

UNITED NATIONS DEVELOPMENT PROGRAMME

Project of the Government of
Brunei Darussalam, Indonesia, Malaysia,
the Philippines, Singapore and Thailand

PROJECT DOCUMENT

Number and Title : RAS/86/185 - Standardization of Curriculum of
National Maritime Academies and Schools

Duration : 12 months

ACC/UNDP Sector : Transport and Communications (06)
& Sub-Sector : Water Transport & Shipping (0640)

Govt. Sector : Transport and Communications
& Sub Sector : Maritime Transport

Govt. Implementing Agency : Ministry(s) Responsible for Maritime Affairs
Executing Agency : International Maritime Organization (IMO)

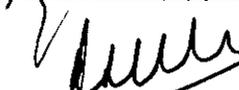
Estimated starting date : July 1988

Government Inputs : Local support services

UNDP/IPF : US\$160,000

Government cost sharing : Nil

Brief Description: This direct support project sets out to achieve a standardized curriculum and syllabus in the selected disciplines for the training of ASEAN seafarers. In the process of the standardization, it is envisaged that some of the academies/schools' syllabuses would be updated and upgraded, and when the standardized curriculum is implemented, all the seafarers from the sub-region would be trained uniformly in their respective disciplines. One other benefit feature would be an enhanced opportunity to ratify the STCW, 1978 Convention.

On behalf of	Signatures	Date	Name/Title
the Government		17/1/89	SECRETARY GENERAL ASEAN SECRETARIAT JAKARTA
Executing Agency		31 JAN 1989	Galal M. Magdi Resident Representative UNDP - Indonesia
the UNDP		31 JAN 1989	Galal M. Magdi Resident Representative UNDP - Indonesia

UN Official Exchange rate at date of last signature of project document:
\$1.00 = _____

A. CONTEXT

1. The specific sub-sector concerned, and its major characteristics

The specific sub-sector is the maritime transport or the water transport and shipping. The ASEAN sub-region, comprising of six maritime countries namely, Brunei Darussalam, Indonesia, Malaysia, the Philippines, Singapore and Thailand, depends mainly on international shipping to import or export their goods and on inter-island/coastal sea transportation for distribution within their countries.

2. The host country plan or strategy for the sub-sector

The overall plan of the Government(s) of the ASEAN includes building up of an efficient merchant marine to serve the sub-region, employment of ASEAN nationals on board their ships and operation of their national fleets most efficiently and economically.

3. Prior or on-going assistance directed to the same sub-sectors

The UNDP assistance to the ASEAN sub-region during the 4th inter-country programme for Asia and the Pacific, 1987-1991, includes assistance in areas of technical port operations, safety and load line regulations for non-conventional ships, ad hoc advisory service and shipboard safety training, and this standardization of curriculum project, all of which, will run parallel towards the promotion of safety of ships and personnel in maritime transport.

4. The institutional framework for development efforts in the sub-sector

All ASEAN countries are eligible to participate in this project. On behalf of the recipient Government(s), the focal point(s) will liaise with IMO and UNDP in the country(s) to co-ordinate all project matters and also assist in the fielding of the consultants' missions.

IMO shall be the Executing Agency. IMO, financed by UNDP, may implement the project activities under a sub-contract to Consultants.

B. PROJECT JUSTIFICATION

1. The problem to be addressed by the project, including the present or "pre-project" situation

During the second/third inter-country programme for Asia and the Pacific, IMO financed by the World Bank had assisted Indonesia to upgrade the Government's maritime training institutions within the country. The assistance included advice on the development of the curriculum for the Indonesian maritime training institutions, installations and operation of some training equipment in navigation and marine engineering.

IMO, likewise financed by UNDP, assisted the Malaysian Maritime Academy in Melaka, with the assistance of a team of maritime training experts who helped to update the academy's training programmes and, simultaneously, a team of examiners helped to establish an examination unit at the marine department in Port Kelang. A team of experts assisted the Philippine Marine Academy in raising the level of cadet training, and in Singapore, a team of

experts assisted the National Maritime Board in the preparation of a curriculum and syllabuses for the ratings category. Singapore also has a well established polytechnic which facilitates the training of officers. Thailand has very recently established a training institute for the merchant marine under the Chulalongkorn University, Bangkok.

