Province of Cebu: Carmen, Poro, San Francisco, Oslob, Moalboal</p>
<p><b>Module 4 Strategic Planning for TMEM</b></p> <p>TMEM 221 Strategic Planning for MPAs</p>	<p>May 26-30, 2015- Negros</p> <p>June 3-5, 2015 -UPV and Concepcion, Iloilo</p>	<p>University of the Philippines – Visayas;</p> <p>LGU- Concepcion, Iloilo;</p> <p>PG- Negros Occidental including MLGUs of Sagay and Sipalay;</p> <p>PG-Negros Oriental, including MLGU- Dauin</p>
<p><b>Module 5 MPA Management Plan Implementation</b></p> <p>TMEM 222 MPA Management Plan Implementation</p>		<p>University of the Philippines- Los Baños;</p> <p>PG-Batangas including LGUs- Mabini and Bauan;</p> <p>PG-Oriental Mindoro including MLGU-Gloria</p>
<p><b>Module 6 MPA Systems</b></p> <p>TMEM 223 MPA Networks and LMEs</p>	<p>October 5-7, 2015;</p> <p>October 18-22, 2015</p>	<p>University of the Philippines- Los Baños;</p> <p>University of Malaysia (Sabah); Sabah Parks; WWF-Malaysia</p>

<p><b>Module 7 TMEM Management Effectiveness and Good Governance</b></p> <p>TMEM 297 Special Problem (actual class scheduled for 2016)</p>	<p>Dates of SEAT: August 2015, September 2015, and October 2015</p>	<p>PG-Cavite with participation of 5 LGUs</p> <p>LGU- Malita, Davao del Sur; LGU-Mabini, Davao;</p> <p>PG-Zamboanga Sibugay with participation of 9 LGUs</p>
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- 1.2.2.3 Implementation of PM-TMEM Modules 1 to 5 including parts of Modules 6 and Module 7, from January 2015 to October 2015 (original Work Plan: September – December 2014)

The PM-TMEM Program fully implemented five (5) modules of the program, four (4) of which were covered in the first two (2) trimesters from January 2015 to August 2015. Module 5 was implemented in the third trimester, including part of Module 6 the latter covering TMEM 296. Although students will officially take Module 7 in 2016, the students started doing preliminary work in preparation for their respective special projects, which will be the focus of Module 7.

Implementation of Module 1

**Module 1 of the PM-TMEM program, covering the period of January 20 – February 4, 2015**, consisted of TMEM 201 *Tropical Marine Ecosystems* (3 units), and TMEM 210 *Intercultural Understanding in the Management of Tropical Marine Ecosystems* (1 unit), held sequentially. Dr. Wilfredo Campos of the College of Arts and Sciences (CAS) of UPV, was the Course Coordinator for TMEM 201. The entire team consisted of ten (10) faculty members from the 3 CUs. Dr. Maria Mangahas of the Anthropology Department of the College of Social Science and Philosophy – UPD, was the Course Coordinator for TMEM 210. Lecture components for both courses were held at the MSI in UP Diliman; while students were based at the UP Bolinao Marine Laboratory, for the field component of TMEM 201. See **Annex 5 Appendices 1 and 2** for the Gallery for TMEM 201 and 210, respectively.

The highlights of the module’s field component consisted of the following:

- Familiarization of the TMEM students with the instruments measuring coastal/ocean water dynamics to help generate models used for CRM decision-support systems, such as a Conductivity-Temperature-Depth (CTD)

sensor equipment; an Acoustic Doppler Current Profiler (ADCP) for the measurement of current speed and direction; and an Echo Sounder.

- Hands-on exposure to coral reef, mangrove, and seagrass assessment methods; and demonstration of a range of equipment used for monitoring water quality.
- Field trip and discussion along various points of the Bolinao coast to observe coastal features and processes relevant for CRM.

### Implementation of Module 2

**Module 2, which was conducted from February 25, 2015 to March 20, 2015**, also consisted of two courses: TMEM 202 *Tropical Marine Socio-ecological Systems* (4 units) and TMEM 203 *Marine Environmental Planning and Management* (4 units). Dr. Rodelio Subade of CAS-UPV, who was the Course Coordinator for TMEM 202. Two other faculty members from UPV formed the teaching team with MSI Director, Dr. Marie Antonette Juinio-Meñez, invited as a resource person to discuss *Culture-based resource management of the sea urchin, Tripneustes gratilla, and sea cucumber, Holothuria scabra*.

Dr. Laura David of MSI-UPD coordinated TMEM 203 with Dr. Sheila Vergara – Knowledge Management Director of the ASEAN Centre for Biodiversity and Dr. Vera Horigue of UP MSI’s CCRES project, as members of the teaching team. See **Annex 5 Appendices 3 and 4** for the Gallery for TMEM 202 and 203, respectively.

The highlights of the module’s field component for TMEM 202 were the following:

- Profiling of Barangay Balingasay coastal community’s socio-cultural/economic profile and fisheries activities through Key Informant Interviews.
- The focused group discussion (FGD) with the female members of SAMMAKA (*Samahang Mangingisda at Magsasaka*) in Barangay Pilar conducted by 3 of the students as an exercise in gender analysis. The objective of the FGD was to find out whether the status of women had improved in the last 10 years since CRM was implemented in Pilar (female perspective) and women were involved in the people’s organization.
- The SMMV People’s Organization (*Samahang Maliliit na Mangingisda ng Victory*) presentation on their PO’s involvement in the Sea Cucumber Ranching Project. The PO managing the sea ranching project is a family-based PO, whereby all family members become part of the PO and help out in the sea cucumber project and contribute to the family income. The FGD, with an all-male group of 5, was facilitated by 2 PM-TMEM students

The following were some highlights of the TMEM 203 classes:

- Resource and resource-use mapping – This was done using using IAN symbol libraries consisting of environmental science vector symbols and icons (Integration and Application Network). Another version of resource mapping was done using Google Earth, applied to the work sites of the students.
- Capturing coastal conditions through low altitude remote sensing (LARS) - Using 2 speed boats the class launched a kite with a GoPro camera to take images of the coastal area. Images were processed using a freeware to stitch composite images into a single panoramic image of the coast.
- Principles of vulnerability assessments:  
Sea-level rise estimations – A modified beach profiling of the shore outside the BML, using modified VA Tools based on those published by MERF (CIVAT, TURF, IC-C-Change) applied to their respective work sites
- Principles of decision support system – Students were taught to use a priority estimation tool as an aid in analyzing priority issues that can be addressed in their respective area.
- Field trip along the coast of Zambales and Lobo, Pampanga for the observation of coastal and environmental management issues.

The post-module work of the students consisted of the development of a basic management plan addressing the CRM issue in their respective areas, which they had started working on through the various classroom exercises which involved the application of various tools.

### Implementation of Module 3

**Module 3 of the PM-TMEM program was held from May 11 – 26, 2015.** It consisted of TMEM 220 MPA Management and Governance and TMEM 211 Communication in TMEM. Lecture classes were held at the new South Reclamation Project (SRP) campus site of the UP Cebu Professional Schools and at the main campus within the city proper. Co-course Coordinators for TMEM 220 were Drs. Porfirio Aliño and Hazel Arceo; Course Coordinator for TMEM 211 was Dr. Cleofe Torres of the College of Development Communicatin – UPLB. See **Annex 5 Appendices 5 and 6** for the Gallery for TMEM 220 and 211, respectively.

Some of the highlights of TMEM 220 field visits were the following:

- The whale-shark watching activity at Barangay Tan-awan, Oslob, which had become a major source of livelihood of the community's marginal fishermen who

have organized themselves into an association named Tan-awan Oslob Whale Shark Fishwarden Association (TOWSFA) – The activity allowed for student observations with respect to management. Discussions were held with the Oslob LGU MAO and Tourism Officer and other multi-stakeholders, who shared the LGU’s sustainability plans for coastal tourism in the area.

- The Saavedra MPA in Moalboal with 75-100% coral cover - The discussion with the LGU CRM key personnel on reef site tourism highlighted tourist sustainability through long-term solidarity of coastal communities through strict implementation of reef conservation and Users’ fees.
- The learnings from the MPAs of Carmen and the Camotes Islands, formerly under the USAID Environmental Governance Program - These LGUs continue to be in need of technical assistance to sustain proper operationalization of their MPA Management plans.
- An additional visit to the Olango Wildlife Island Sanctuary, which was co-sponsored by UP Cebu, exposed the students to the boardwalks over the intertidal waters of the mangrove sanctuary, a natural island setting for the seasonal sanctuary of migratory birds.

The TMEM students submitted work on their TMEM 220 post-module assignments consisting of an assessment of the current state of management and governance of their selected MPA in their respective work areas, to identify gaps and determine possible strategies to address the gaps.

The TMEM 211 course, which was covered in two days, focused on the students’ development of a Communication Plan in relation to IEC needs of their respective MPA sites. They also had an exercise on a basic communication skill for managers.

#### Implementation of Module 4

**Module 4 of the PM-TMEM program was conducted from June 22, 2015 to July 7, 2015.** The module consists of only one (1) course, TMEM 221 Strategic Planning for MPAs. Lecture classes were held at the Conference Hall of the College of Fisheries and Ocean Sciences (CFOS) of the UP Visayas Miagao campus. See **Annex 5 Appendix 7** Gallery for TMEM 221.

Through the various class activities students experienced a sampling of soft skills in conflict management and dialogue; had an exercise in financial budgeting for a particular component of MPA management, including exercises in evaluating MPA Management Plans.

Some of the highlights of TMEM 221 course were the following:

- Concepcion, Iloilo – The visit to the site of coral fragments gathered for regrowth by the community from the reef areas destroyed by Typhoon Yolanda.
- *Orientations of both the Provincial Environmental Management Office and the Office of the Provincial Agriculturist (PEMO, OPA) of Negros Occidental, and the Environment and Natural Resources Division (ENRD) of Negros Oriental.*- Discussions emphasized how the organizational structure and competent staff from the provincial offices assigned to the LGUs have strongly supported the development and progress of CRM activities, including stable monitoring and evaluation (M&E) components. Provincial and LGU coastal management effectiveness has been strengthened through the effective inter-LGU Alliances in the region.
- *Interaction with multi-stakeholders of Sipalay (Negros Occidental) and Dauin (Negros Oriental) MPAs* - Provincial support has been cited in both areas aside from the institutionalization of various user fees within the tourist dive spots. The MPAs are co-managed by the communities who strictly enforce dive and conservation regulations and have benefitted from the high annual tourist incomes generated from the MPAs.
- *Last set of lecturers in Dumaguete* – Students had the opportunity of having an international lecturer for their class, Dr. Robert Pomeroy from the Sea Grant Program of the University of Connecticut. They learned about sustainable coastal livelihoods and an overview of the failures of past livelihood programs in the Philippines. Dr. Rene Abesamis, affiliated with the James Cook University of Australia, demonstrated science-based decision making in MPA establishments through his lecture on fish population connectivities between various MPA sites of southern Negros. Ms. Angelique Songco, Protected Area Superintendent (PASU) of the Tubbataha Reefs Natural Park, who shared the unique effective management arrangements for the NIPAS area, through the generous support of the private sector.
- Analysis of various Management Plans of MPAs in the Philippines, among which is the Dauin MPA Management Plan. The recommendations for Dauin were eventually shared with the LGU after the course, with the MPA faculty of the program providing technical assistance to the multi-stakeholders for the updating of their MPA Management Plan (August 2015).

