

MEETING GLOBAL STANDARDS: ADVANCING MARITIME EDUCATION IN THE PHILIPPINES

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Holy Cross of Davao College

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OUTLINE OF PRESENTATION

I. Historical background of Maritime Industry and Education in the Philippines

II. Filipino Seafarers in Global Maritime Workforce

III. Current State of Maritime Education in the Philippines

A. Overview of Maritime Education in the Philippines

B. Challenges in Meeting Global Standards:

- EMSA audit findings
- Philippine response to EMSA findings

VI: Prospects

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I. Historical background of Maritime Industry and Education in the Philippines

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I. Historical background of Maritime Industry and Maritime Education in the Philippines

9th to 16th century AD Maritime Trading with China

18th Century, Establishment of Escuela Nautica de Manila (Seafarer's Institute of Manila)

Precolonial , inter-island trading

16th Century Galleon Trade (Spanish Colonization)

1820 Establishment of Phil. Maritime Academy (PMA)



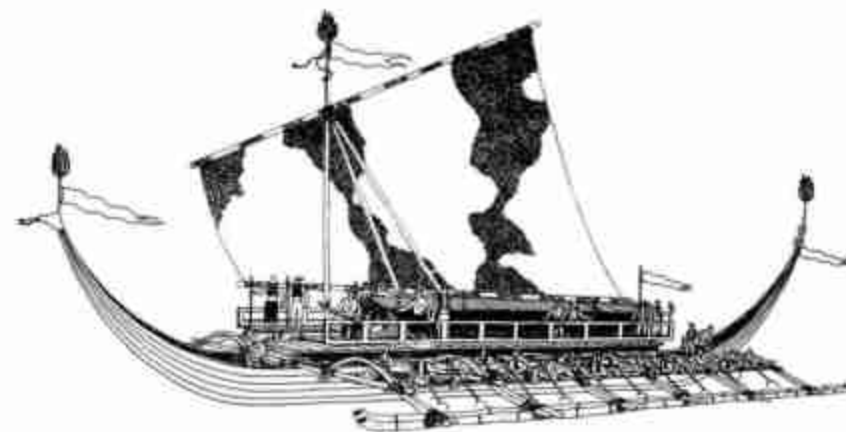
7,100 Islands (depending on tides)

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I. Historical background of Maritime Industry and Maritime Education in the Philippines

Precolonial , inter-island trading (Mindanao)



Seafaring tribes: Isama, Badjau, Tausug, Yakaan

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II. Filipino Seafarers in Global Maritime Workforce

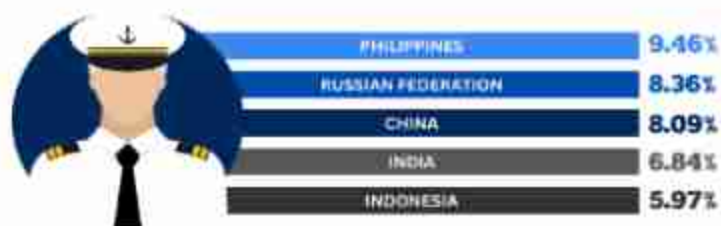
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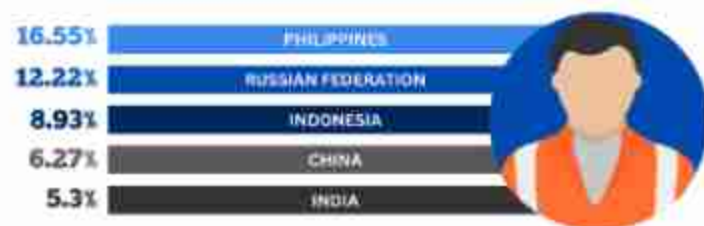
II. Filipino Seafarers in Global Maritime Workforce

