



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**

**MEMORANDUM FROM THE CHAIRPERSON**

**TO: MARITIME HIGHER EDUCATION INSTITUTIONS**

**RE: OMNIBUS UPDATE ON THE ENHANCED SUPPORT LEVEL PROGRAM, THE RECLASSIFICATION OF HIGHER EDUCATION MARITIME PROGRAMS, THE ISSUANCE OF A LIST OF RECOGNIZED BS PROGRAMS FOR THE SCHOOL YEAR 2015-2016; CURRICULAR REVISIONS; AND TIMELINES**

**DATE: 20 February 2015**

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**1.0 BACKGROUND AND UPDATE ON THE BIG PICTURE**

Three weeks ago or five weeks after the Philippines received the final report on the September 2014 audit of its certification system by the European Maritime Safety, Oversight Commissioner for Maritime Education Maria Cynthia Rose B. Bautista and Maritime Education Section Chief Ellen B. Fernandez joined the Philippine delegation led by MARINA Administrator Maximo Q. Mejia Jr. in London for the meeting of the International Maritime Organization's Human Element Training and Watchkeeping (HETW) 2 Sub-Committee.

Upon their return, the two CHED officials reported to the CHED Management Committee and Commission en Banc the call for increasingly more stringent implementation of the 1978 STCW as amended in 2010 given the following: the 10% increase in sea accidents in 2014—some of which involved Filipino officers; the timely review of all the IMO model courses; the urgent need to complete model courses for additional requirements imposed by the 2010 amendments; and the debate over the function of the model courses—i.e. whether they should be prescriptive to ensure uniform training of officers-in-charge and officers across the globe, or serve as guides that do not need to be followed strictly in light of academic freedom for as long as the more important expected outcomes are achieved—i.e., that candidates acquire the required competencies reflected in the STCW Code's Table of Competences.

***1.1 What it means for an academic discipline to be under an international Convention***

The CHED officials also gave an update on the big picture that MARINA Administrator Mejia captured succinctly two weeks later in his Keynote address to the members of the Philippine Association of Maritime Institutions (PAMI) in its

recently concluded Convention in Bacolod. In his speech, Dr Mejia reminded maritime higher education institutions (MHEIs) of the nature of the 1978 STCW Convention as amended in 2010—thus far, the only international convention governing an academic discipline in higher education. Quoting the opening statement of IMO Secretary General Sekimizu in the London HETW2 Meeting, he highlighted STCW's role as “the global system for the implementation of global standards adopted at IMO to provide a level playing field to the shipping industry, as an assurance that no state would go for unilateral action to impose national or regional requirements/standards”. Accordingly, this statement suggests that if parties to the Convention “want uniform and predictable standards, they must do [their] part in implementing and enforcing them. Otherwise, this global regime will break down and each country or region will demand tailor-made compliance measures to their own specific regulations”.

Since seafaring is global and NOT only national or regional, the international convention that backs it supersedes national laws and statutes. Put differently, Dr. Mejia asserted that after “the Philippines ratified STCW, the Convention became part of the law of the land. [The] country, [the] administration, [the] maritime education and training institutions [METIs], are duty bound under the Vienna Convention on the Law of Treaties to give full and complete effect to the standards of STCW”. From this perspective, the IMO Secretary General's Opening Remarks gave the METIs a critical “share in the responsibilities of international governance”.

### **1.2 EMSA Audits of the Philippine certification system**

The audit of the system of certification of signatories to the STCW Convention is a mechanism for ensuring the uniform implementation of the global standards for maritime education and training. As a signatory, the Philippines has had a significant share of such audits since 2006 primarily because it produces about 25% to 30% of the world's seafarers. Had this not been the case, the country would not have been visited as much (actually the biggest reason we have been visited so many times is because we have been seen as recalcitrant, we give them promises every time, and every time they come back, nothing substantial has changed/happened). However, had this not been the case, the Philippines would have been more easily removed from the IMO White List given its persistent non-conformances to STCW.