Students submitted post-module work assignment to review the Management Plan of their respective MPAs and to propose how to strengthen and sustain their MPA.

### Implementation of Module 5

**Module 5 of the PM-TMEM program was conducted in September 2015.** It consisted of TMEM 222 MPA Management Plan Implementation with lecture classes held from September 7 to 14, 2015 at different venues of the UP Los Baños. Field classes were held from September 17 to 23 in various sites of the provinces of Batangas and Oriental Mindoro. Dr. Hazel Areceo was the Course Coordinator. See **Annex 5 Appendix 8** for the Gallery of photos.

Some of the highlights of TMEM 222 field visits were the following:

- An orientation on the Batangas MPA Network, was provided by Ms. Loretta Sollestre, Head of Planning at the Batangas PG-ENRO, when the class visited her office in Batangas City. Discussions also focused on the collaborative efforts between the PG, the Batangas LGUs, marine conservation NGOs, the maritime police and commercial fishers on the recent closed season for fishing in Batangas, which resulted in the increase in fish catch among all multi-stakeholder.
- The TMEM class did a site visit of an MPA in Bauan, Batangas with one group of SCUBA divers taking underwater videos and images in the deeper section; and another group snorkelling in the shallow area, also taking underwater images. An audio-visual presentation was prepared from these video footages and underwater images and turned over to the Bauan LGU, to help build their own archive of underwater documentation of their MPA. This was to address a technical assistance they requested when the logistical coordination was done with the LGU in preparation for the field component.
- The MPA site visit to the Aagsalin MPA in Gloria, Oriental Mindoro, where PM-TMEM SCUBA divers were allowed to dive and witness the variety and abundance of fish and marine life, which is a result of a strictly-enforced “no-take” area in the province; and the interaction with the coastal community of the area.

### Implementation of Module 6

**Part of Module 6 of the PM-TMEM program was conducted in October 2015.** The module consists of the TMEM 296 Seminar class and the TMEM 223 MPA Networks and Large Marine Ecosystems course. The TMEM 296 class consists of the class’ participation in the 13th National Symposium in Marine Science ( PAMS 13) held from October 22 to 24, 2015 at General Santos City, South Cotabato and some lectures scheduled for early November 2015, after which follows the TMEM 223 class. At the PAMS 13,

students attended the presentations of the different LGUs short-listed as finalists for the MPA Support Network's *Best MPA Award*. All five (5) PM-TMEM students also did oral paper presentations at the Symposium, consisting of the following:

**Table 1-3.** Oral presentations of the PM-TMEM students at the 13th National Symposium in Marine Science (as an alternative activity for TMEM 296 Seminar)

<b>PM-TMEM Student</b>	<b>Title of Oral Paper Presentation</b>	<b>PAMS Session venue, date, time</b>
Ms. Neneth Ordoño, DENR IX – Zamboanga	Analysis of the Socio-ecological systems of the Buluan Island MPA in Ipil, Zamboanga Sibugay	October 22, 2015; Basil Function Room; 3:30 p.m.
Dr. Ruth Lucero, SPAMAST, Davao del Sur	Towards an Analysis of the Management of the Dugong Conservation Project in Malita, Davao del Sur	October 23, 2015; Basil Function Room; 11:45 a.m.
Ms. Danica Lopez C3 NGO, Busuanga	Adaptive Post-Disaster Interventions in Favor of Conservation: The Case of the <i>Boats for Busuanga Project</i> in Northern Palawan	October 24, 2015; Basil Function Room; 10:00 a.m.
Mr. Ariel Pliego DENR XI – Davao	Challenges and Opportunities in Pujada Bay Protected Landscape and Seascape (PBPLS)	October 24, 2015; Pandan Ballroom; 11:45 a.m.
Ms. Anabelle Cayabyab PG-Cavite	Cavite's Olive Ridley Turtle ( <i>Leipidochelys olivacea</i> ): Endangered or Sentinel Species?	October 24, 2015; Basil Function Room; 4:30 p.m.

See **Annex 5 Appendix 9** for the Gallery of photos on the students' participation at PAMS 13 for the TMEM 296 activity.

*Technical support for preliminary work of students for Module 7*

The collaborative research in partnership with the CIDS, MSN, and USAID partners (Ecofish) to develop the Socio-Economic Assessment Tool (SEAT) in relation to MPAs has enabled program support for the students' special projects. From August 2015 to October 2015, together with the TMEM students, training was organized and provided to the LGUs on the use of the MEAT (which is a pre-requisite for a survey on the socio-economic effects of the MPA), and the SEAT. Two of the TMEM students organized the MEAT and SEAT training on a province-wide level, involving LGU alliances or

networks, since their TMEM special projects involve addressing management aspects of MPA networks.

#### **1.2.2.4 TMEM Course Implementation Evaluation Workshops for PM-TMEM Modules conducted during the year (original Work Plan: January 2015 and April 2015)**

##### **i) First Trimester TMEM Course Implementation Evaluation Workshops, April 2015**

The *PM-TMEM First Trimester Course Implementation Evaluation Workshop* was held on 8 April 2015 at the 3/F Conference Room of the UP Marine Science Institute, UP Diliman (see ***Annex 6 Appendices 1 and 2*** for the programme and participants). The main objective of the workshop was to evaluate the implementation of the TMEM courses conducted in the first trimester. Specifically, the workshop aimed:

1. To evaluate the course curricula and teaching effectiveness of methods and approaches used for course implementation;
2. To evaluate teaching effectiveness of the program faculty and lecturers;
3. To assess student performance, needs, and areas for support;
4. To review extent of program logistics and costs involved in course implementation;
5. To develop recommendations for improvement of course implementation and program cost effectiveness and efficiency for the following trimester.

The following are some of the Workshop highlights:

##### ***Introductory activities***

UPMSI Director Dr. Marie Antonette Juinio-Meñez, welcomed the participants. After relating some of the milestones achieved by the 3 CUs in having to implement the program, she pointed out that the workshop would serve as an opportunity to discuss the learnings from the first set of course implementations, to help ensure improvements and effective teaching.

Dr. Porfirio Aliño then presented an overview of the TMEM program citing the imperatives for establishing the PM-TMEM, its structure, content and target students.

##### ***The following are the highlights of the Course Evaluations by the Students***

**i) TMEM 201**

- Provided sufficient information and understanding of TME connectivities and influence of land-sea interactions.
- Very structured with clear purposes and objectives; good flow of lectures.
- Long hours daily; can be overwhelming and tiring.
- More field exposure and more discussion time for the geology, physico-chemical components, including familiarization with marine organisms.
- Appreciation for the expertise of lecturers.

**Discussion Highlights.** Course materials should be transmitted to the students for their advance reading assignments; coordination on common reading materials among the courses with focus on applied aspects; preparation of article summaries.

Demonstration of field equipment should range from economical to expensive ones, taking into consideration the financial capacity of the students' institutions.

**ii) TMEM 210**

- There could be more balance of issues in and outside the Philippines.
- There was more focus on anthropological research technique.
- Gained tips for skills in interviewing.
- There was an appreciation for exposure to real-life situation of a fisherman.
- Cultural analysis not just of different ethnicities but at different levels of management could be included.
- Analysis on how to enhance cooperation among diverse groups can be incorporated; need not limit scope to just Indigenous Peoples.

**Discussion Highlights.** It is important for the students to understand that biases may affect certain decisions of a community. An example was cited of WWF's efforts in Berau (Indonesia) where some people from the community rejected adopting the recommended spatial planning for the coastal area. Citing case studies from other countries in the region (Asia and/or Southeast Asia) was encouraged so that the students are aware that similar efforts are happening in other parts of the region.

**iii) TMEM 202**

- Gained a deeper appreciation for SES concepts, processes, and complex interactions of actors.
- Students appreciate guidance and availability of team for consultations.

- There were a lot of opportunities for student participation.
- Theoretical; most presentations and examples were based on the reading materials. Would have appreciated practical applications and tools.
- Would appreciate more local examples and on-the-ground work experience integrated with discussions on the social and ecological connectivities.
- Coordination for field activities can be improved.
- Time insufficient for the given activities and assignments.

**Discussion Highlights.** Assigned reading materials for students could focus on applied aspects of the lecture and that these consist of articles other than the references used by the faculty for the lecture slide presentations.

The inclusion of some applied tools were suggested but that these be put within the proper context of the CRM cycle, e.g., whether it is baseline assessment or for planning or implementation.

**iv) TMEM 203**

- Good framing of the course at start with useful curriculum content and materials e.g. tools and IEC materials
- Realization of importance of integrated approach in planning process due to interconnectivity of issues with helpful lessons to address gaps realized in existing management plans.
- Learning was enjoyable challenging.
- Need more time for mapping components.
- Better to avoid mere “data extraction” encounters with locals.
- Some of the lectures can have more practical applications.

**Discussion Highlights.** A concern was raised regarding the benefits that may be gained by the communities that participate in the program as subjects for the field exercises (e.g. FGDs) in the succeeding cycles. Sharing or providing them the results of the class interactions will enable validation of the results by the community.

Students were exposed to the range of tools that can be used with demonstrations of how some are used. The teaching approach with respect to certain concepts or tools should also aim for students to realize and appreciate the need for technical

expertise from external institutions who can generate specialized information needed by the practitioners' organization.

***Synthesis of Recommendations on Curriculum and Effective Implementation of Courses.*** Dr. Aliño presented the TMEM Program in relation to the CRM cycle showing the match between specific stages of the CRM cycle that will require the knowledge and skills covered in specific TMEM courses. An important aspect of this cycle is the M & E which should be institutionalized among the TMEM students so that they are able to put this into practice when they graduate from this program. He explained that in reality, the response and feedback adjustments are often not incorporated in the management process.

***Review of Program Logistics, Resources, and Costs.*** Ms. Miraflor Sanchez presented an overview of the logistics and finances of the program including the problems encountered and recommendations for the succeeding courses and program cycle which was followed by an open forum.