In each of the academies and schools mentioned above, the curriculum and syllabuses are tailored to the capability of the academy/school and the specific needs of the country and some are more highly developed than others. Therefore, there is a need to harmonize and develop these into a standardized form acceptable to all six ASEAN countries, and which conforms to the STCW, 1978 Convention.

2. The expected situation at the end of the project

The national maritime academies and schools will have access to the standardized curriculum and syllabuses. It is quite possible that the lesser developed schools will want further assistance in implementing the standardized courses. The most likely need in such cases are a few man-months assistance of an experienced lecturer/tutor and the training equipment such as a set of radar simulator and automatic radar plotting aids, a statutory requirement of the STCW Convention in the training of navigators.

3. How and by whom the results of the project will be utilized

The primary target beneficiaries are the marine academies and schools which produce human resources, shipping companies, maritime administrations and port users.

4. The particular strategy of the project and why it has been chosen relative to other possible strategies

To harmonize and standardize the curriculum and syllabuses is the only possible strategy to establish uniformity in the academies and schools.

5. The reason for external assistance from the UNDP/IMO

The expertise required is very highly specialised and the ASEAN sub-region lacks both in the high calibre and resources required for the project.

IMO, with financial assistance of UNDP, can help because IMO specializes in the maritime training of seafarers and acts as the depository of the STCW Convention.

6. Special Considerations

The concept of this project encourages the ASEAN countries to develop human resources which are to man the fleets of the ASEAN, and to gain ground towards the achievement of their social and economic goals. Shipping by its international nature calls for co-operation amongst shipping companies and ports to safe guard the marine environment not only in the ports and seas of the ASEAN but also throughout the world.

This project, as in many ASEAN/UNDP projects also emphasises technical co-operation amongst the ASEAN countries in the development of their maritime sector as a whole.

7. Arrangements for co-ordinating this project combined with other efforts in the same sub-region

The co-ordinating authority in each country of the ASEAN may be located within the Ministry responsible for maritime affairs, and may act as a focal point for this and other ASEAN/UNDP projects executed by IMO. The co-ordinating authority in each ASEAN country is well aware of this and other developments of IMO/UNDP assisted projects.

8. The capacity and commitment of the host government or institution to provide the inputs and support necessary for the project's successful operation and to sustain the results at the end of the project

The participating ASEAN Government and institutions are fully capable of providing the counterpart support and local support services to the visiting consultant(s). They are also fully capable to contribute towards the project's successful operation and sustain the results at the end of the project.

C. DEVELOPMENT OBJECTIVE

The development objective of this project is the adoption in the ASEAN countries of a uniform maritime training system which encompasses the mandatory and statutory requirements of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 (STCW, 1978) which entered into force in April 1984; and thereby gaining international recognition of their maritime educational structure.

D. IMMEDIATE OBJECTIVE(S), OUTPUTS AND ACTIVITIES

Immediate Objective

1. The immediate objective of this project is to achieve a standardized curriculum syllabuses and modules in the selected disciplines for training of ASEAN seafarers taking into consideration member countries' maritime services needs.

Outputs

The outputs are:

- 1.1 An agreement by the participating governments of the ASEAN to adopt a uniform maritime training system at their academies and schools.
- 1.2 A standardized curriculum and syllabuses in the selected maritime disciplines for adoption by the ASEAN academies and schools.

ACTIVITIES

Activities to Output 1

- 1.1.1 Activity 1: - IMO will engage a two-man team of training consultants (one nautical and one marine engineering) for a total of about seven months during which time they will be located at the Philippines Merchant Marine Academy (PMMA), the Philippines and actively participate in a three-day meeting of government officials/heads of academies and schools to be organized at the

commencement of the project; visit all participating maritime academis and schools to consult and collect sample curriculum and syllabuses; harmonize and prepare standardized curriculum and syllabuses taking into consideration the needs of the maritime services in the ASEAN Sub-region; and render necessary advice and assistance in the introduction of these to the academies and schools which need such assistance.

Activity 2: - IMO will organize a three-day meeting of government officials/heads of academies and schools. The meeting will discuss, inter alia, the mandatory and statutory requirements of the STCW, 1978 Convention; the status in each participating academy and school of the existing curriculum and syllabuses; the levels and grades of the Deck and Engineering disciplines to be harmonized and adopted and, an agreement, in principle, to introduce and implement the standardized curriculum and syllabuses in the academies and schools of the ASEAN.