The country's persistent breach of global maritime standards led the EMSA auditors to assert that while there have been changes, major shortcomings have not been addressed. Thus, by the time the report of the April 2013 EMSA audit came out in mid-2013, its critical findings further threatened the country's position in the IMO White List. A final audit of the government agencies involved and of selected MHEIs was scheduled in October of the same year as basis for the European Union's vote on whether the Philippines would remain in the White List or not. The EMSA Report on its October 2013 inspection revealed shortcomings, many of which were tireless repetitions of earlier findings. Nevertheless, the European Union deferred its vote



on the status of the Philippines by virtue of the recommendation of the Committee on Safe Seas (COSS) for another EMSA visit sometime in October 2014 to validate the corrective actions taken thus far. The COSS recommendation took note of the progress of the country since the April 2013 audit. The COSS-cited progress—which included, among others, the fact that CHED had already issued a CMO on shipboard training (CMO 2 Series of 2012) the implementation of which the Committee deemed in need of validation—became the reason for another deferment of the European Union’s decision on the country’s status in the IMO White List.

### **1.3 Reclassification of Programs at this Juncture as Corrective Action**

In February 2014, the Philippines sent EMSA its corrective actions, which the EMSA auditors verified in September 2014. Part of these actions addressed the reality cited in an earlier Memorandum that the same higher education maritime system that has produced 90% of the world’s preferred seafarers (ratings) has also blemished the credibility of the country’s BS maritime programs as producing qualifications equivalent to those found in other STCW signatories. For this reason, MARINA authorized CHED to establish the Enhanced Support Level Programs (ESLP) for the Deck and Engine, which combine college courses with technical courses. The ESLP effectively captures the current reality of MHEIs producing ratings except for the program labels—i.e. the more prestigious BS course title as opposed to ESLP while the student has not yet dropped out—and the number of years students remain in the program.

Established as a program outside higher education, the ESLP is technically under the jurisdiction of MARINA. However, MARINA has delegated the development and management of the program to CHED until March 31, 2015 and will jointly administer the program with CHED from October 2015 onwards until MARINA is ready to take it over but not later than 31 March 2016.

In addition to the establishment of the ESLP, the corrective actions of the Philippine jurisdiction included the call for voluntary conversion to ESLP and the unbundling or delineation of the BS program of bigger MHEIs—whose “alpha” classes meet STCW but whose other enrollees in the BS programs do not necessarily attain the same competencies—from the ESLP. This call aimed to address two observations a) that the Philippines has a proliferation of officer schools that produce ratings; and b) that some of the schools that have had a track record in producing officers have double standards: STCW compliance for the “alpha classes” that board European, Japanese and other ships and a less compliant BS program for the other students. Apart from the conversion to/delineation of the BS program from the ESLP, the corrective action expected of the Philippine jurisdiction is the issuance of a list of approved BS programs for SY 2015-2016 by 31 January 2015.

The September 2014 audit of CHED delved into the conversion or delineation/unbundling of BS programs to/from the ESLP. By the time of the EMSA September 2014 visit, we had issued a Memorandum on the triangulation of data as



a method of determining the compliance of maritime programs, parallel to the uncalibrated monitoring and evaluation results which had produced long lists of non-conformances for some MHEIs that the EMSA auditors know to have been more or less compliant from their visits since 2006, as well as shorter and less serious non-conformances for MHEIs that they know have poorer track records. In truth, the calibration issue was a major EMSA concern in October 2013.

Shipboard training or the lack of it, a requirement backed by CMO 2 Series of 2012 whose implementation is part of EMSA's verification agenda—loomed large in the triangulation of data. The use of a proxy variable rather than actual data on the shipboard training of students, which most MHEIs did not have because students are generally not tracked for such training, led to a more liberal operationalization of (1) the variables to combine, and (2) the cut off point to use, that are largely in favor of the MHEIs. The cut-off point is based on the cut-off point arrived at in another discipline after intensive consultations. It is important to understand that the reference discipline, which incidentally also once had a high demand internationally, is NOT covered by an INTERNATIONAL CONVENTION that requires maritime education and training (MET) institutions to provide shipboard training opportunities for their students.

Show cause orders or letters of non-compliance (for MHEIs that had volunteered to convert or delineate their programs) were issued to 41 MHEIs. The documents submitted in response to these Orders/letters were subsequently reviewed and validated using a more accurate measure of shipboard training—the number of Special Orders issued. The review has resulted in a few programs requiring further review and in the conversion of most of the programs with CHED assistance.

As to the List of approved BS programs for SY 2015-2016 as of 31 January 2015, most of the approved programs that have produced excellent and much preferred officers-in-charge and officers are conditional on the unbundling or delineation from the ESLP. This is meant to get the Philippines out of the Gordian knot that we have been tasked to help untangle in the national interest. Thankfully, most of MHEIs with programs in this list have expressed their intention to unbundle their BS maritime programs.