**i) Second Trimester TMEM Course Implementation Evaluation Workshops, August 2015**

The Second TMEM Course Implementation Workshop was held on 12 August 2015, at the GCEB Training Room 1, College of Fisheries and Ocean Sciences, UP Visayas – Iloilo City. The Objectives were similar to the first with TMEM 220 MPA Management and Governance, TMEM 211 Communication in TMEM, and TMEM 221 Strategic Planning for MPAs. ( See ***Annex 7 Appendix 1*** for the Programme).

Dean Crispino Saclauso of CFOS-UPV welcomed the participants. They were all introduced considering the presence of new officials in the Inter-CU Management Committee. Also present were some of the UPV faculty who had participated in the courses being evaluated. The workshop started with an overview of the program and the courses that were implemented in the second trimester.

The Course Coordinators integrated the student evaluations into their presentation of the over-all evaluation of the course. (See ***Annex 7 Appendix 2*** for the presentations). Discussions revolved around the evaluations of the students and the observations of the faculty regarding logistics, student performance, including safety measures in the field.

### 1.2.3 To develop a network of TMEM/MPA professionals, experts and institutions within the region

#### ***Networking with individuals and institutions involved in TMEM***

Various aspects of the program provided several means for multi-sectoral networking towards cooperation for the improvement in management and governance of marine protected areas in the Philippines. Networking was achieved through the following program activities:

- i) Participation as faculty, lecturers, and resource persons of the PM-TMEM classes carried out in various campuses of the University of the Philippines (Classroom-based and field site-based lecturers)
- ii) Collaboration in the organization of the PM-TMEM field activities in the Philippines and regional sites (Coral Triangle) with the exchange of technical assistance for some LGUs.
- iii) Provision of technical assistance/training to PLGUs and MLGUs in relation to the PM-TMEM program support provided for the five (5) students' establishment of baseline data on MPA management and governance in their respective provincial/municipal areas.

The collaborative work of UP CUs enabled the development of an inter-disciplinary pool of UP faculty, with the members having participated in the lecture and field components of the program. Some members from other local and international academic institutions have likewise been tapped for their particular expertise.

The pool of resource persons consists of a number of MPA experts who have been collaborating with the Marine Science Institute through a number of current and past marine and fisheries conservation programs funded by the USAID. A number of them are affiliated to international NGOs or agencies involved in marine conservation (RARE, Conservation International, GIZ) or major programs (ECOFISH). Others are affiliated with LGUs or Protected Areas, were invited to the University to impart the management practices of their sites, constituting the MPA case studies of the program. The program's lecturer for Coastal Enforcement invited some members of the Philippine National Police as resource persons. On the over-all, the members from the academe constituted 43 % of the lecturers, with 57 % consisting of practitioners, with the latter strengthening the distinctive applied aspects of a Professional Master's program. Among the range of resource persons, 60 % of these were from the field sites of the various modules.

Through the preparation of the field courses the program’s network has widened within the government sector at the provincial and municipal levels, given their jurisdiction over various MPA demonstration sites, particularly among the local chief executives, including a Governor with jurisdiction over the MPA demonstration sites tapped for the program. The PM-TMEM program was able to work with four (4) PG offices and 14 LGUs in the Philippines in relation to PM-TMEM field activities held within their areas of jurisdiction. In preparation for the TMEM 223 MPA Networks and Large Marine Ecosystems, the program was able to network with three (3) key institutions involved in the marine parks of Malaysia (**See Table 1-1 of this report**).

The collaborative CIDS research in partnership with MSN, ECOFISH, and BIOFIN to develop the Socio-Economic Assessment Tool (SEAT) in relation to MPAs is a means by which the PM-TMEM program is supporting the students’ special projects for TMEM 297. Results from the MEAT, SEAT, and NEAT surveys will enable the TMEM students to identify the gaps in management and governance of their respective MPAs and use this information to determine the scope of their special projects. For the PM-TMEM Program, it has likewise been a means to extend technical assistance to a large number of LGUs (associated with the students’ sites) in the use of these assessment tools.

The extent of networking with with professionals and multi-sectoral institutions involved in TMEM is summarized in **Tables 1-4 to 1-6**.

**Table 1-4.** Number of Lecturers from the academic sector.

<b><i>PM-TMEM Lecturers from the Academe (Faculty and Researchers)</i></b>	<b><i>Number</i></b>
<b>University of the Philippines</b>	
UP Diliman	16
UP Visayas	9
UP Los Baños	6
UP Mindanao	1
<b>Sub-Total</b>	<b>32</b>
<b>Other Universities</b>	
University of Connecticut, USA	1
James Cook University, Australia	1

Mindanao State University	1
Ateneo de Manila University	1
<b>Sub-Total</b>	<b>4</b>
<b>TOTAL</b>	<b>36</b>

**Table 1-5.** Number of multi-sectoral resource persons.

<b><i>PM-TMEM Resource Persons from various sectors</i></b>	<b><i>Number</i></b>
<b>From the private sector and NGOs</b>	
International NGOs (3)	6
Local NGOs (1)	1
Major Projects (not related to NGOs above; 2)	5
Freelance consultants	<b>3</b>
<b>Sub-Total</b>	<b>14</b>
<b>From the government sector and other protected areas (not linked to field sites)</b>	
National agencies (Phil., USA; 2)	2
LGUs (3)	3
NIPAS (1)	1
<b>Sub-Total</b>	<b>6</b>
<b>From the government sector: Site-based resource persons (Phil.)</b>	
PGs (4)	6
LGUs (12)	16
Some NGOs, POs,Alliances (6)	6
<b>Sub-Total</b>	<b>28</b>
<b>TOTAL</b>	<b>48</b>

**Table 1-6.** PG and LGUs that have received technical assistance through the PM-TMEM program and UP CIDS in partnership with the MSN and ECOFISH.

<b><i>Areas that have received technical assistance in various forms through PM-TMEM and collaborating partners</i></b>	<b><i>Number of LGUs and MPAs assisted</i></b>
<p>1) Turn over of underwater documentation of the MPA to initiate the LGU's MPA archive. This was used by the LGU as their audio-visual presentation of their MPAs for the BRAVO MPA Awards.</p> <p><i>Bauan, Batangas</i></p>	<p>1 LGU, 1 MPA</p>
<p>2) Evaluation of MPA Management Plan by TMEM class and assistance in the updating of the MPA Management Plan by its multi-stakeholders by TMEM MPA faculty</p> <p><i>Dauin, Negros Oriental</i></p>	<p>1 LGU, 6 MPAs</p>
<p>3) Technical assistance through training in the use of MEAT and SEAT; and NEAT where applicable – in collaboration with ECOFISH, CIDS and MSN</p> <p>3.1 PG-Cavite and (in cooperation with TMEM student A. Cayabyab)</p>	<p>1 PG, 5 LGU, 5 MPAs</p>

3.2 LGU Malita, Davao del Sur - 1 MPA (in coopertion with TMEM student R. Lucero)	1 LGU,1 MPA
3.3 LGU Mabini, Davao del Sur 1 Seascope involving 6 Barangays of Mabini (in cooperation with TMEM student A. Pliego)	1 LGU, 1 Seascope
3.4 PG Zamboanga Sibugay  For representation of the TOMMBA Alliance and the Sibugay Bay Development Alliance  (in cooperation with TMEM student N. Ordono)	1 PG  2 Inter-LGU Alliances (13 LGUs),  17 MPAS
<b>TOTAL</b>	<b>2 PG</b> <b>22 LGU</b> <b>31 MPA</b>

***Networking with five (5) institutions for the sponsorship of scholarships and other activities***

Three (3) Institutions from the private sector are currently sponsoring the scholarships of all the PM-TMEM students of the first cycle. The Petron and the San Miguel Foundations are sponsoring eight (8) full scholarships (tuition and mobility fund), of which four (4) were applied to 4 students in the first cycle; the rest to be applied for the second cycle. The Malampaya Foundation Inc. is also providing full scholarships for TMEM practitioners from Batangas, Oriental Mindoro, and Palawan under its Malampaya Sustainable Development Program, and is currently supporting one (1) TMEM student.

Follow-up on the negotiations with DENR on the in-house scholarship grants for qualified staff to enroll in the program will be prioritized in the next 2 quarters, to enable its availability by the third cycle.

The Program had requested a meeting with the League of Governors of the Philippines in order to present the PM-TMEM program in the hope that the Provincial Offices will sponsor qualified staff to avail of the program. The meeting was requested through Governor Alfonso V. Umali, Jr. of Oriental Mindoro to whom an official communication was sent from Dr. Porfirio Aliño in October 2015. Governor Umali had previously hosted a dinner for the PM-TMEM class and faculty when they were based at Calapan City in September 2015.

The program has also been able to network with UP Cebu for use of its classroom venues and their co-sponsorship of a field visit to the Olango Island Marine Sanctuary, together with some of their faculty and staff.

***Networking with three (3) institutions for collaborative research and technical assistance to the student' province or LGU***

The research grant from the UP Center for Integrative Development Studies (CIDS), involving partners consisting of the MPA Support Network and ECOFISH and a consultant from the BioFin project, has been previously discussed.

# ANNEXES

## ANNEX 1

### UP Board of Regents' approval of the PM-TMEM tuition fees 30 October 2014

*Appendix 1. Memo No. LADLL-14-46 from the OSU: Approval  
of PM-TMEM Tuition Fees*

*Appendix 2. Gallery of Photos, UP BoR approval event*

***Appendix 1. Memo No. LADLL-14-46 from the OSU: Approval of PM-TMEM tuition fees***



**UNIVERSITY OF THE PHILIPPINES SYSTEM  
OFFICE OF THE SECRETARY OF THE UNIVERSITY  
AND OF THE BOARD OF REGENTS**

3 November 2014

**Memorandum No. LADLL-14-46**

**For :** *All Vice Presidents  
All Chancellors  
The Dean, UP Cebu  
All Directors, HRDO*

**Subject :** *Summary of Decisions of the Board of Regents  
at its 1302<sup>nd</sup> Regular Meeting held on 30 October  
2014*

Please be informed of the attached *Summary of Decisions of the Board of Regents at its 1302<sup>nd</sup> Regular Meeting held on 30 October 2014*, for your appropriate action. The said summary shall be uploaded in the official OSU website: [osu.up.edu.ph](http://osu.up.edu.ph).

The Chancellors and the Dean of UP Cebu shall please see to it that copies of the said summary are furnished to all units/person concerned.

Thank you very much for your attention.