FIVE (5) LARGEST SEAFARER SUPPLY COUNTRIES

OFFICERS



RATINGS



OVERALL RATING



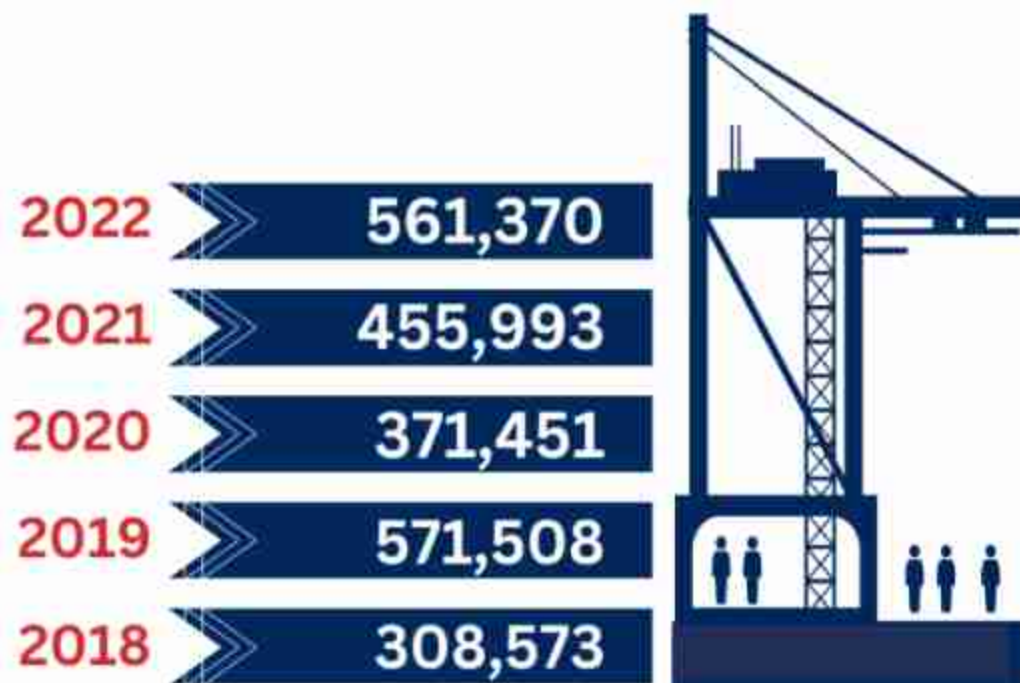
Source: Annual Maritime Statistics 2022 (MARINA)

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II. Filipino Seafarers in Global Maritime Workforce

PROCESSED EMPLOYMENT CONTRACTS



Source: Annual Maritime Statistics 2022 (MARINA)

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LINE FLEET



II. Filipino Seafarers in Global Maritime Workforce



DEPLOYED FILIPINO SEAFARERS BY MAJOR CATEGORY

MAJOR CATEGORY	2021	2022
OFFICERS	74,304	80,868
RATING	135,370	140,041
NON-MARINE	135,800	164,291
OTHERS (NEC)*	43	39
TOTAL	345,517	385,239

Source: Annual Maritime Statistics 2022 (MARINA)

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LINE FLEETS



II. Filipino Seafarers in Global Maritime Workforce

Deployed Filipino Seafarers by Top 10 Skills

SKILLS CATEGORY	2021	2022
ABLE SEAMAN	52,372	55,084
ORDINARY SEAMAN	27,184	27,799
OILER	24,224	24,223
BOSUN	13,447	14,083
WAITER/WAITRESS	10,055	13,451
CHIEF COOK	12,598	12,963
SECOND MATE	11,970	12,859
THIRD ENGINEER OFFICER	10,615	11,299
THIRD MATE	10,571	10,933
MESSMAN	10,855	10,942
Other Skills	160,626	191,543
TOTAL	345,517	385,239

Source: Annual Maritime Statistics 2022 (MARINA)

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II. Filipino Seafarers in Global Maritime Workforce

DEPLOYED FILIPINO SEAFARERS BY FLAG OF REGISTRATION

FLAGS OF REGISTRY	2021	2022
PANAMA	50,939	52,994
BAHAMAS	44,465	52,544
MARSHALL ISLANDS	38,655	43,504
LIBERIA	37,458	41,804
MALTA	29,294	33,398
SINGAPORE	19,109	18,591
BERMUNDA	8,141	13,158
NETHERLANDS	10,098	13,004
ITALY	8,558	11,190
CYPRUS	8,400	8,620
Other Flags of Registry	90,400	96,432
TOTAL	345,517	385,239

Source: Annual Maritime Statistics 2022 (MARINA)

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II. Filipino Seafarers in Global Maritime Workforce