The reorganization of maritime education at this particular juncture is not a downgrading but an empirically grounded reclassification. As Dr. Mejia underscored in his recent address in the PAMI Convention, "quality, knowledge, and competence must be learned, acquired, and demonstrated in the first instance during the education and training program for OIC of a navigational or engineering watch—not at the license exams or COC assessment stages. Again, this is according to the global language of STCW. Under our local translation, we have somehow transferred the onus to the certification authorities—PRC until recently, and now MARINA. Instead of accepting only the front-loading of quality, knowledge, and competence, we have allowed a situation where quality, knowledge, and competence are back-end-loaded.



Shipboard training, a cornerstone and sine qua non of maritime education and training are back-end-loaded. Maritime education is not complete without shipboard training. It is an integral part, no less than 25%, of the BSMT/BSMarE program. Without it, the program is not an officer program.”

Reclassification at this time will enable the Philippine jurisdiction to “guarantee to the world that we produce quality at the appropriate levels: officers through the BSMT/BSMarE programs, and ratings through the ESLP programs. The functions performed by the product of these two programs -- BSMT/BSMarE and ESLP -- are equally important. Officers perform an important leadership function, while ratings perform crucial operational and support functions.’ It is important to bear in mind that the bulk of our seafarers are ratings who provide vital services. In truth, the shipping industry will not move without them.

With regards to the reclassification of programs, MHEIs will be receiving individual letters at about the same time as the issuance of this Memorandum.

#### **1.4 The Irony of and Rationale for the Reorganization/Reclassification of Maritime Education/Programs at this Time and the Development and Expansion of Officer Programs in the Very Near Future**

Even as MARINA and CHED are compelled to reclassify programs at this particular juncture—when the Philippines is still in the danger zone insofar as its position in the IMO White List is concerned—these agencies as well as industry are keenly aware of the high demand for officers in the merchant marine sector and more importantly, of the potential niche of the Philippines in maritime education.

For this reason, CHED will help MARINA mobilize economists representing the Philippine Institute of Development Studies and policy research institutions to immediately project the volume of trade in the next ten to twenty years and the international demand for officers. The mandate is clear. Given the current work force, MARINA estimates 10,000 new officers must be trained and provided as new global workforce every year to fill the gap of total work force to be created by retiring officers. This number is bound to increase. For instance, if seaborne trade would expand by 70% by 2030, we would need to train and produce 40,000 officers every year. If seaborne trade would to expand by 35 % by 2030, still we need to train and produce 25,000 new officers every year. The demand can be much greater than the combined capacity of the entire world's Maritime Education and Training infrastructure can deliver.

At first blush, it would seem ironic that maritime higher education programs are being converted to ESLP while the demand for officers is expected to increase even as the projections will still be refined by expert economists. This irony is effectively dissipated when we consider the phasing of the reclassification. The Philippines cannot position itself as a center of excellence in maritime education and training, producing top-notch ratings, Officers-in-Charge and Officers without first

remaining in the IMO White List. First things first—remain in the White List while simultaneously planning strategically for the development of officer schools with the assistance of Congress. MHEIs whose programs are being reclassified are free to reapply for the BS programs but with more stringent STCW standards that will not be relaxed to accommodate the demand.

### **1.5 Status of the Philippines vis-à-vis the EMSA 2014 Audit**

With regard the September 2014 European Maritime Safety Agency audit, Dr. Mejia observed that the achievements in the last three years seem to have turned the tide. In his PAMI Convention Keynote speech, he described the state of affairs in the maritime education and training sector as “beginning to stabilize. The looming threat of immediate withdrawal has been staved off for the time being...[but] only the immediate threat has been staved off because [the country] is still very much in the danger zone’. However, “the movement [of the sector] is now inexorably away from ground zero of this danger zone”.

The reorganization/reclassification of maritime higher education is one of the reasons for this movement away from Ground Zero. It is for this reason that we fervently hope for the understanding of the MHEIs. It is the bitter pill to be swallowed temporarily especially for MHEIs that are seriously considering the re-opening of a BS program in the near future not as a business from enrolment for certainly the ROI will not come within 20 years for officer schools.