Activities to Output 2

1.1.2 Activity 1: - Bearing in mind the decision of the meeting, the consultants will visit one by one all participating academies and schools to consult in detail with the staff of the academies/schools and to collect a sample copy of the curriculum and syllabus material available at the institutions. (Approximate period 6 weeks).

Activity 2: - The consultants will then settle down to study all the available sample materials and prepare standardized curriculum and syllabuses. (Approximate period 20 weeks).

Activity 3: - The standardized curriculum and syllabuses will be printed and distributed to all the participating academies and schools.

Activity 4: - The consultants together or independently will pay a final visit to the academies and schools which require further assistance in introducing the standardized curriculum and syllabuses; the academy/school concerned will make the necessary request to IMO/UNDP for this final visit.

E. INPUTS

(1) Government Inputs

- (1) The Government will appoint a focal point for co-ordination with IMO and the UNDP. The focal point will oversee and assist in the smooth discharge of the training specialists' mission within the country.
- (ii) In agreeing to the specialists' mission(s), the recipient Government will offer them the necessary local support services such as their travel within the country, arranging and organizing meetings with appropriate training officials.

- (iii) The Philippines Merchant Marine Academy or an alternate ASEAN Government education authority may wish to host the team of training consultants for the duration of the project. The PMMA or the alternate will offer the consultants the use of an office with stationery, telephone, telex and mail facilities in order to carry out their work activities.

2. UNDP/IMO Inputs

The UNDP will provide the required finances for the following through the Executing Agency, IMO:

- | | |
|---|------------------|
| (i) services of consultant in Deck Training | 7 m/m (\$56,700) |
| (ii) services of consultant in Marine Engineering training | 7 m/m (\$56,700) |
| (iii) travels on duty for the consultants | (\$15,000) |
| (iv) services of a full or part-time secretary for about | 4 m/m (\$ 6,000) |
| (v) travel and DSA for 12 Govt. Officials/Heads of Academy/schools and one IMO representative | (\$20,000) |
| (vi) printing, distribution and miscellaneous costs | (\$ 5,600) |

To the extent possible consideration will be given to obtain service of national consultants within the ASEAN Sub-region.

F. RISKS

Factors which may prevent achievement of project outputs and objectives are:

1. Lack of communication and co-ordination between the project focal point and the national training academies and schools (medium risk).
2. Lack of communication and co-ordination amongst the academies and schools in the participating countries (medium risk).
3. Delay in implementing the standardized curriculum for lack of required funds and/or facilities at the academy/school concerned (medium risk).

G. PRIOR OBLIGATIONS AND PREREQUISITES

Prior Obligations

The recipient Government/maritime training institutions will agree to participate in the three-day meetings and to receive the specialists' mission(s) and to fully co-operate with them.

The Project Document will be signed by UNDP and UNDP's assistance to the project will be provided only if the prior obligations stipulated above are in accordance with UNDP's requirements.

Prerequisites

1. The recipient Government/maritime training institutions will agree to to implement, as and when available, the standardized curriculum and syllabuses of appropriate disciplines for which the required facilities are already available at the academy/school.
2. The recipient Government/maritime training institutions will make necessary provisions to enable the authorities concerned to implement at a later date syllabuses of subjects which cannot be implemented immediately.

The Project Document will be signed by UNDP, and UNDP assistance for the project will be provided, subject to UNDP receiving satisfaction that the prerequisites listed above have been fulfilled or are likely to be fulfilled. When anticipated fulfillment of one or more prerequisites fails to materialize, UNDP may, at its discretion, either suspend or terminate its assistance.

H. PROJECT MONITORING, REPORTING AND EVALUATION

The project will be subject to tripartite review (joint review by representatives of the Government, executing agency and UNDP) at least once every twelve months, the first such meeting to be held within the first twelve months of the start of full implementation. The national project co-ordinator and/or international senior field project officer of the UN executing agency shall prepare and submit to each tripartite review meeting a Project Performance Evaluation Report (PPER). Additional PPERs may be requested, if necessary, during the project.

Towards the end of the project, the project management shall prepare the draft terminal report for review and technical clearance by the executing agency four months prior to the terminal tripartite review meeting.

I. LEGAL CONTEXT

This Project Document shall be the instrument referred to as such in Article I, of the Standard Basic Assistance Agreement between the United Nations Development Programme (UNDP) and the governments of those participating countries which have signed such an agreement.