REMITTANCE OF OVERSEAS FILIPINO WORKERS



Amount in Thousand
US Dollars

	SEA BASED	LAND BASED	TOTAL
2022	6,715,880	25,823,550	32,539,430
2021	6,545,002	24,872,612	31,417,614
2020	6,353,522	23,903,256	30,256,778
2019	6,539,246	23,594,054	30,133,300
2018	6,139,512	22,803,600	28,943,112

Source: Bangko Sentral ng Pilipinas (BSP)

Source: Annual Maritime Statistics 2022 (MARINA)

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III. Current State of Maritime Education in the Philippines

A. OVERVIEW OF MARITIME EDUCATION IN THE PHILIPPINES

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III. Current State of Maritime Education in the Philippines

A. OVERVIEW OF MARITIME EDUCATION IN THE PHILIPPINES

BASIS/FRAMWORK FOR PHILIPPINE MET

RA 10635: Maritime Industry
Authority (MARINA)

Commission on Higher Education
(CHED)

International Labor Organization (ILO),
International Maritime Organization (IMO)

Standards of Training, Cetification, and
Watchkeeping (STCW)

European Maritime Safety Agency
(EMSA)

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III. Current State of Maritime Education in the Philippines

A. OVERVIEW OF MARITIME EDUCATION AND TRAINING (MET) IN THE PHILIPPINES

The Philippine Maritime Education and Training System (MET)

- supported by a network of maritime professional institutions, including public and private academies, which provide education training in line with international standards.
- As of December 2022, there are : 83 maritime higher education institutions, 85 maritime training institutions, and 32 assessment center specializing in education, training, and certification.
- These institutions are regulated by the Commission on Higher Education (CHED) and MARINA.

III. Current State of Maritime Education in the Philippines

A. OVERVIEW OF MARITIME EDUCATION AND TRAINING (MET) IN THE PHILIPPINES

The Philippine Maritime Education and Training System (MET)

- covers a wide range of knowledge areas and practical skills
- includes nautical science, marine engineering, ship management, maritime law, environmental protection, and safety procedures.
- Emphasis on hands-on training and experience at sea

III. Current State of Maritime Education in the Philippines

A. OVERVIEW OF MARITIME EDUCATION AND TRAINING (MET) IN THE PHILIPPINES

The Role of CHED and MARINA

- Ensures that curricula and training programs comply with the standards set by the IMO , particularly the provisions of the STCW Convention.
- MARINA was created to integrate the development, promotion and regulation of the country's maritime industry.

III. Current State of Maritime Education in the Philippines

B. Challenges in Meeting Global Standards

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EMSA VISITS IN THE PHILIPPINES

- December 2021, EMSA initiated a comprehensive assessment of the training and certification infrastructure in the Philippines.
- The assessment issued a stark warning that Philippine-issued seafarer certificates would lose international recognition unless immediate remedial actions were taken to align with the STCW Convention's strict requirements.

Thousands of Filipino seafarers could be barred from European waters for training failures

25 February 2020



Watchkeeping – the audit will decide if the training providers are compliant with the International Convention on the Standards of Training, Certification, and Watchkeeping (STCW) requirements. Image: Oksana Kalashnikova

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CERTIFICATES REGULATIONS SHIP MANAGEMENT

Philippines seafaring industry undergoing key EMSA audit for STCW

The Philippines has started to undergo a key audit by the European Maritime Safety Agency (EMSA) to finally determine whether the country's standards of seafarer training meet those of the STCW code



Marcos Hane, Editor
February 26, 2020

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Marine Professional - Deep Dive

10 Mar 2023

Competency clampdown

With the EC about to announce whether it intends to ban Filipino seafarers from EU-flagged ships, urgent moves are underway in the Philippines to address long-term systemic failures in the country's maritime training and qualifications programmes.