  
Prof. **LILIAN A. DE LAS LLAGAS, PhD.**  
Secretary of the Board of Regents

Cc: Office of the President

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Quezon Hall, University of the Philippines, Diliman, Quezon City, 1101, Philippines  
Tel # (632) 927-6780, Telefax # (632) 920-6897, 920-6885, email: [osu@up.edu.ph](mailto:osu@up.edu.ph)

**1302<sup>nd</sup> BOARD OF REGENTS MEETING**  
**30 OCTOBER 2014, 9:00 a.m.**  
 Executive House, UP Diliman Campus, Quezon City

**SUMMARY OF DECISIONS**  
 (As of 3 November 2014)

**NOTE: THE CHANCELLORS WILL PLEASE SEE TO IT THAT COPIES OF THE 1302<sup>nd</sup> SUMMARY OF DECISIONS ARE FURNISHED TO ALL UNITS/PERSONS CONCERNED.**

**I. MATTERS ARISING FROM THE PREVIOUS MINUTES**

ITEM NO.	AGENDA ITEM	BOARD ACTION
1	Approval of the Institution of Tuition and Laboratory Fees in the Professional Masters in Tropical Marine Ecosystems Management (PM-TMEM) Program	<b>APPROVED</b>

**II. MATTERS FOR APPROVAL OF THE BOARD**

ITEM NO.	AGENDA ITEM	BOARD ACTION
<b>GENERAL GOVERNANCE</b>		
<b>Appointment of University Officials</b>		
2	Proposal to Institutionalize the UP Open University Gender Focal Point System (GFPS) and to Create the Office of Gender Concerns (UPOU OGC), UP Open University	<b>APPROVED</b>
3	<p>Appointments of the Following Faculty Members as <b>Vice Chancellors of the University of the Philippines Los Baños</b>, effective 1 November 2014 to Serve at the Pleasure of the Chancellor, with all entitlements due to their positions:</p> <ol style="list-style-type: none"> <li>1. <i>Dr. Portia G. Lapitan</i> as Vice Chancellor for Academic Affairs</li> <li>2. <i>Prof. Rex B. Demafelis</i> as Vice Chancellor for Research and Extension</li> <li>3. <i>Dr. Crisanto A. Dorado</i> as Vice Chancellor for Administration</li> <li>4. <i>Dr. Marish S. Madlangbayan</i> as Vice Chancellor for Planning and Development</li> <li>5. <i>Dr. Serlie B. Jamias</i> as Vice Chancellor for Community Affairs</li> </ol>	<b>APPROVED</b>

**Appendix 2. Gallery of Photos, UP BoR approval event**



VP for Administration Dr. Maragtas Amante meets Dean Saclauso and Dr. Aliño prior to the UP BoR meeting.



VP for Administration Dr. Maragtas Amante joins the others prior to the UP BoR meeting.



After the approval of the PM-TMEM tuition fees. L-R: Dean Jose Maria Balmaceda (UPD-CS); VP for Academic Affairs Dr. Gisela Cocepcion; VP for Administration Dr. Maragtas Amante; Dr. L. David; Dean J. Camacho; Ms. M. Sanchez; Dr. B. de Venecia; Dr. P. Aliño.

## ANNEX 2

PM-TMEM Launch within the UP System

18 November 2014

*Appendix 1. Programme*

*Appendix 2. Symbolic sign board on Working Together*

*Appendix 3. Gallery of photos*

**Appendix 1. Launch within the UP System, 18 November 2014.**

Given the final approval of the PM-TMEM program's tuition fees on 30 October 2014, the program was formally launched within the UP System on 18 November 2014, 8:00 to 9:30 a.m. at the UP Executive House. The launch provided an opportunity for key officials of the UP System and Chancellors of the collaborating CUs to officially recognize the the first inter-CU collaborative graduate program, involving 3 UP campuses and institutionalized within the UP System.

The guest of honor was UP President Alfredo Pascual, together with Chancellors Michael Tan of UPD and Fernando Sanchez of UPLB. Key UP System officials, VP for Academic Affairs Dr. Gisela Concepcion and VP for Administration Dr. Maragtas Amante were present together with representatives of the Inter-CU Management Committee of the PM-TMEM program. Dr. Laura David of the UPMSI was the Master of Ceremonies.

The programme consisted of the following:

8:00 a.m. National Anthem

Welcome by the Master of Ceremonies

8:05 PM-TMEM – Working together for the Inter-CU Program  
(Audio Visual Presentation)

8:15 Address of UP Pres. Alfredo E. Pascual

8:20 Turn over of approved PM-TMEM documents

8:22 *Response of each of 3 Chancellors: UPD, UPLB, UPV*

Ceremonial Launch: Board Signing of Chancellors on Cooperation

8:30 *Response of Deans of Implementing College/School*

8:40 Closing: Series of group picture taking

8:45 Merienda

Appendix 2. Symbolic sign board on Working Together



**Appendix 3. Gallery of photos**



Master of Ceremonies :Dr. Laura David of UPMSI welcomes the guests



Guest of Honor UP President Alfredo Pascual



Turn over of the UP BoR approved PM-TMEM documents to the Chancellors



Chancellors Michael Tan and Fernando Sanchez, Jr. of UPD and UPLB sign the symbolic board on cooperation: *Working Together . . .*

... and give their Responses.



The UP System Officials and Chancellors with *Working Together* as the centerpiece. L-R: CFOS Dean Crispino Sadauso representing UPV Chancellor Rommel Espinosa; UPLB Chancellor Fernandez; UPD Chancellor Tan; UP Pres. Pascual; VP-Academic Affairs Dr. Gisela Concepcion; VP-Administration Dr. Maragtas Amante.



Dean Jose Maria Balmaceda of UPD-CS (left) and Dean Jose Camacho, Jr. of UPLB GS (below) share their experiences on the development and approval process of the inter-CU collaboration.



The UP System officials, the Chancellors, the inter-CU PM TMEM Management Committee and guests.

## ANNEX 3

# PM-TMEM Ceremonial handshake between UP and USAID key officials

9 January 2015

*Appendix 1. Programme*

*Appendix 2. Gallery of Photos*

**Appendix 1. Programme**

**Strengthening Handshakes for Active Partnership Engagements (SHAPE) for the Professional Masters in Tropical Marine Ecosystems Management of the University of the Philippines**

January 9, 2015, 9:00 a.m. – 10:30 a.m.  
Oblation Room, Microtel Hotel, UP-Techno Hub, Quezon City

**Program of Activities**

8:30	Registration	
9:00	Introduction	Dr. Antonette Menez Director, UP MSI
9:10	Overview of PM-TMEM Program	Dr. Porfirio Alino Program Head, PM-TMEM
9:20	Opening Remarks	Mr. Alfredo Pascual, President, UP System
9:30	Message: Department of Agriculture - Bureau of Fisheries and Aquatic Resources	USec. Asis Perez DA-BFAR Message to be delivered by Asst. Director Atty Benjamin Tabios Jr.
9:35	Message: Department of Environment and Natural Resources – Biodiversity Management Bureau	Dir. Theresa Mundita Lim, Director, DENR-BMB Message to be delivered by Asst Dir Vincent Hilomen
9:40	Message: League of Municipalities of the Philippines	Hon. Abraham Burahan, Secretary General, LMP Message to be delivered by Exec. Asst Felix Catarata
9:45	Message: USAID/Philippines	Ms. Gloria Steele, Mission Director for the Philippines and the Pacific Islands, USAID Message to be delivered by Deputy Director Reed Aeschliman
9:55	Ceremonial Handshake and Photo Opportunity	
10:00	Closing Remarks	Dr. Porfirio Alino
10:30 AM	Snacks	

**Appendix 2. Gallery of Photos**

The PM-TMEM Launch and Ceremonial Handshake between UP and USAID at the Oblation Room of the Microtel Hotel, Ayala Techno Hub



The Presidential Table with UP Pres. Alfredo Pascual and USAID Deputy Mission Director Reed Aeschliman; the 3 CU Chancellors and ASec Bresilda Gervasio of DENR

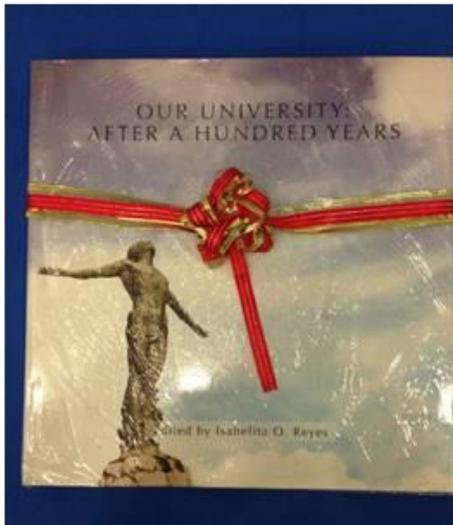
UP Pres. Pascual delivers the Opening Remarks



USAID Deputy Mission Director Aeschliman delivers a message on behalf of Director Gloria Steele



Handshake between Partners : USAID and UP



The exchange of gifts between UP and USAID



**Let's strengthen our partnership : Cross-over handshake APEC style  
(Academic Programs Enrichment Cooperation)**



**FAMILY PICTURE: UP and USAID with government officials from DENR & BFAR, and LMP**



**FAMILY PICTURE: UP and USAID with friends from the NGO sector and private foundations (CI, GIZ, PEMSEA, WWF, Biofin and Ecofish, Petron Foundation Inc., San Miguel Foundation)**



**FAMILY PICTURE: UP and USAID with the PM-TMEM Inter-CU Management Committee and MERF**

## ANNEX 4

### Writeshops and meetings with TMEM 201, 202, and 210 course faculty teams

*Appendix 1. Guide on the preparation of Class Activity Plans*

*Appendix 2. Writeshop plan for TMEM 201 team*

*17 November 2014*

*Appendix 3. Writeshop plan for TMEM 202 team*

*16-17 December 2014*

**THE PROFESSIONAL MASTER'S in TROPICAL MARINE ECOSYSTEM  
MANAGEMENT (PM-TMEM) :**

**Tropical Marine Ecosystems Management Courses**

**Guidelines for the Preparation of the Class Activity Plans and Student Activity Sheets**

*The Teaching Plan Framework*

The preparation of the class activity plans assumes the completion of the general teaching plan which incorporates the various teaching modalities for the different classroom and field sessions covered by the course. As indicated in the framework, the teaching plan specifies the class activity corresponding to the teaching approach of the course sub-sections; the assigned faculty-in-charge per activity (or lead faculty, especially if there will be resource persons involved or shared roles); logistics and the basic references (e.g. Manual of tools used in the course; types of datasets or cased studies that will be provided).

Considerations regarding class activities with professionals:

- i) The class activity could serve as a diagnostic tool to gauge the practitioners' range of experience and understanding/applications of related fundamental concepts;
- ii) The class activity could take on an integrative approach that encompasses a range of basic scientific concepts fundamental for TMEM;
- iii) The class activity can serve as feedback for the faculty-in-charge with regard to the level of discussion of concepts planned for the lecture: affirmation, clarification, elaboration, etc
- iv) For intensive courses, varied approaches/teaching modalities are recommended.