The Government Implementing Agency shall, for the purpose of the Standard Basic Agreement refer to the Government Co-operating Agency described in that Agreement.

The following types of revisions may be made to this project document with the signature of the UNDP Resident Representative only, provided he or she is assured that the other signatories of the project document have no objections to the proposed changes:

- revisions in or the addition of any of the annexes of the project document;
- revisions which do not involve significant changes in the immediate objectives, outputs or activities of a project, but are caused by the rearrangement of inputs already agreed to or by cost increases due to inflation;
- mandatory annual revisions which rephrase the delivery of agreed project inputs or increased expert or other costs due to inflation or take into account Agency expenditure flexibility.

Project Budget Covering UNDP Contribution
(in US dollars)

Country: Brunei Darussalam, Indonesia, Malaysia, the Philippines, Singapore and Thailand

Project No.: RAS/86/185/A/01/19

Project Title: Standardization of Curriculum

		TOTAL	1988	1989	19__	19__	19__	19__
		Man-Months	Man-Months	Man-Months	Man-Months	Man-Months	Man-Months	Man-Months
10	PROJECT PERSONNEL							
11	<u>Experts</u>							
11-01	Deck Training Consultant	7 56,700	6 48,600	1 8,100				
11-02	Engineering Training Conslt.	7 56,700	6 48,600	1 8,100				
11-03								
11-04								
11-05								
11-06								
11-07								
11-08								
11-09								
11-10								
11-11								
11-12								
11-13								
11-14								
11-15								
11-16								
11-17								
11-18								
11-99	Subtotal	m/m 14 \$113,400	m/m 12 \$97,200	m/m 2 \$16,200	m/m \$	m/m \$	m/m \$	m/m \$

	TOTAL	1988	19 89	19__	19__	19__	19__
12	OPAS Experts	113,400	97,200	16,200			
12-01							
12-02							
12-99	Subtotal						
13	Support Personnel	6,000	4,500	1,500			
14	Volunteers						
15	Travel on Duty	15,000	12,000	3,000			
16	Other Costs(Official Meeting)	20,000	20,000	NIL			
18	Prior 1972 Expenditures						
19	Component total						
28	Prior 1972 Expenditures						
29	SUBCONTRACT						
30	TRAINING						
31	Individual Fellowships						
32	Group Training						
33	In-Service Training						
38	Prior 1972 Expenditures						
39	Component total						
48	Prior 1972 Expenditures						
49	EQUIPMENT						
58	Prior 1972 Expenditures						
59	Miscellaneous (+ Printing and Sundry)	5,600	5,000	600			
90	Subtotal						
97	Cost Sharing						
99	UNDP Total Contribution	160,000	138,700	21,300			

JOB DESCRIPTIONFor Deck Training Consultant

1. A two-man team of maritime training consultants, a specialist in deck/navigation discipline and a specialist in marine engineering discipline, will be engaged for a total period of approximately seven months. They will be located in an academy or school in the ASEAN for which the ASEAN/COTAC Secretariat will make the selection.
2. Whilst the two consultants travel and work together as a team, and organize and conduct a meeting, each will be responsible for the discipline and subjects which each is concerned with and in particular, the Deck Training Consultant will;
 - (i) conduct and actively participate in a three-day meeting of government officials/heads of the academy and schools which IMO will organize. The consultant will draw up all necessary documents for deliberation at the meeting and submit a report to IMO on the conducting of the meeting.
 - (ii) visit all participating maritime academies and schools in the six ASEAN countries (see Annex 4, list of academies and schools) for a detailed consultation on the subject, and collect sample material and copies of the curriculum and syllabuses (approx. 6 weeks).
 - (iii) harmonize and standardize the curriculum and syllabuses which will include Class I, Class II, Class III, Class IV and Class V Certificate of Competency courses for Deck Officers for unrestricted and near coastal voyages; the curriculum and syllabuses to be distributed to all academies and schools (approx. 20 weeks).
 - (iv) the Consultant shall pay a final visit to the academies and schools, which require further assistance in introducing the standardized curriculum and syllabuses, and make such a request to IMO/UNDP (approx. 3-4 weeks).