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Last year, the EC
It says, that exists

EMSA audit: Over 400,000 Filipino seafarers face sailing ban

December 26, 2022 / Ships & Ports



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Marine Professional - Deep Dive 101 Mar 2023

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The Philippines Scrambles To Prepare For Upcoming EU Seafarer Audit

November 7, 2022

Key Issues, Philippines, Seafarers

By Ina Alecco R. Silverio

Key

Law Enforcement
Online Communi

May

China Reinstalls
Disputed Sea
Blocking Fili

May

Filipino seafarers could be banned from EU-flagged ships

by Marnika Buterwijk | Jan 3, 2023 | Maritime education/training/careers, Maritime regulations, News, Seafarers, Shipping



Filipino seafarers undergo EMSA final audit

by The Vessel's Team - February 26, 2020 in Seafarers



David Thompson



EMSA VISITS IN THE PHILIPPINES

Table 3.5 EMSA visits in the Philippines

Visit number	Date of audit
1st	6-8 March 2006
2nd	12-23 April 2010 – STCW Convention/Manila amendments
3rd	8-14 March 2012
4th	16-19 April 2013
5th	8-24 October 2013
6th	29 September to 3 October 2013
7th	13-23 March 2017
8th	24 February to 13 March 2020

Source: Interview at ITF Manila

SOME OF THE FINDINGS OF EMSA

Monitoring, supervision and evaluation of training and assessment

“The activities conducted by CHED and MARINA to monitor and evaluate the MET institutions, and the MHEIs in particular, were not sufficient to ensure that those institutions achieved the defined objectives and delivered education and training program structured as necessary to achieve the prescribed standards of competence, as required by Section A-I/6.1.1 of the STCW Code.”

“When verifying the files of the different inspections/evaluations of 62 MHEIs which took place between September 2019 and November 2019, the EMSA team identified a series of inconsistencies related to the classification and reporting of findings. This was due to the lack of a harmonised approach for their drafting and subsequent grading and to the non-existence of defined criteria for closing MHEIs. Findings that led to a recommendation for closure were of different types, not necessarily related.”

SOME OF THE FINDINGS OF EMSA

Monitoring, supervision and evaluation of training and assessment

“Practical training at laboratories and workshops not carried out by MHEIs as specified in the course syllabi.”

“Some MHEIs did not systematically plan the courses and did not follow the lesson schedules or timetables.”

SOME OF THE RECOMMENDATIONS OF EMSA

- integrating simulators, e-learning platforms, and technological tools into training programs to enhance training effectiveness, realism, and efficiency.
- including integrating advanced simulation technology that mirrors the modern maritime environment, updating the curricula to reflect the latest maritime safety standards and operational practices, and enhancing instructor qualifications to meet industry norms

MAJOR CHALLENGE FOR MET PH

- integrating simulators, e-learning platforms, and technological tools into training programs to enhance training effectiveness, realism and efficiency.
- **These requirements are capital-intensive.**

WHERE MET IS AT VIS A VIS THE EMSA RECOMMENDATIONS

Table 3.6 Status of remaining Philippine measures

	Completed
1	Revised PSG on Maritime Education Programs (MEP)
2	Revised PSG on Inspection and Evaluation of MEPs
3	Revised PSG on Monitoring of MEPs
4	Revised System of Accreditation of Assessment Centers (ACs)
5	Revised Quality Procedures and Forum for Accreditation of MTIs and ACs
6	Enhanced Practical Assessment Standard Scenarios
7	Updated Quality Standards Systems

WHERE MET IS AT VIS A VIS THE EMSA RECOMMENDATIONS

	Ongoing	Target Completion	OPR
1	Development of sample detailed teaching syllabus and course assessment outcomes	Jun 2022	CHED & MARINA
2	Development of course packages (2 nd year and 3 rd year)	Aug 2022	CHED & MARINA
3	Evaluation of revised DTS submitted by MHEIs for 7 courses	Jul 2022	CHED & MARINA
4	Capacity building workshops	Oct 2022	MARINA & CHED
5	Institutionalization of the monitoring evaluation and inspection and learning	Jul 2022	MARINA
6	New MARINA organizational structure and staffing plan	2025	MARINA
7	Development of electronic Training Record Book (TRB)	Jun 2023	MARINA
8	Institutionalization of a national maritime admission exam	TBD based on TWG discussion	CHED & MARINA
9	Imposition of moratorium for the opening of new MEPs	Jul 2022	CHED
10	Automation of carrying capacity computation	Dec 2022	MARINA
11	Development of OBT portal in the MISMO system	Dec 2022	MARINA
12	Capacity building for instructors of MHEIs	Jul 2023	CHED

