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IMPROVING GOVERNANCE OF MARITIME HIGHER EDUCATION INSTITUTIONS TO ENSURE SUCCESS OF FILIPINO CADETS

Cleto Del Rosario | Dimitrios Dalaklis | Momoko Kitada | Johan Bolmsten

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Background

- ▶ Maritime activities have been part of the lives of many Filipinos, considering that the country's archipelagic state.
- ▶ There is a great tendency for Filipinos to pursue a maritime career.
- ▶ Filipino seafarers infused about US \$5.575 billion to the country's economy; future projections increase this amount to more than US\$6 billion!
- ▶ To maintain the Filipino seafarers responsiveness to the needs of the industry and their global competitiveness, the Philippine Government needs to ensure conformity with the requirements of the Standards of Training, Certification and Watch-keeping (STCW) 1978 Convention and its Amendments.

Problem and Study Question

- ▶ The Philippines has a great potential due to the growing number of vacant officer positions on international vessels
- ▶ The role of the Philippine Government in ensuring conformity with the requirements STCW 1978 and its Amendments to make the seafarers more responsive to global shipping needs.
- ▶ The need to identify the mismatch between governing authorities' policies/expectations and the overall performance of maritime higher education institutions(MHEIs)
- ▶ The study question is: “How the level of governance is influencing negatively on the success of marine cadets?”

Maritime Higher Education

- ▶ Bachelor of Science in Marine Transportation (BSMT) or Bachelor of Science in Marine Engineering (BSMarE) programs.
- ▶ The three-one (3 - 1) and the two-one-one (2 - 1 - 1) maritime degree programs.
- ▶ There are seventy (70) recognized MHEIs in the Philippines.
- ▶ AY 2015-2016 there are 124, 438 enrollees in the BSMT and BSMarE programs where 25,855 that qualifies for onboard training, a minimal 5,101 or 19.73% have actually completed the 12 months shipboard training for the completion of their degrees.

Maritime Higher Education Governing Bodies

The METIs are governed by three (3) government organizations namely:

- ▶ the Maritime Industry Authority (MARINA)
- ▶ Commission on Higher Education (CHED)
- ▶ and Technical Education and Skills Development Authority (TESDA)

Bureaucratic Theory of Organization

- ▶ Bureaucracy was encapsulated on two (2) forms: “representative” and “punishment” centered. The former was based upon rules and are predicated by trust [1].
- ▶ Vladimir Ilych Lenin Ulyanov popularized ‘trust is good but control is better’ another suggests that “fear, control, power and corruption are all present in organizations and societies where trust is absent [2].
- ▶ In the Philippines, the form is always punishment centered
- ▶ Corruption is usually more widespread and deep-rooted in developing countries including the Philippines.

[1] H. Sampson, *Between a Rock and a Hard Place*, doi.org/10.1177/0950017018821284

[2] D. Khodyakov, *Trust as a Process*, DOI: 10.1177/0038038507072285, 2007

The Quality Tertiary Education Act of 2017 and the United Nations Sustainable Development Goals (UNSDGs)

- ▶ The UNSDG Goal 4 evolve on the principle that education is a fundamental human right and an enabling right.
- ▶ The Universal Access to Quality Tertiary Education Act of 2017 which declares “that higher education is an alienable rights of every of every Filipinos.
- ▶ the law will incrementally improve enrollment rates and will help ease up financial needs of students

4 QUALITY
EDUCATION

Methods

- ▶ The proposal adopted a quantitative approach.
- ▶ Request for records was made to CHED regional offices and central office.
- ▶ Secondary data was also obtained from the CHED-Knowledge Management Division.
- ▶ Eight regional offices representing 53 MHEIs responded to the request
- ▶ Figures were counted and tabulated

REGIO N	MHEI
1	6
2	2
3	7
4A	6
4B	2
5	5
6	8
7	7
8	1
9	3
10	3
11	4
12	1
13	0
CARAG A	2
NCR	12

Figure 1. Regional location of MHEIs (Source: PSA and LMB, DENR)

RESULTS

- ← For the SY 2017-2018, Table 1 presents that only 13,835 or 35% of the 39,012 students who completed courses for onboard training managed to board vessel and eventually graduated. The figure shows that the chance of success in maritime higher education remains scarce.

Program	3 rd year level	Completed Courses for Onboard Training	Graduates		
			Public	Private	Total
Maritime	39,012	29,580	2761	16,129	13835

Table 1: Philippine MHEI graduates for S.Y. 2017-2018

Source: Authors' analysis based on the data from the Commission on Higher Education (CHED))

Cont.: Results

Region	Enrollment	Graduates	Success rates
I	7304	740	10%
II	1708	318	19%
III	5693	1094	19%
IV-A	5941	832	14%
IV-B	904	46	5%
V	3347	636	19%
VI	12330	2685	22%
VII	18271	3780	21%
VIII	1054	426	40%
IX	2266	743	33%
X	2113	557	26%
XI	3940	410	10%
XII	1623	418	26%
XIII	744	217	29%
NCR	13550	933	7%
Total	80,788	13835	17%

- Data reveals the success rate of MHEIs is only **17%** throughout the Philippines. This means that only **17%** of marine cadets shall have an embarkation opportunity and ultimately work onboard the ship as a seafarer.
- Figures per region reveal that the success does not depend with the number of enrollments, but on other factors that can be discovered as the study progresses further.

Table 2: Philippine MHEI success rates by region for S. Y. 2017-2018

(Source: Authors' analysis based on the data from Commission on Higher Education, Central and Regional Offices)

Cont.: Results

Region	Employment Rates	Graduates	Success rates
I	93.2 / 61.7	740	10%
II	97.0 / 63.9	318	19%
III	94.2 / 59.9	1094	19%
IV-A	93.4 / 62.7	832	14%
IV-B	95.3 / 62.0	46	5%
V	95.1 / 60.9	636	19%
VI	94.7 / 61.2	2685	22%
VII	94.7 / 61.3	3780	21%
VIII	95.8 / 61.2	426	40%
IX	95.9 / 56.3	743	33%
X	95.9 / 66.3	557	26%
XI	95.7 / 60.3	410	10%
XII	96.1 / 61.7	418	26%
XIII	96.0 / 64.4	217	29%
NCR	93.4 / 60.3	933	7%
CARAGA	95.9 / 61.9		
ARMM	96.3 / 46.6		

- Can be partially construed that the maritime profession is being viewed by the populace as either source of labor.
- Maritime profession is not popular to places where labor participation rate is low like the Autonomous Region of Muslim Mindanao (ARMM) and the Cordillera Autonomous Region (CAR) which is landlocked and also no MHEI is in place.

Table 3: Philippine unemployment rates and MHEI success rates by region

(Source: Authors' analysis based on the data from CHED, Central and Regional Offices and Regional Employment Rates.)

Conclusion

- ▶ Global shipping contributes to social and economic development of the Philippines.
- ▶ Opportunities are still ripe for more deployment due to deficiency in the world supply of competent seafarers.
- ▶ Marina is vested with all administrative and legal authority to oversight the increase in the success rate of maritime cadets.
- ▶ The governance system that MARINA implements needs to be reviewed taking into consideration SDG 4 and Quality Tertiary Education Act 2017.
- ▶ Further studies should be conducted to delve into this situation more deeply.

Thank you