JOB DESCRIPTIONFor Marine Engineering Training Consultant

1. A two-man team of maritime training consultants, a specialist deck/navigation discipline and a specialist in marine engineering discipline, will be engaged for a total period of approximately seven months. They will be located in an academy or school in the ASEAN for which the ASEAN/COTAC Secretariat will make the selection.
2. Whilst the two consultants travel and work together as a team, and organize and conduct a meeting, each will be responsible for the discipline and subjects which each is concerned with and in particular, the Marine Engineering Training Consultant will;
 - (i) conduct and actively participate in a three-day meeting of government officials/heads of the academy and schools which IMO will organize. The consultant will draw up all necessary documents for deliberation at the meeting and submit a report to IMO on the conducting of the meeting.
 - (ii) visit all participating maritime academies and schools in the six ASEAN countries (see Annex 4, list of academies and schools) for a detailed consultation on the subject, and collect sample material and copies of the curriculum and syllabuses (approx. 6 weeks).
 - (iii) harmonize and standardize the curriculum and syllabuses which will include Class I, Class II, Class III, Class IV and Class V Certificate of Competency courses for Marine Engineering Officers for unrestricted and near coastal voyages; the curriculum and syllabuses to be distributed to all academies and schools (approx. 20 weeks).
 - (iv) the Consultant shall pay a final visit to the academies and schools which require assistance in introducing the standardized curriculum and syllabuses, and make such a request to IMO/UNDP (approx. 3-4 weeks).

<u>Country</u>	<u>Name/Address of Maritime Training Institute</u>
BRUNEI DARUSSALAM	1) Marine Dept., Ministry of Communication, Bandar Seri Begawan 2053, Brunei Darussalam 2) Jefri Bolkiah College of Engineering Ministry of Education Kuala Belarit 6046 Brunei Darussalam
INDONESIA	PLAP in Jakarta BPPDIP in Jakarta BPLP in Semarang BPLF in Surabaya BPLP in Ujung Pandang BPLPD in Barombong All six institutions are in the care of: Directorate General of Sea Communications 5 Jalan Merdeka Timur JAKARTA <u>Indonesia</u>
MALAYSIA	Maritime Academy Malaysia P.O. Box 31 Kuala Sungai Baru MELAKA <u>Malaysia</u> Ungku Omar Polytechnic (Marine Engineering Institute) IPOH <u>Malaysia</u>
PHILIPPINES	The Philippine Merchant Marine Academy Fort Bonifacio METRO MANILLA <u>Philippines</u> National Maritime Polytechnic TACLOBAN <u>Philippines</u>
SINGAPORE	Singapore Polytechnic Dover Road <u>SINGAPORE 0513</u> TS Singapore Within Sembawang Camp <u>SINGAPORE 2775</u>
THAILAND	Merchant Marine Institute Chulalongkorn University 3rd floor, Vidyabhatna Building Phayathai Road BANGKOK 10500 <u>Thailand</u>

Indonesia

There are official nautical colleges and 24 registered private schools. The official nautical schools are located as follows:

- Pendidikan dan Latihan Ahli Pelayaran (PLAP), Jakarta;
- Balai Pendidikan dan Latihan Pelayaran (BPLP), Semarang;
- Balai Pendidikan dan Latihan Pelayaran (BPLP), Surabaya;
- Balai Pendidikan dan Latihan Pelayaran (BPLP), Ujung Pandang;
- Balai Pendidikan Penyegaran dan Peningkatan Ilmu Pelayaran (BPPIP), Jakarta;
- Balai Pendidikan dan Latihan Pelayaran Dasar (BPLPD), Barombong.

The six provides upgrading courses for deck officers and engine-room officers. There is one other official school for shipping, which specializes in the training of ratings. The school is situated in Barombong Ujung Pandang. The facilities are satisfactory and the equipment is excellent.

Malaysia

The training facilities in Malaysia comprise of:

- (a) The Maritime Academy of Malaysia at Melaka;
- (b) The Ungku Omar Polytechnic at Ipoh;

The Maritime Academy of Malaysia

The Maritime Academy of Malaysia caters for the General Purpose (Deck and Engine) and Catering Ratings Training, Pre-Sea Deck Cadets Training (two-year courses) and Marine Radio Officers Training.

These courses include the preparatory courses and modular courses.

Preparatory Courses

The courses include:

Second mate foreign-going course; Mate foreign-going course; Master foreign-going course and Second Class Engineering Part A; Second Class Engineering Part B; First Class Engineering Part A; First Class Engineering Part B.