Source: MARINA, Marino World Forum online June 2022 presentation

WHERE MET IS AT VIS A VIS THE EMSA RECOMMENDATIONS

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PHILIPPINE RESPONSE TO EMSA

- In response, efforts were made to establish a seafarer system that meets these obligations, emphasizing the enhancement of training and assessment protocols' monitoring, supervision, and evaluation mechanisms.
- On March 8, 2022, the Philippine government submitted a comprehensive response to the evaluation, demonstrating its commitment to correcting the identified shortcomings.
- The response outlined a multifaceted strategy implemented across six key areas: strengthening oversight, supervision, and evaluation mechanisms for training and assessment; improving competence review and assessment procedures; refining program and course design and approval protocols; optimizing the availability and use of training facilities and simulators; enhancing in-flight training procedures; and streamlining processes related to the issuance, revalidation, and registration of certificates and endorsements.

BUSINESS

Seafarers' training deficiencies rectified: Marina

"We continue to prove, through various initiatives and programs, that we are complying with the standards that are set under the Standards of Training, Certification, and Watchkeeping"

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REGULATIONS SHIP OPERATIONS SHIP MANAGEMENT

Philippines says it has addressed STCW shortcomings ahead March 2020 EMSA audit

The Philippines authorities say they have filed reports addressing all the deficiencies in its maritime training and certification found by the European Maritime Safety Agency's (EMSA)



Marcos Hand, Editor

November 20, 2019



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Philippines gov pledges IMO STCW 'white-list' and EMSA compliance

The Philippines is undertaking a "barriers of compliance action" as the government aims to ensure it complies with the STCW and the requirements of the European Commission



Marcos Hand, Editor

0 Comments

Congress to support improving training standards for seafarers

By Filene Mikee Coronado

November 2, 2019, 5:10 pm

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MANILA – A leader of the House of Representatives on Thursday assured European Ambassador to the Philippines Luc Veron of Congress' full support for improving the training standards for Filipino seafarers as the European Maritime Safety Agency (EMSA) is set to undertake an audit of the country's compliance with international training standards this month.

House ways and means committee chair Isay Salarda said Congress would provide its support regarding the EMSA audit for compliance with the International Convention on Standards of Training, Certification, and Watchkeeping for Seafarers (STCW) in the country, as well as in keeping logistics secure during "this turbulent period" for the global economy.



INTERNATIONAL TRANSPORT WORKERS' FEDERATION

ENGLISH 🔍 SEARCH

UNIONS WELCOME 50,000 FILIPINO JOBS SAVED AS EU MAKES RIGHT CALL ON SEAFARER TRAINING CERTIFICATES



EMSA



Erasmus+

- By 2023, the Philippines' concerted efforts had yielded tangible results, and EMSA's review confirmed significant progress in meeting STCW Convention standards.
- As a result, the EU approved the Philippine STCW system, recognizing the progress made toward compliance with international standards.
- However, the Commission's analysis highlighted areas where further improvements and enhancements are essential.