In the PAMI Convention, Dr. Mejia concluded his speech by talking about leadership in the maritime world as our destiny. Indeed, it is so. The recent revival of interest and scholarship in the Galleon Trade, the call for a stronger Naval Architecture program to boost shipbuilding and the global preference for Filipino seafarers reinforce this definition of destiny. Being out of the danger zone is the first step towards its fulfillment. Planning more strategically and investing in officer programs together with the private sector is the next step.

### **2.0 UPDATES ON THE ESLP**

- STCW Circular No. 7 has established the Enhanced Support Level Programs for both the Deck (ESLPD) and Engine (ESLPE). While it is outside the jurisdiction of CHED, MARINA has authorized CHED to breathe life into the program and manage it jointly with MARINA until the latter is ready to take over but not later than 31 March 2016;
- MARINA is issuing a revised STCW Circular with a different number and with the following significant revisions—A few other revisions are excluded from this Memorandum because they are editorial in nature:



*p. 2 Section 2. **COVERAGE***

*This Circular shall apply to all MHEIs, both government and private, whose Bachelor of Science in Marine Transportation (BSMT) and/or Bachelor of Science in Marine Engineering (BSMarE) programs would either be converted into the Enhanced Support Level Programs (ESLP) or delineated into the BSMT/BSMarE and the ESLP for Marine Deck/ESLP for Marine Engineering.*

*p. 5 Section 5.1.1.2.2. The **ESLPME** is a two (2) year special program addressing the competences required for Ratings Forming Part of an Engineering Watch (RFPEW) and Ratings as Able Seafarer Engine (ABE) as defined in the STCW Convention, Regulations and Codes.*

*p. 8 Section 5.2.1.1 The **ESLPMD** shall consist of a minimum of **110** total credit units. The program is comprised of most of the general education courses following the CHED general education curriculum – B (GEC B) under CHED ORDER (CO) No. 4 Series of 1997, special professional courses, and Onboard Training, Physical Education (PE). This set of courses prepares the students to become competent and competitive deck support level seafarers.*

*p. 9 Section 5.2.1.2 The **ESLPME** shall consist of a minimum of **93** total credit units. The program is comprised of the general education component following the CHED general education curriculum – B (GEC B) under CO No. 4, series of 1997, special professional courses, and Onboard Training and Physical Education (PE). This set of courses prepares the students to become competent and competitive engine support level seafarers*

*p. 10 Section 5.2.2.1*

Cargo	2	Cargo Handling SL 2	2	1	2	A-II/5 F2 KUP 1
<b>Total</b>			<b>58</b>	<b>35</b>	<b>70</b>	
<b>Onboard Training</b>					<b>40</b>	<b>ISF-TRB for Ratings shall be used</b>
Basic Training (BT)			-	-	-	Students must obtain and present their Certificate of Proficiency (COP) for BT, PSCRB & SSAT-SDSD in order to be issued their Certificate in ESLPMD
Proficiency in Survival Craft and Rescue Boats [other than Fast Rescue Boats] (PSCRB)			-	-	-	
Ship Security Awareness Training and Seafarers with Designated Security Duties (SSAT-SDSD)			-	-	-	
<b>GRAND TOTAL:</b>					<b>110</b>	

*p. 11 Section 5.2.2.2*

Maint SL		Maintenance and Repair SL	1	3	2	A-III/5 F3 KUP 1-5 plus B-III/4 item 3
<b>Total</b>			<b>56</b>	<b>42</b>	<b>70</b>	
<b>Onboard Training</b>					<b>23</b>	<b>ISF-TRB for Ratings shall be used</b>
Basic Training (BT)			-	-	-	Students must obtain and present their Certificate of Proficiency (COP) for BT & SSAT-SDSD in order to be issued their Certificate in ESLPME
Ship Security Awareness Training and Seafarers with Designated Security Duties (SSAT-SDSD)			-	-	-	
<b>GRAND TOTAL:</b>					<b>93</b>	

p. 14 Section 5.3.1.2.2

For ESLPME:

- 1 BSMarE graduate
- 2 Valid License in the Operational Level – Engineering (or higher)

p. 15 Section 5.3.2.3.3

Holder of not less than 12 months of sea-going experience as an OIC-NW on seagoing vessel 500 GT and over; or OIC-EW on seagoing vessel 750 KW propulsion power or more

p. 21 Section 6.2.1.1 **at least Junior High School (Grade 10) graduate**

**[NOTE:** The revision of Section 6.2.1.1. will allow drop-outs of the K to 12 system to enroll in ESLP as long as they finish Grade 10 (or 4<sup>th</sup> year high school in the current system). Should they opt to enroll in the BS maritime programs, however, they would need the additional years in Senior High School, high school graduation being an admission requirement to college.]

p. 20 Section 9.3 and 9.4

9.2. Until such date, MHEIs may choose to convert their BSMT and BSMarE programs and apply for the ESLP or apply for the ESLP and delineate their BS maritime programs from it.