*Preparation of the Class Activity Plans*

The Professional Master's program integrates scientific concepts with management practice and tools that are used in the work place of practitioners. The teaching materials are developed from the collaboration and experience of both members of the academe and TMEM experts who have been involved in the technical training of both government sector units and NGOs in various aspects of TMEM. Based on the teaching plan prepared by the course team, the guides for both classroom and field activities are prepared by members of the course team, supplemented by the contributions of practitioners, including international experts with experience in the Coral Triangle and Southeast Asia.

The basic elements of the class activity plan consists of the following:

- i) Objectives – specific to the class activity

- ii) Key Teaching Points – essential take-home ideas (fundamentals)
- iii) Duration of the activity – guide for class management
- iv) Logistics e.g. room set-up, materials needed, etc.
- v) Class activity plan framework in 3 columns:
  - Time (duration of sub-activities)
  - Activity (Guide in procedure and content of the activities; Teaching modalities are expounded through descriptions of the activity components)
  - Resource (faculty/resource person responsible for corresponding component)

After the plan on the class activity (proper; table above), the inclusion of the student evaluation on course content assimilation (from the activities constituting one day) is recommended. The evaluation activity can be conducted in the first fifteen (15) minutes of the class activity of the following day. This also serves as important feedback with regard teaching effectivity of the course component/topics concerned.

#### *Preparation of the Students' Class Activity*

These guides contain instructions for the students, particularly for interactive activities, class exercises, and field work. It contains the Objectives, activity duration, and Instructions. Time limits for the various activity components are indicated, to facilitate class management.

#### **Timelines**

November 26, W	Submission of the completed teaching plan and initial set of class activity plans and soft copy of materials to be used (e.g. tools)
December 1, M materials	Feedback will be provided regarding the teaching plan and
December 8, M	Submission teaching plan, class activity sheets and student activity sheets (based on suggestions from technical committee)
December 10-11, materials)	Class activity workshop and writeshop (to finalize teaching

## Appendix 2. Writeshop plan for TMEM 201 team

### THE PROFESSIONAL MASTER'S in TROPICAL MARINE ECOSYSTEM MANAGEMENT (PM-TMEM)

:

#### Tropical Marine Ecosystems (TMEM 201) Writeshop

17 November 2014 ; Meeting Room, Marine Science Institute, UP Diliman

#### **Writeshop Objectives**

The general objectives of the writeshop is for the TMEM 201 course team to develop the set of teaching materials for the classroom activities that will be held at the UPLB campus and the field materials of the TMEM 201 core team. The specific objectives are the following:

1. To plan out specific approaches for the activity sessions within the course based on the following criteria:
  - 1.1 Activity is diagnostic to gauge practitioners' range of experience and understanding of related scientific concepts
  - 1.2 Activity is integrative that it encompasses management issues or ecological phenomena with basic scientific concepts
  - 1.3 Activity results serve as feedback to facilitator with regard discussion of concepts planned for lecture session: affirmation, clarification, elaboration, etc
2. To develop the teaching material for the various course activity sessions
  - 2.1 The activity session plans for the teacher/facilitator for the classroom and field activities
  - 2.2 The activity sheets for the students
3. To identify the activity session moderator and teaching team (and co-faculty assisting, if any; number of field assistants) for classroom and field activities;
4. To determine the specific plan for student evaluation on course assimilation
  - 4.1 To determine the range of approaches to be used for the daily reviews (prior to activity proper) to constantly assess student assimilation through the duration of the course
  - 4.2 To finalize the set of case studies that will be used for post-module assignments (Instruction sheet)
5. To determine post-writeshop assignments and coordination mechanism of group given the work timelines.

#### **Writeshop Outputs**

- 1) Documentation of detailed activity plan for the course sessions

- 2) Activity session plans and corresponding activity sheets for students
- 3) Identification of activity session faculty (or lead faculty, team and assisting staff)
- 4) Specific plan for various evaluation sessions and post-module case studies
- 5) Post-writeshop assignments and key persons responsible; coordination mechanism

### Writeshop Schedule

Time	Activity
8:30 a.m.	Introduction Review of Writeshop objectives and outputs Feedback
9:00 – 9:30 am	Review of TMEM 201 teaching plan output with commentaries Scanning of teaching activity plans and activity sheets (examples)
9:30 – 9:45 am	Determination of activity sessions and corresponding lead faculty
9:45 - 10:30 am	Discussion and determination of teaching approaches for activity sessions <a href="http://www.wageningenportals.nl/msp/tools">http://www.wageningenportals.nl/msp/tools</a>
10:30 – 12:30	WRITING SESSION 1 – Classroom activities Development of activity session plan, student activity sheet, and learning evaluation component (1 <sup>ST</sup> set of assignments)
12:30 – 1:20 pm	Lunch
1:30 – 3:30 pm	WRITING SESSION 2 – Classroom activities Development of activity session plan, student activity sheet, and learning evaluation component (2 <sup>nd</sup> set of assignments)
3:30 – 4:30 pm	WRITING SESSION 3 – Field activities Development of activity session plan, student activity sheet, and learning evaluation component (3 <sup>rd</sup> set of assignments)
4:30 – 5:00 pm	Discussion on post-writeshop assignments and key persons responsible; coordination mechanism
5:00 pm	Submission of workshop outputs

### **Appendix 3. Writeshop plan for TMEM 202 team**

#### **THE PROFESSIONAL MASTERS in TROPICAL MARINE ECOSYSTEM MANAGEMENT (PM-TMEM) : Dynamics of Tropical Marine Socio-Ecological Systems (TMEM 202) Write-shop**

15-16 December 2014 ; Meeting Room, Marine Science Institute, UP Diliman

#### **Writeshop Objectives**

The general objective of the writeshop is for the TMEM 202 course team to present and finalize the teaching materials for the classroom and field activities that will be held at the Bolinao Marine Laboratory and its nearby field sites. Group discussions and exchange of experiences between the TMEM 202 faculty and TMEM resource persons on the course scope and content applied to CRM planning and management framework. This will be held to enhance the TME management context within the course, and in relation to the other program courses. The specific objectives are the following:

1. For the TMEM 202 faculty to present their lecture and field class content and activities at the write-shop, including how the teaching approaches can help indicate the following:
  - 1.1 A gauge for practitioners' range of experience and understanding of essential concepts;
  - 1.2 Integrative by showing links of class content within the context of its applications/role in CRM planning or management plan implementations;
2. For the TMEM 202 faculty team and resource persons to hold focused group discussions on the lecture and field activities from the perspective of TMEM managers on-the-ground
  - 2.1 To discuss and exchange experiences and materials in line with the scope and applied aspects of the course lecture topics;
  - 2.2 To discuss and exchange experiences and materials in line with the scope and applied aspects of the field work sessions;
3. For the TMEM 202 team and resource persons to identify field sites for field work within the area of Bolinao/Anda/Bani and additional supporting CRM documentation of areas with best practices
4. For the TMEM 202 team to finalize the composition of the teaching team; detailed TMEM 202 class/field activities, including student activity plan/sheets for the pre- and post-module assignments of the students.
5. To determine post-write-shop assignments and coordination mechanism of group given the work timelines; including pre-module field site visit and interactions with resource persons involved in field sites (advance trip of group just prior to course)

## Writershop Outputs

- 1) Detailed class and field activity plans including teaching approaches to be used for the classes
- 2) Post-write-shop assignments and key persons responsible; coordination mechanism

## Writershop Schedule

Time	Activity
<b>Day 1</b>	
9:30 a.m.	Introduction Review of Write-shop objectives and outputs Profile of potential students of the program
9:45 – 10:45 am	Presentation of the TMEM 202 lecture class activities, teaching material (TMEM 202 faculty)
10:45 – 12:15 am	Discussion on the TMEM 202 lecture scope and content within context of CRM or TME management applications (Dr. Perry Alino and Ms. Annabelle Trinidad and TMEM 202 team)
12:30 nn	Lunch
1:30 - 2:30 pm	Presentation of the TMEM 202 field class activities, tools, teaching material (TMEM 202 faculty)
2:30 – 3:30pm	Discussion on the TMEM 202 field work activities within context of CRM or TME management applications (Dr. Perry Alino, Ms. Annabelle Trinidad, Dr. Robert Pomeroy and TMEM 202)
3:30 – 4:30 pm	<i>WRITING SESSION 1 – Classroom activities</i> Writing of the detailed activity session plans and corresponding student activity hand-outs (for interactive activities)
4:30 pm	Merienda
4:45 pm	TMEM 202 Team meeting on write-shop status : Submission of initial set of lecture activity plans and student hand-outs finished for the day
5:00 pm	Departure
<b>Day 2</b>	

8: 30 am	REVIEW of FIELD PLAN: Walking through activities for BML and field sites with corresponding logistics ( TMEM 202 and Ms. Mira Sanchez)
9: 30 – 11:00 am	<i>WRITING SESSION 2</i> – Continuation for Class activities Finalization of detailed class activity plan (for interactive activities)
11:00 – 12:30 nn	<i>WRITING SESSION 3</i> – Field work activities Writing of detailed field work activity plan, and corresponding student field activity hand-outs
12:30 nn	Lunch
1:30 pm	<i>WRITING SESSION 4</i> – continuation for Field work activities Writing of detailed field work activity plan and corresponding student field activity hand-outs
4:45 pm	TMEM 202 Meeting : Review status of outputs and submission work accomplished from writeshop; Discussion of next steps
5:00 pm	Departure

## ANNEX 5

### PM-TMEM Courses Implemented in Year 4

*Appendix 1. TMEM 201 Tropical Marine Ecosystems*

*Appendix 2. TMEM 210 Intercultural Understanding in the Management of TMEs*

*Appendix 3. TMEM 202 Dynamics of Tropical Marine Socio-Ecological Systems*

*Appendix 4. TMEM 203 Marine Environmental Planning and Management*

*Appendix 5. TMEM 220 MPA Management and Governance*

*Appendix 6. TMEM 211 Communication in TMEM*

*Appendix 7. TMEM 221 Strategic Planning for MPAs*

*Appendix 8. TMEM 222 MPA Management Plan Implementation*

*Appendix 9. TMEM 296 Seminar*

**Appendix 1.1 TMEM 201 Tropical Marine Ecosystems syllabus and schedule**

**TMEM 201**

**TROPICAL MARINE ECOSYSTEMS**

**COURSE DESCRIPTION**

Ecological foundations of tropical marine ecosystems.