Modular Courses

The courses include:

First aid at sea course, fire-fighting at sea course, personal survival at Sea, radar observer course, radar operational course, electronic navigational systems course and radar simulator course.

Politeknik Ungku Omar, Ipoh, Malaysia

The Ungku Omar Polytechnic caters for Marine Engineering Training leading to a Diploma in Marine Engineering and entitles the holder to exemption from Part A of the Second Class Engineers Certificate of Competency.

Philippines

Philippine Merchant Marine Academy (PMMA)

PPMA is a very old training institution, it is only during the last three years that any improvement in, and modernization of its training resources has taken place. The curriculum and syllabuses have been completely revised and given an entirely new shape. The number of teaching and training staff is sufficient and adequate to maintain a reasonable student/faculty ratio. It trains deck/engineering cadets.

National Maritime Polytechnic (NMP)

NMP is designed to offer specialized and upgrading courses for licensed officers and ratings, and to conduct research and studies on the latest maritime technology and other related matters. The role of the National Maritime Polytechnic in the whole maritime training system is to develop and provide the required training programs and courses to enable the merchant marine officers and ratings to continually upgrade themselves and thus enhance their competency and proficiency.

It has also prepared a new training scheme specifically geared towards the use of the "M/S Filipinas" the training vessel to advantage. The NMP training vessel is a combined cargo and training vessel of 27,000 deadweight tons designed to carry 25,000 tons of bulk cargo and to provide training facilities for on-the-job training of a maximum of 240 trainees at any one time.

The ship's training facilities include the latest maritime training laboratories to provide effective training in the minimum of time, such as:

- Radar simulator;
- Auxilliary machinery laboratory;
- Automation training laboratory;
- Navigation training bridge;
- Radio and computer training laboratory;
- Chart reading and engineer's drawing room;
- Language laboratory;
- Damage control, fire-fighting, first aid demonstration room;
- Marine engineering laboratory, (Diesel, Steam and Turbine Simulators).

Singapore

The National Maritime Board

The National Maritime Board (NMB) places great emphasis on the training of seafarers. The training provided by the Board is free to Singapore Citizens and Permanent Residents.

The NMB's training programme is aimed at providing training for upgrading the skills of Singapore seafarers so as to ensure that they are competent and can attain a high level of performance in their trade. Significant changes include the introduction of a Watch-keeping Engineer Course and two upgrading courses in the Catering Department, the Second Cook Course and the Chief Steward Course. The courses are designed in line with new international requirements.

Pre-Sea Courses Conducted at TS "Singapore"

The Board's pre-sea courses are conducted at TS "Singapore". This is a shorebased school located on the waterfront at Sembawang facing the Straits of Johore.

The courses are residential and are of 16 weeks' duration. The programme of training includes lectures, practical work and project work. Training takes place in three separate departments namely, the Deck, Engine and Catering Department

Singapore Polytechnic

The national institution for training officer personnel for the Singapore merchant marine is the Singapore Polytechnic which is a Statutory Board, established in 1954, and fully funded by the State. It trains both Deck and Marine Engineering Cadets.

Thailand

Merchant Marine Institute

At present the MMI offers two kind of courses which are the officer course and the rating course with the officers course being the main activity of the training centre. Due to increasing demand for qualified Thai seafarers and due to the limited space in Harbour Departments compound in Bangkok it was necessary for the MMI to move to a new location. An appropriate site was found in Samutprakarn province, about 25 kilometers south-east of Bangkok. MMI's new training facility has the added advantage of having a training vessel for conducting practical training courses.

FRAMEWORK FOR EFFECTIVE PARTICIPATION OF NATIONAL AND
INTERNATIONAL STAFF IN THE PROJECT

(a) Three-day meeting of Government Officials/Heads of Academies and Schools of the ASEAN

1. At the commencement of the project, IMO will organize a three-day meeting. A Government Ministry Representative and a Head of the Academy/School from each participating country will be invited to attend.
2. The meeting will draw attention to the mandatory and statutory requirements for the STCW 1978 Convention and regulations of SOLAS 1974 and other conventions related to the training and safety of seafarers.
3. Whilst the IMO Representatives highlight the conventional training requirements of seafarers in general and, in particular, the standards of the curriculum and syllabuses required for each category of seafarers, the Government Representatives/Heads will make an assessment of their own needs as well their capabilities to adopt and introduce new and standardized course syllabuses.
4. The meeting will agree, in principle, and on a priority basis, the courses/subjects for which standardized curriculum and syllabuses will be drawn up and introduced and implemented at the ASEAN academies and schools.