WHERE HCDC IS IN TERMS OF EMSA FINDINGS

<p>NC – 06 Standards, Teaching Methods and Media of Delivery</p> <p>The institution is currently observing a limited face to face class where students are utilizing the equipment for the assessment and exercises designed in every course with the laboratory. However, the evaluator found out that there is no equipment utilization presented based on the carrying capacity during the pandemic period.</p>	<p>Annex I Form 2, JCMCMC 01 series of 2022</p>	<p>Minutes of the Meeting</p> <p>Attendance on the Re-Orientation of Laboratory Policies and Procedures</p> <p>Appointment of MEP Laboratory Assistant and Laboratory Technician</p>	<p>CLOSED</p> <p>The root cause and planned corrective action were found acceptable to address the finding.</p>
<p>NC – 07 Standards, Teaching Methods and Media of Delivery</p> <p>The institution has established the record keeping of five years which will be readily available during inspection and monitoring. However, the evaluator found out that there are no records presented prior to the pandemic period. Hence, no records have been converted to any form electronically that can be used for verification of the output vis-a-vis the course syllabus designed.</p>	<p>Article IV Section 8.3, JCMCMC 01 series of 2022</p>	<p>MEP Laboratories Policies and Procedures –Safekeeping of Students Laboratory Output</p> <p>Retention and Disposition Policy</p>	<p>CLOSED</p> <p>At the time of verification, the submitted documents by the institution and implementation of the corrective actions were found sufficient to address the noted finding.</p>
<p>NC – 08 Examination and Assessment System</p> <p>During the course of monitoring, the Program Chairperson for maritime programs presented the assessment tools used during the practical demonstration on Laboratory Activity 2 of NAV4. However, the assessment outcome is found to be COLREGS (DWATCH1) and it is misaligned with the course outcome of NAV4 which is all about celestial bodies.</p> <p>Moreover, the assessment tools presented have gone through the policies and procedures of validation. However, there is no basis for pilot testing of time allocation such as 4 minutes as reflected on Assessment of NAV1 and DWATCH1 M for Document 8 which allocate 30 minutes with the use of simulators. There is also no proof of who validated the assessment tools with regard to the participants that can substantiate the 4 minutes or 30 minutes time</p>	<p>Article VII Section 19, JCMCMC 01 series of 2022</p>	<p>Policy for Pilot Testing of Laboratory Exercise and Assessment Form Design</p> <p>Pilot Testing Sheet</p> <p>Candidate Information Sheet</p>	<p>CLOSED</p> <p>Documents presented and implementation of the planned corrective actions was found sufficient to address the finding.</p>

WHERE HCDC IS IN TERMS OF EMSA FINDINGS



Republic of the Philippines
DEPARTMENT OF TRANSPORTATION
MARITIME INDUSTRY AUTHORITY



07 MAR 2023

DR. CHERRIE MELANIE ANCHETA-DIEGO, CESO III

Director IV

Office of Programs and Standards Development (OPSD),

Commission on Higher Education (CHED)

Higher Education Development Center Building,

C.O. Garcia Ave, Diliman, Quezon City, Philippines

Dear Dr. Ancheta-Diego:

Respectfully endorsing the attached *Monitoring Report* of Capt. Leah A. Dumas of the Joint CHED-MARINA team that conducted the follow-up verification at the **Holy Cross of Davao College** on 27-28 February – 01 March 2023 covering the Bachelor of Science in Marine Transportation (BSMT) program.

Based on the evaluation of the concerned Joint CHED-MARINA Monitoring Team, a total of sixteen (16) out of seventeen (17) non-compliances have been properly addressed and therefore considered as **closed-out**. In effect, one (1) non-compliance under the Key Area Onboard Training was not addressed by the institution and remains **OPEN**.

Relative thereto, the MARINA STCW Office is hereby endorsing the results of the follow-up verification for the subsequent transmittal to the **Technical Panel for Maritime Education (TPME)** for further validation of the findings and appropriate action.

Very truly yours,


SAMUEL L. BATALLA

Officer-In-Charge, Executive Director
STCW Office

IV. PROSPECTS

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1. Institutional strengthening and reform of maritime regulatory bodies (MARINA and CHED) to proactively address challenges and respond to the needs of the industry and the MET.
2. Strengthening academe-industry linkage, with an active role of MARINA and CHED in securing industry linkages for all maritime institutions in the Philippines.
3. The Philippine government, through MARINA and CHED, aggressively pursued bilateral agreements with other countries with strong maritime industries.
4. Promotion of maritime academic opportunities in the EU, especially funded opportunities like Erasmus+.

5. Improve training content, methods, and evaluation procedures in Philippine seafarer training institutions to ensure that training is comprehensive, current, and consistent with international standards, through benchmarking.
7. Capacity building training and workshop for all maritime educators and trainers (initiated by MARINA and CHED).
8. Inclusive and equitable access to government funding and support, especially for institutions located in the provinces.
- 9. Government and industry support for capital-intensive compliances like technology and infrastructure.**
10. Constant, proactive and collaborative consolidation of quality assurance audits and STWC compliances for all stakeholders involved.

References:

1. Chibana, I. (Ed.). (2023). *Filipino Seafarers in the Global Labor Market: Compliance and Quality Standards*. In Human factors in the Philippine shipping industry: An analysis of challenges and opportunities (BRC Research Report No. 33). Bangkok Research Center, IDE-JETRO.
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4. Maritime Industry Authority. (2022). Annual Maritime Statistics report 2022.



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