Course credit : 3 u. (32 h lec; 48 h lab)

Prerequisite : None

**COURSE OBJECTIVES**

At the end of the course, the student should be able to:

- 1) Discuss tropical marine ecosystems (TMEs) as well as land-sea interactions and horizontal marine connectivities that influence TMEs.
- 2) Explain the relevance of tropical marine ecosystem processes, ecosystem services, and integrated management.
- 3) Analyze the current human impacts on the marine environment and the approaches in marine ecosystems-based management .
- 4) Familiarize themselves with the application of marine resource and environmental assessment tools

**Appendix 1.2 TMEM 201 Gallery of photos**



Courtesy call with Mayor Arnold Celeste of Bolinao, Pangasinan.

Orientation on Bolinao's CRM Program by Mr. Jessem Gabatin, Bolinao LGU CRM Technical Staff member



Coral reef assessment Lecture at BML with Dr. Victor Ticzon



Observing the Picobuan fish landing activities and laboratory work with Dr. Wilfredo Campos.



Snorkelling with Dr. Nacorda for a review on seagrasses.



Coral reef assessment field exercise



A visit to UP BML's Giant Clam Ocean Nursery.



Returning back to BML from a day out on field.



Retrieving the CTD equipment along the Guiguwanen Channel.



Coastal water quality and monitoring - a laboratory and field demonstration with Dr. Gil Jacinto and staff.



Coastal geological features and processes - field classes Dr. Fernando Siringan.

**Appendix 2.1 TMEM 210 Intercultural Understanding in the Management of TMEs syllabus and schedule**

**TMEM 210**

**INTERCULTURAL UNDERSTANDING IN THE MANAGEMENT OF  
TROPICAL MARINE ECOSYSTEMS**

**COURSE DESCRIPTION**

Multi-cultural realities and diversity issues in tropical marine ecosystem management in Southeast Asia and the Coral Triangle.

Course credit : 1 u. (16 h lec)

Course prerequisite : None

**COURSE OBJECTIVES**

At the end of the course, the student should be able to:

- 1) Discuss multi-cultural realities and diversity issues involved in marine resource management within Southeast Asia (SEA) and the Coral Triangle (CT);
- 2) Explain the cross-cultural ethnographic patterns within SEA and the CT, with a focus on marine resource management;
- 3) Analyze how knowledge of these multi-cultural realities can enhance cooperation among diverse peoples in the management of marine ecosystems.

**Appendix 2.2 TMEM 210 Gallery of photos**



**TMEM 210 class picture with Dr. Maria Mangahas and Ms. Suzzana Rodriguez (seated left to right), and Dr. Bernadette de Venecia of the PM-TMEM Program Office (standing, 2<sup>nd</sup> from left).**

**Appendix 3.1 TMEM 202 Dynamics of Tropical Marine Socio-Ecological Systems syllabus and schedule**  
**TMEM 202**

**DYNAMICS OF TROPICAL MARINE SOCIO-ECOLOGICAL SYSTEMS**

**COURSE DESCRIPTION**

Interactions of social, political, cultural, economic, and ecological dimensions in tropical marine ecosystems.

Course credit : 4 u. (32 h lec; 96 h lab)

Course Prerequisite : TMEM 201

**COURSE OBJECTIVES**

At the end of the course, the student should be able to:

- 1) Discuss the components and key interactions/ processes, issues, and best practices in tropical marine socio-ecological systems;
- 2) Evaluate local marine knowledge and best practices, resource access rights and vulnerabilities of coastal folks.
- 3) Analyze the socio-economic dimensions of tropical marine ecosystem management (TMEM) through the integration and application of fundamental concepts and tools in environmental economics;
- 4) Synthesize knowledge and insights from the theory and practice of social entrepreneurship and their application within the context of poverty, environmental degradation and social inequity.

**Appendix 3.2 TMEM 202 Gallery of photos**



**An inductive class activity with Dr. Ida Siason on socio-ecological systems.**



**A focused group discussion in class held at the UPMSI.**

**Group work on gender roles in coastal fishing communities.**



**TMEM 202 lecture class with Prof. Pepito Fernandez, Jr.**



FGD with the women of the SAMMAKA People's organization on gender roles in the community.



Mr. Artemio Caasi presenting the involvement of the SMMV People's Organization in sea ranching.

FGD with the men of the SMMV People's Organization on gender roles in CRM at Bgy. Victory



The TMEM 202 faculty and class at the Bgy. Victory Sea Ranching site.



Courtesy call with Mayor Gwen Palafox-Yamamoto of Bani, Pangasinan.



Interaction with the Bani MAO and multi-stakeholders of the Bangrin Mangrove MPA.



River cruise to the Bangrin Mangrove MPA.



The Bangrin Mangrove MPA.



The myriad fyke nets surrounding the Bangrin Mangrove MPA.

**Appendix 4.1 TMEM 203 Marine Environmental Planning and Management syllabus and schedule**  
**TMEM 203**

**MARINE ENVIRONMENTAL PLANNING AND MANAGEMENT - Principles and tools marine environmental planning and management.**

Course credit : 4 u. (32 h lec; 96 h lab)

Course co-requisite : TMEM 202

Module no. and course sequence : M 2, C 2/2

Lecture and field venues: BML, Bolinao area

Schedule: M, 9 Mar – Th, 20 Mar

**COURSE OBJECTIVES**

At the end of the course, the student should be able to

- 1) Discuss the theories, principles, process, and issues of marine environmental planning;
- 2) Demonstrate knowledge and appreciation of the range of tools and databases relevant for marine environmental planning and management;
- 3) Analyze the applications of planning and integrated approaches to various management strategies of the marine environment;
- 4) Evaluate a marine environmental management plan.

**Appendix 4.2 TMEM 203 Gallery of photos**



**Identification of CRM issues along Long Beach, Bolinao, Pangasinan**



**The harbor exercise and indicators of CRM issues along the Guiguiwanen Channel.**



**Interview with a fishpen caretaker at the aquaculture zone of Bolinao, Pangasinan.**



**The Guiguiwanen fishing village (above) where interviews were done with the fisherfolk (left).**



Reviewing the concepts of resilience through the *Resilience: Survive or Thrive* card game.



Measuring potential sea level rise in 50 years.



Dr. Laura David demonstrates Low Altitude Remote Sensing (LARS) using a kite and attached camera.



Student reporting (left) under a lecture class of Dr. Vera Horigue (right).

**Appendix 5.1 TMEM 220 MPA Management and Governance syllabus and schedule**

**TMEM 220 MARINE PROTECTED AREA MANAGEMENT AND GOVERNANCE**

Integration of socio-ecological systems and designs; legal frameworks, governance and administration principles, and sustainable financing schemes.

Course credit : 3 u. (32 h lec; 48 h lab)

Course pre-requisite : TMEM 203

**COURSE OBJECTIVES**

At the end of the course, the student should be able to:

- 1) Explain the socio-ecological foundations for marine protected area (MPA) systems and designs and their implications for effective management and governance;
- 2) Discuss the governance and administration arrangements for the effective management of MPAs, their processes, systems and standards;
- 3) Recommend sustainable financing programs and systems appropriate for a given context of their functionality, transparency, accountability and participatory decision making.

**Appendix 5.2 TMEM 220 Gallery of photos**



The TMEM 220 class with Atty. Liza Eisma-Osorio of the Foundation for the Philippine Environment on MPA planning.



TMEM 220 class take a break with Mr. Mar Guidote (2<sup>nd</sup> from Left), Dr. Perry Aliño, Mr. William Jatulan, & VC Dr. Fidel Nemenzo



Standard orientation on whale watching rules .



The TMEM 220 class at the UP Cebu Professional School at the SRP campus



Oslob whale shark watching site & interaction with multi-stakeholders (MAO, Tourism Officer, LA MAVE, Federation of People Organizations (boatmen and boat operators)



**Appendix 6.1 TMEM 211 Communication in TMEM syllabus and schedule**

**TMEM 211  
COMMUNICATION IN TROPICAL MARINE  
ECOSYSTEM MANAGEMENT**

**Introduction**

Managing natural resources like tropical marine ecosystem is “90 percent managing the public and 10 percent managing the resource” (Fazio and Gilbert, 1981). Tropical marine ecosystem managers must recognize and respect this maxim in order to establish and maintain credibility and keep the public trust. Communication is an important process and mechanism for managing people’s behaviour towards marine resources. But this can only work if circumstances affecting such behaviors are studied well and corresponding communication strategies planned based on ground evidences. The key word here is being “strategic.”

Planning is the key to success of many endeavours, and communication in tropical marine ecosystem management is no exception. The plan may be a long-term one to guide activities in succeeding years, or a short-term one to address a controversial “issue of the day.” Planning is simply a systematic approach to decision making and taking action.

The TMEM 211 session is meant to introduce the participants to the science of communication planning. The principles in communication planning essentially follows the general cycle for project planning except that they will be working on a number of communication elements and approaches. Hence, the two days will bring the participants to navigating the strategic communication planning process and enable them to develop a skeletal communication plan as a sub-plan in their overall TMEM plan.

**Session Objectives**

In more specific terms, TMEM 211 module aims to enable the participants to:

1. Explain the communication process, its importance and role in tropical marine ecosystem management.
2. Identify the behavioral issues and concerns in tropical marine ecosystem management that can be addressed by communication.
3. Discuss the communication planning process and develop a skeletal plan in support of tropical marine ecosystem management.
4. Explain and demonstrate selected communication skills and techniques as they relate to TMEs and the implementation of a communication plan.

**Appendix 6.2 TMEM 211 Gallery of photos**



**Communication & learning to do the pitch with Mr. Jovenal Edquilag of RARE.**

**Appendix 7.1 TMEM 221 Strategic Planning for MPAs syllabus and schedule**

**TMEM 221**

**STRATEGIC PLANNING FOR MARINE PROTECTED AREAS**

Application of strategic planning principles and tools to marine protected areas.

Course credit : 3 u.lect, 2 u. lab (48 h lec; 96 h lab)

Course co-requisite : TMEM 220

Module no. 4

Lecture and field venues: UPV- Miagao; Concepcion, Iloilo; Negros Occidental and Negros Oriental

**COURSE OBJECTIVES**

At the end of the course, the student should be able to

- 1) Discuss the process and tools used for planning, establishing, and sustaining marine protected areas (MPA);
- 2) Develop a strategic plan for an MPA;
- 3) **Evaluate management plans of existing MPAs.**

**Appendix 7. TMEM 221 Gallery of photos**



**UPV welcomes the PM-TMEM class.**



**Dr, Liah Catedrilla on IEC planning**



**Prof. Alice Prieto-Carolino on socio-cultural analysis**



**Welcome dinner for PM TMEM hosted by UPV, with Dr. Nats Añasco and IFPDS Director Harold Monteclaro**





**With PEMO-Negros Occidental**



**Corals of opportunity at Concepcion**



**Interaction with Simalay LGU & stakeholders**



**Welcome from the children at Suyac Is**



**Interaction with Dauin LGU & stakeholders**



**With the Sagay Marine Reserve management council**

### **Appendix 8.1 TMEM 222 MPA Management Plan Implementation syllabus and schedule**

**TMEM 222 MARINE PROTECTED AREA MANAGEMENT PLAN IMPLEMENTATION.** Management processes, systems and standards in the operation of single site marine protected areas.