9.3 From 1 April 2015, ESLP will be jointly administered and supervised by MARINA and CHED until MARINA takes full control of the program but not later than 31 March 2016. During this period, there shall be no more option for any MHEI to convert the BSMT or BSMarE program to ESLP or to delineate the BS maritime programs from the ESLP.

Annex A: [Attached mapping to the revised STCW Circular]

Annex B [Attached mapping to the revised STCW Circular]

Annex C [Attached equipment requirements to the revised STCW Circular]

Annex D [Attached equipment to the revised STCW circular]

- Upon the recommendation of the Technical Panel, the CHED Commission en banc approved the eligibility of the following MHEIs to offer the ESLP:

**Automatic Provisional Permit without pre-evaluation; Regular Monitoring and Evaluation will be done within the first two years**

Private and public MHEIs with recognized BS maritime programs. A formal letter informing CHED of their intention to offer the ESLP must be submitted on or before 31 March 2015;

**Automatic Provisional Permit without pre-evaluation; Regular Monitoring and Evaluation will be done within the first year**

MHEIs with permits but have not yet obtained recognition. The submission of an application form on or before 31 March 2015 is required. Any irregularity in the submitted application that CHED will flag two weeks after



the submission of an application form will entail a pre-evaluation prior to the grant of a permit;

**Approval with pre-evaluation: Regular Monitoring and Evaluation will be done after the first semester, 2015-2016**

Public MHEIs without permits but whose Board of Regents/Board of Trustees had approved their respective maritime programs and that intend to offer the ESLP are required to submit the appropriate application form on or before 31 March 2015 and shall be pre-evaluated;

**NOTE:** MHEI Satellite/extension Programs Outside their Campuses that are operating without Permits shall **NOT** be allowed to offer the ESLP

- MARINA is publishing a list of MHEIs eligible to offer ESLP including both institutions that have expressed their intent to do so as well as those that have not. Although many of the eligible MHEIs may offer the ESLP in June 2015 without undergoing pre-evaluation, they are reminded to submit a letter of intent for the first set of MHEIs or the application form for the second set on or before 31 March 2015. A separate Memorandum on the ESLP will be issued this week to guide the MHEIs. **PLEASE NOTE THAT MARINA IS GIVING MHEIs only up to 31 March 2015** to express their intention/apply for the ESLP. Applications after this date will no longer be considered. This means that the ESLP will be offered only by the existing MHEIs.
- CHED is organizing sub-regional cluster workshops on the ESLP for April and May 2015.

**3.0 Reclassification of MHEIs and the Issuance of Recognized BS Maritime Programs for SY 2015-2106**

- In response to the October 2013 and September 2014 audit, MARINA and CHED have called for the voluntary conversion of BS maritime programs into the ESLP and the voluntary unbundling or delineation of the BS maritime programs of MHEIs from the ESLP starting SY 2015-2016;
- The campaign for voluntary conversion and delineation was waged even as CHED, upon the recommendation of the Technical Panel chaired by MARINA, adopted a parallel basis for determining whether existing BS programs meet the requirements of STCW or not.
- As mentioned in Section 1.3 in this Memorandum, a triangulation of data that privileged shipboard training was used as basis for the issuance of Show Cause Orders (for those that did not apply for voluntary

conversion of their BS maritime programs to ESLP or the delineation of these programs from the ESLP) or letters informing the MHEI of the non-compliance of its programs/program (for those that applied for voluntary conversion or delineation). Based on a thorough review by MARINA and CHED—with advice from their respective Legal Offices—of the MHEI responses to these Orders/Letters of non-Compliance and in view of the imperative of upgrading the quality of existing MHEIs so as to ensure that the Philippine jurisdiction will continue to produce globally competitive maritime officers, most of the MHEIs issued Show Cause Orders or Letters of non-compliance are enjoined to convert the pertinent BS Maritime Program into the Enhanced Support Level Program starting school-year 2015-2016 in accordance with the STCW Circular of the said program.

- In compliance with the corrective actions that are being validated by EMSA, MARINA is issuing the following lists:

***Recognized BS Programs***

- Maritime Higher Education Institutions With A Recognized Merchant Marine (Deck) Officer Program For Sy 2015-2016
- Maritime Higher Education Institutions With A Recognized Merchant Marine (Engine) Officer Program For Sy 2015-2016

***MHEIs Eligible to Offer ESLP***

- Maritime Higher Education Institutions Eligible To Offer The Ratings (Deck) Program That Have Expressed Their Intention To Offer The ESLP
- Maritime Higher Education Institutions Eligible To Offer The Ratings (Deck) Program That Have Not Yet Expressed Their Interest To Offer ESLP
- Maritime Higher Education Institutions Eligible To Offer The Ratings (Engine) Program Enhanced Support Level Program (ESLP - Engine) That Have Expressed Their Interest To Offer The ESLP
- Maritime Higher Education Institutions Eligible To Offer The Ratings (Engine) Program Enhanced Support Level Program (ESLP - Engine) That Have Not Expressed Their Interest To Offer The ESLP

***Programs Undergoing Further Review***

- Maritime Higher Education Institutions With A Merchant Marine (Deck) Officer Program Undergoing Further Review
- Maritime Higher Education Institutions With A Merchant Marine (Engine) Officer Program Undergoing Further Review

- With very few exceptions, the list of recognized BS maritime programs for SY2015-2016 consist of programs that will delineate the BS from the ESLP programs that they will be establishing. In connection with the mandated



delineation, MARINA will be assessing the carrying capacity of the programs within the month of March to determine enrolment in maritime higher education. In effect, the reclassification process is rendering the BS Marine Transportation and the BS Marine Engineering programs as quota courses.

- MHEIs that are eligible to offer the ESLP are still expected to express their intention to do so on or before 31 March 2015. See 2.0.
- Programs that are currently undergoing further review. The MARINA-CHED team will contact the MHEIs in this group should a visit be necessary. These programs shall have been classified by 31 March 2015.

#### ***4.0 Curricular Changes***

- The Technical Committees are currently reviewing the course mapping of the BS Marine Transportation and BS Marine Engineering programs in relation to the courses plotted for the Management Level Courses and the STCW Code competency tables to ensure that all competencies are covered. In addition, the Technical Panels are comparing the course specifications with the relevant IMO Model courses as guides in order to ensure consistency with the STCW Code tables of competences. This is done in collaboration with MARINA involvement in the Technical Committees and the Curriculum Review Committee.
- By the end of March 2015, CHED shall have issued a CMO on the revised course mapping and course specifications for the BS programs.
- The course revisions would entail a series of orientation workshops for the deans, chairs, curriculum planners, assessors and selected faculty in preparation for the first semester. The workshops will also cover planning on how to make up for possible gaps in the first and second year courses and to plan for the third year courses that will be conducted starting June 2015 to the 2017 cohort of candidates.
- The workshops will include maritime higher education institutions (MHEIs) that are converting to the Enhanced Support Level Program to ensure that the incoming second year and third year students of their converted programs are provided with the right courses.
- Even as the MHEIs with converted programs will be required to adjust the curriculum of their second and third year students, the CHED Technical Panel is currently thinking of how to further ensure that the students of such phased out programs who will not opt to transfer to the ESLP will be able to have the relevant competencies. The Technical Panel is also in the process of figuring

out what to do with students who will return to schools with converted programs after their shipboard training several years after the end of the phase out period. The policies on these matters would have been set and disseminated by April 2015.

#### **5.0 TIMELINES**

<b>TASKS/ACTIVITIES</b>	<b>TIMELINE</b>
Expression of Intention to offer ESLP/Application for ESLP	31 March 2015
Determination of the Carrying Capacity of Recognized BS Programs for SY 2015-2016	31 March 2015
Classification of MHEIs under Review	31 March 2015
CMO on Curricular Amendments	31 March 2015
Sub-regional Cluster Workshops on ESLP	May 2015
Sub-Regional Cluster Workshops on the Curricular Changes	June 2015
Policies re: How to ensure STCW-aligned competencies of BS students from converted programs and other concerns	April 2015



**PATRICIA B. LICUANAN, PhD**  
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