Course Credit : 3 u lecture, 2 u lab (48 h lec, 96 h lab)

Course Prerequisite : TMEM 221

Module No. And Course Sequence: M 5, C 1/1

Lecture and field venues: UP Los Baños; Batangas and Oriental Mindoro

Schedule: M, 7 Sept 2015 – T, 22 Sept 2015

#### **COURSE OBJECTIVES**

At the end of the course, the student should be able to:

- 1) Discuss the basic processes/steps necessary to execute the MPA management plan;
- 2) Explain the essential requirements for planning fund-raising activities, and their effective communication to solicit and ensure stakeholder support during implementation;
- 3) Analyze the strengths and weaknesses of internal mechanisms of an existing MPA;
- 4) Recommend improvements of MPA management systems/procedures and standards to engender greater accountability and transparency of mandated management bodies.

**Appendix 8.2 TMEM 222 Gallery of photos**



Classes at TREES, College of Forestry and Natural Resources, UPLB



Welcome to the Aagsalin MPA, of Gloria, Oriental Mindoro



Getting ready for the waters of Bauan, Batangas



Getting ready for the dive at Bauan for video documentations



PM-TMEM with PG-CRM Division of Oriental Mindoro



Back to Calapan City for the Field Reports and TMEM 222 Synthesis

**Appendix 9. TMEM 296 Seminar syllabus and schedule**

**TMEM 296  
SEMINAR**

**COURSE DESCRIPTION**

Presentation of relevant issues in tropical marine ecosystem management.

Course Credit : 1 u. (16 h lec)

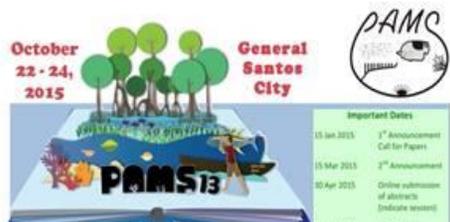
Course Prerequisite : COI

**COURSE OBJECTIVES**

At the end of the course, the student should be able to:

- 1) Integrate the acquired theoretical and practical knowledge in order to
  - properly develop an oral presentation on a topic related to tropical marine ecosystems management (TMEM);
  - evaluate other oral presentations on TMEM/MPAs;
- 2) Present an effective oral presentation on selected topic;
- 3) Effectively discuss one's topic in relation to queries in an open forum;
- 4) Analyze and discuss TMEM issues and learnings from the Symposium.

**Appendix 9. TMEM 296 Seminar Gallery of photos**



**October 22-24, 2015**  
**General Santos City**

**PAMS 13**

**THEME: Moving Towards RESILIENT Marine Ecosystems**

Resilience is defined as "the capacity of a system to absorb disturbance and reorganize while undergoing change so as to still retain essentially the same function, structure, identity, and feedbacks". Like a pop-up book with elements that spring up when opened, resilient systems have the ability to withstand or bounce back after being subjected to stress. You can release the different layers of a pop-up book when you close it, but it will spring right back up when you open it. We envision healthy mangrove forests, seagrass beds, coral reefs, and patch habitats that are able to recover in the face of various disturbances and stresses, with well-developed and progressive policies, sound management and adaptations for improved resiliency.

Important Dates	
15 Jan 2015	1 <sup>st</sup> Announcement Call for Papers
15 Mar 2015	2 <sup>nd</sup> Announcement
30 Apr 2015	Online submission of abstracts (Indicate version)
15 Jun 2015	Early Online Registration
15 Aug 2015	Deadline of Abstract Submission
30 Aug 2015	Late Registration (at the 1 <sup>st</sup> day of symposium)
23-24 Oct 2015	SYMPOSIUM
25 Oct 2015	Post Symposium Tour

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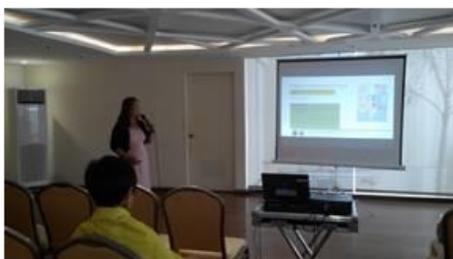
**TMEM 296 Seminar  
Alternative activity  
13<sup>th</sup> National Symposium  
in Marine Science Oct 22-24,2015  
General Santos City, South Cotabato**



Ana Cayabyab: *Cavite's Olive Ridley Turtle: Endangered or Sentinel Species?*



Neneth Ordone: *Analysis of the Socio-Ecological Systems of the Buluan Island MPA in Ipil, Zamboanga Sibugay*



Ruth Lucero: *Towards an Analysis of the Management and Governance of the Dugong Conservation Project in Malita, Davao, del Sur*



Together at the PAMS Plenary Hall

Ariel Pliego: *Challenges and Opportunities in the Pujada Bay Protected Landscape and Seascape*



TMEM class with faculty at PAMS

**ALL PM-TMEM STUDENTS  
PRESENTED PAPERS AT  
PAMS 13 – General Santos**

## ANNEX 6

### First Trimester Course Implementation Evaluation Workshop

UP MSI Conference Room  
8 April 2015

*Appendix 1. Programme*

*Appendix 2. List of Participants*

*Appendix 3. Gallery of photos*

## Appendix 1. Programme

# THE PROFESSIONAL MASTER'S in TROPICAL MARINE ECOSYSTEMS MANAGEMENT (PM-TMEM)

## Course Implementation Evaluation Workshop

8 April 2015 ; 3/F Conference Room, UP Marine Science Institute, UP Diliman

### Workshop Objectives

The main objectives of the workshop are for the PM-TMEM program to evaluate the implementation of the TMEM courses conducted in the first trimester. They consist of the following:

1. To evaluate the course curricula and teaching effectiveness of methods and approaches used for course implementation;
2. To evaluate teaching effectiveness of the program faculty and lecturers;
3. To assess student performance, needs, and areas for support;
4. To review extent of program logistics and costs involved in course implementation;
5. To develop recommendations for improvement of course implementation and program cost effectiveness and efficiency for the following trimester.

### Workshop Schedule

Time	Activity	Presenter
8:00 a.m.	<ul style="list-style-type: none"><li>• Arrival</li><li>• Registration</li></ul>	
8:30 – 8:45 am	<ul style="list-style-type: none"><li>• Welcome and Review of Workshop Objectives</li></ul>	<ul style="list-style-type: none"><li>• Dr. Annette Meñez</li></ul>
8:45 – 8:55: am	<ul style="list-style-type: none"><li>• The Professional Masters in TMEM: Context and Relationship Between Courses</li></ul>	<ul style="list-style-type: none"><li>• Dr. Perry Aliño</li></ul>
8:55 – 9:00 am	<ul style="list-style-type: none"><li>• Orientation on evaluations</li></ul>	<ul style="list-style-type: none"><li>• Dr. Dette de Venecia</li></ul>
9:00 - 10:00 am	TMEM 201 Evaluations <ul style="list-style-type: none"><li>• Course Coordinator's evaluation (15 min)</li><li>• Students' evaluation (10 Min)</li><li>• Open Forum (15 min)</li><li>• Recommendations (20 min)</li></ul>	<ul style="list-style-type: none"><li>• Presenter: Dr. Willy Campos</li><li>• Facilitator: Dr. Dette de Venecia</li></ul>
10:00 – 10:30	TMEM 210 Evaluations <ul style="list-style-type: none"><li>• Course Coordinator's evaluation (10 min)</li><li>• Students' evaluation (5 Min)</li><li>• Open Forum (5 min)</li><li>• Recommendations (10 min)</li></ul>	<ul style="list-style-type: none"><li>• Presenter: Dr. Maria Mangahas</li><li>• Facilitator: Dr. Dette de Venecia</li></ul>
10:30 – 11:30	Presentation of TMEM 202 Evaluations	<ul style="list-style-type: none"><li>• Presenter:</li></ul>

	<ul style="list-style-type: none"> <li>• Course Coordinator's evaluation (15 min)</li> <li>• Students' evaluation (10 Min)</li> <li>• Open Forum (15 min)</li> <li>• Recommendations (20 min)</li> </ul>	<p>Dr. Rodel Subade</p> <ul style="list-style-type: none"> <li>• Facilitator: Dr. Dette de Venecia</li> </ul>
11:30 – 12:30	<p>Presentation of TMEM 203 Evaluation</p> <ul style="list-style-type: none"> <li>• Course Coordinator's evaluation (15 min)</li> <li>• Students' evaluation (10 Min)</li> <li>• Open Forum (15 min)</li> <li>• Recommendations (20 min)</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter Dr. Laura David</li> <li>• Facilitator: Dr. Dette de Venecia</li> </ul>
12:30 – 1:30 pm	Lunch	
1:30 – 2:30 pm	Synthesis of Recommendations on Curriculum and Effective Implementation of Courses	<ul style="list-style-type: none"> <li>• Dr. Perry Aliño</li> </ul>
2:30 – 3:30 pm	<ul style="list-style-type: none"> <li>• Review of Program Logistics and Resources</li> <li>• Recommendations</li> <li>• Open Forum</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter: Ms. Mira Sanchez</li> <li>• Facilitator: Dr. Gil Jacinto</li> </ul>
3:30 – 4:00 pm	<ul style="list-style-type: none"> <li>• Review of Program Costs</li> <li>• Recommendations</li> <li>• Open Forum</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter: Ms. Mira Sanchez</li> <li>• Facilitator: Dr. Gil Jacinto</li> </ul>
4:00 – 5:00 pm	Synthesis, Program Updates, and Next Steps	<ul style="list-style-type: none"> <li>• Dr. Perry Aliño</li> </ul>

## **Appendix 2. List of Participants**

Workshop participants consisted of the following:

1. Dr. Marie Antonette J. Meñez, CS-UPD
2. Dr. Porfirio M. Aliño, MSI-CS-UPD
3. Dr. Gil S. Jacinto, MSI-CS-UPD
4. Dr. Laura T. David, MSI-CS-UPD
5. Dr. Aletta T. Yñiguez, MSI-CS-UPD
6. Dr. Maria Mangahas, CSSP-UPD
7. Dr. Wilfredo Campos, CAS-UPV
8. Dr. Rodelio Subade, CAS-UPV
9. Prof. Caridad Jimenez, IFPDS-CFOS-UPV
10. Dr. Mark Dondi Arboleda, GS-UPLB
11. Dr. Carmelita Rebancos, SESAM-UPLB
12. Ms. Mariza Alumaga, GS-UPLB
13. Ms. Helen Monteclaro, IFPDS-CFOS-UPV
14. Ms. Nel Nieto, MSI-CS-UPD
15. Dr. Mary Bernadette de Venecia, PMTMEM
16. Ms. Mirafior P. Sanchez, PMTMEM
17. Ms. Joanne Tiquio (documentor)



# ANNEX 7

## TMEM Second Trimester Course Implementation Evaluation Workshop

UP Visayas - Iloilo

2015

*Appendix 1. Programme*

*Appendix 2. Course Evaluation Presentations of TMEM 211  
and TMEM 221*

## Appendix 1. Programme

### **THE PROFESSIONAL MASTERS in TROPICAL MARINE ECOSYSTEMS MANAGEMENT (PM-TMEM) Second Trimester Course Implementation Evaluation Workshop**

12 August 2015, Wednesday ; UP Visayas - Iloilo Campus

#### **Workshop Objectives**

The main objectives of the workshop are for the PM-TMEM program to evaluate the implementation of the TMEM courses conducted in the second trimester. They consist of the following:

6. To evaluate the course curricula and teaching effectiveness of methods and approaches used for course implementation and logistics;
7. To assess student performance, needs, and areas for mentoring ;
8. To review the extent of program logistics and costs involved in course implementation;
9. To develop recommendations for improvement of course implementation and program cost effectiveness and efficiency ;
10. To review the initial preparations for the implementation of the third trimester courses.

#### **Workshop Schedule**

<b>Time</b>	<b>Activity</b>	<b>Presenter</b>
8:00 a.m.	<ul style="list-style-type: none"><li>• Arrival</li><li>• Registration</li></ul>	
8:30 – 8:35 am	Welcome Remarks	<ul style="list-style-type: none"><li>• Dean Crispino Saclauso CFOS UP Visayas</li></ul>
8:35 – 9:15: am	Overview of the PM-TMEM Course Implementation  Workshop objectives	<ul style="list-style-type: none"><li>• Presenter: Dr. Dette de Venecia</li></ul>
9:15 – 10:45 am	<ul style="list-style-type: none"><li>• Review of Program Logistics and Resources</li><li>• Recommendations</li><li>• Open Forum</li></ul>	<ul style="list-style-type: none"><li>• Presenter: Ms. Mira Sanchez</li></ul>
10:45 – 11:45 am	<ul style="list-style-type: none"><li>• Review of Program Costs and Benefits</li><li>• Recommendations</li><li>• Open Forum</li></ul>	<ul style="list-style-type: none"><li>• Presenter: Ms. Mira Sanchez</li></ul>
11:45 - 12:15 nn	<ul style="list-style-type: none"><li>• Presentation of preliminary preparations for Third Trimester TMEM courses</li></ul>	<ul style="list-style-type: none"><li>• Presenter: Ms. Mira Sanchez</li></ul>

	<ul style="list-style-type: none"> <li>• Open Forum</li> </ul>	
12:30 – 1:30 noon	Lunch	
1:30 – 2:00 pm	TMEM 211 Evaluations <ul style="list-style-type: none"> <li>• Overview of the course</li> <li>• Evaluation highlights: Curriculum, Teaching, Student performance</li> <li>• Open Forum/Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter: Dr. Dette de Venecia</li> </ul>
2:00 - 3:00 pm	TMEM 220 Evaluations <ul style="list-style-type: none"> <li>• Overview of the course</li> <li>• Evaluation highlights: Curriculum, Teaching, Student performance</li> <li>• Open Forum/Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter: Dr. Hazel Arceo</li> </ul>
3:00 – 4:00	TMEM 221 Evaluations <ul style="list-style-type: none"> <li>• Overview of the course</li> <li>• Evaluation highlights: Curriculum, Teaching, Student performance</li> <li>• Open Forum/Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter: Dr. Hazel Arceo</li> </ul>
4:00 – 4:15 pm	Synthesis of Recommendations on Curriculum and Effective Implementation of Courses	Dr. Dette de Venecia
4:15 – 4:30 pm	<ul style="list-style-type: none"> <li>• Other PM-TMEM program updates</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Dette de Venecia</li> </ul>
4:30 – 4:45 pm	Closing remarks	<ul style="list-style-type: none"> <li>• Dr. Perry Aliño</li> </ul>

# TMEM 211 Course Implementation Evaluation

12 August 2015  
UP Visayas

## **CURRICULUM EVALUATION**

### ➤ **CONTENT**

- Course objectives were met.
- Information was relevant and useful i.e. communication process; communication plan output
- Inclusion of other communication media e.g. Radio, TV
- Inputs of RARE resource persons helpful (applications to marine conservation programs); good complementation
- Good reference provided.

### ➤ **APPROACHES**

- Suggestion – Actual exposure to an IEC campaign
- Length of course was short; suggestion of more days
- Pitch exercise appreciated (also tool for logical thinking)

### ➤ **OVER-ALL ASSESSMENT**

- Student realization on the importance of a communication plan
- Time allocated for course is so limited
- More inputs on social marketing would be appreciated

### ➤ **RECOMMENDATIONS**

- Considerations of including some suggestions in upcoming Communication components

## EVALUATION OF LECTURERS

### ➤ OVER-ALL ASSESSMENT

- Lecturers were effective in teaching, with Course Coordinator most effective.
- Very competent concept-wise and experience-wise. Examples were very relevant.

### ➤ RECOMMENDATIONS

- Continue good complementation between Course Coordinator and resource persons from marine conservation.

## STUDENT PERFORMANCE

### ➤ HIGHLIGHTS ON STUDENTS' LEARNINGS

- Students realized the importance of a communication plan.
- They realized the need for its inclusion in working financial plan.
- M & E is not usually done for IEC; an important process.
- Students learned a lot of new things and put a lot of effort for the classes

### ➤ RECOMMENDATIONS ON WAYS FOR SUPPORTING STUDENT LEARNING

- Need to address attitudinal problems for those being trained as managers.
- Those with less experience need to increase exposure to team work; experience of others
- Only male in the batch can be deliberately given time to say his piece; women can tend to dominate the discussions.
- Those who tend to be "followers" - managerial skills to be enhanced

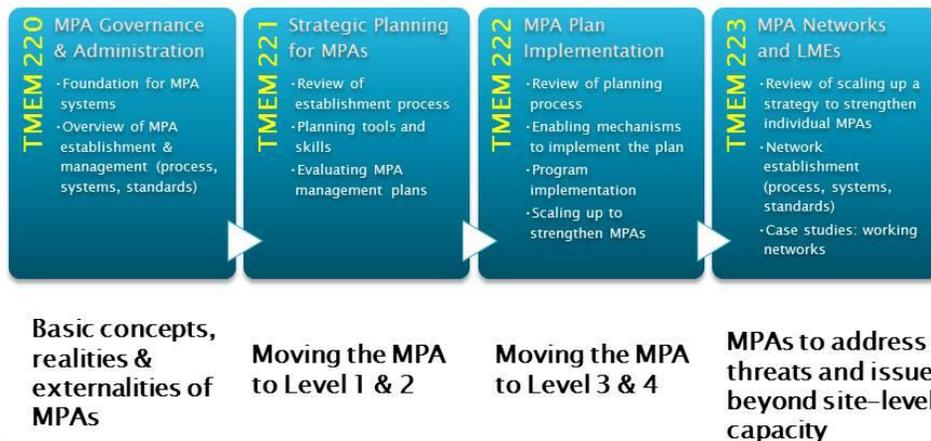
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## Curriculum Evaluation

- ▶ Content (Strategic Planning for MPAs)
  - Overview and preparatory principles
    - MPAs establishment in the context of complexity of SES
    - Public participation and consensus-building
  - Site-level planning
    - Strategic planning concepts
    - Coordinating mechanisms
    - Formulating program-specific plans (e.g. IEC, M&E, enforcement, finance)
  - Planning for large-scale MPAs and MPA networks
    - Scaling up

# MPA Module Flow



## Curriculum Evaluation

### ▸ Approaches

- Input lectures
- Class exercises (individual and group work)
  - Role-playing (stakeholder participation and conflict management)
  - Going through the planning process (SWOT, VMGO-setting, identification of mgt. programs, financial planning, etc.)
- Workshops (e.g. review/critiquing of mgt. plans)
- Field exposure and analyses
- Learnings from case studies

# Curriculum Evaluation

## ▶ Overall Assessment

- Course implementation met its objectives
  - Discuss the process and tools used for planning, establishing, and sustaining marine protected areas (MPA);
  - Develop a strategic plan for an MPA (through the post-module assignment)
  - Evaluate management plans of existing MPAs
- Some components need to be clarified in terms of expected content
- Flow of lectures can be improved

# Curriculum Evaluation

## ▶ Recommendations

- Clarify expected contents of lectures and how it will contribute to the course objectives and MPA modules
- Review and ensure logical flow of lectures; order of lectures should be maintained as much as possible to avoid confusing the students
- Additional components can still be incorporated to enhance the current curriculum
- Review field sites to clarify how they contribute to overall course objectives → can be lesser sites but more in-depth interactions highlighting learnings from lectures; explore alternative sites to avoid “visitor fatigue”

## Evaluation of Lecturers

- ▶ Overall assessment
  - Lecturers were highly knowledgeable on assigned topics
  - Good mix of practitioners and academe-based lecturers
  - Some are more engaging than others → teaching effectiveness
  
- ▶ Recommendations
  - Further coaching may be needed to focus on what is expected from their lectures and what has been discussed in other courses

## Student Performance

- ▶ Highlights on students' learnings
  - New approaches and methods for MPA planning
  - Field visits and corresponding evaluation were effective
  - 'Soft skills' management
  - Reviewing MPA management plans

## Student Performance

- ▶ Recommendations on ways for supporting students' learnings
  - More time for field interaction to deepen discussions with site partners
  - All references to be given in advance so they will have more time to read and review
  - Site "briefers" to be given at the start of the course, long before actual site visit so they can research more if they want

## Student Performance

- ▶ Other Recommendations from Students
  - Increase time of some lectures (e.g. enforcement)
  - More exposure time during field visits to deepen interaction and better logistics to slow the pace
  - Need to improve component on IEC material development for MPAs (clearer objectives, relevance, more time allocation)
  - Avoid repetitive lectures (i.e. those that have been touched in previous courses/modules)
  - Moderator during open discussions