(b) Consultations between IMO Consultants and Government Authorities

1. Following the three-day meeting, the Consultants will visit all the participating academies and schools in all six participating countries: it is planned that they will spend about one week in each country. It is, therefore, suggested that where there are more than one academy or school, the local training authorities choose a meeting place.
2. Full opportunity should be taken to discuss with the consultants the available facilities as well as the capabilities of the academies and schools. All available sample sets of the academy/school's curriculum and syllabuses and any other relevant materials should be given to the consultants.
3. A follow-up mission by the consultants is planned to visit the academies and schools which find themselves in need of assistance in the introduction of a course(s) or unable to follow the standardized curriculum and syllabuses. The academy or the school in question will submit a request to IMO/UNDP within four weeks upon receipt of the standardized curriculum. However, the consultants are expected to spend no more than three days in a country to render their assistance.

This assistance will be offered on a first-come first-served basis, provided funds are available.

Country(s): Brunei Darussalam, Indonesia, Malaysia, the Philippines, Singapore and Thailand

Date: _____

PART A
PROJECT FORMULATION FRAMEWORK

Project No: RAS/86/185/A/01/19

Project Title: Standardization of Curriculum of National Maritime Academies and Schools

Estimated Duration: 12 months

Tentative UNDP + cost
Sharing Contribution: US\$160,000

Estimated counterpart
costs: _____

Sources of Funds (IPF, SMF, Cost-Sharing, others): IPF

A. Development Problem(s) Intended to be Addressed by Proposed Project:

Causes

Evidence

1. At sectoral or sub-sectoral level
(development objective level):

Necessary to adopt global maritime training standards as stipulated in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 and other related international conventions which the ASEAN States may wish to ratify in the immediate future.

The STCW, 1978 Convention entered into force on 28 April 1984.

As of Dec. 1986, Brunei Darussalam and the Philippines have acceded to the Convention.

2. At level subject to solution by the proposed project itself (immediate objective level):

Lack of national/ASEAN experts to assist the Maritime training authorities in the ASEAN Sub-region in the standardization of training curriculum of national maritime academies/schools.

Existing training curriculum and syllabuses in the academies and schools are in varying forms and levels.

One ASEAN country's Certificate of competency is not recognised by another ASEAN country.

B. Concerned Parties

1. Who has identified the development problem and how has it come to the attention of UNDP?

Ans: Maritime authorities in the ASEAN submitted the request to the UNDP through the ASEAN Secretariat in Jakarta.

2. What particular group or groups are intended to benefit from the achievement of the project's objective(s) (i.e. the target beneficiaries)? If appropriate, indicate the breakdown of the group(s) by gender?

Ans: (1) Merchant Navy officers and ratings;

(2) Harbour Masters and pilots; and

(3) Personnel in maritime administrations, shipping companies, ports and shipping organizations and inland water transport corporations.

3. Who are the people and/or institutions who would benefit in the first instance from the output and activities of the project (i.e. the direct recipients).

Ans: Marine academies and schools in the ASEAN-countries, the education authorities and examination bodies.

4. The target beneficiaries and the direct recipients of the project are not likely to be the same. If they are not, how will the benefit delivered to the direct recipients lead to the benefit intended for the target beneficiaries?

Ans: Firstly through training at the academies and schools and passing relevant examinations and secondly, through employment ashore and afloat.

C. Pre-Project and End of Project Status. Describe in terms which are as objective and quantifiable as possible:

1. The present or pre-project situation:

All six ASEAN countries have set up an academy or a school as a facility to train seafarers; some are well established and some are not well established in terms of grades and levels of training, resulting in the production of a mixture of unevenly trained seafarers who are carrying out the same type of hazardous jobs aboard a ship.

2. The situation expected at the end of the proposed project:
(It will be useful here to think in terms of the systems or capacity which should be in place in order to provide on a sustained basis the desired outputs or services).

At the end of the proposed project, it is envisaged that:

1. The training programme for the ASEAN as a whole will have been harmonized and accepted by the authorities concerned;
2. The training curriculum and syllabuses for all grades of seafarers will have been standardized;
3. The lesser developed schools will have access to a ready-made curriculum and syllabuses for promotion to higher levels; and
4. The ultimate result will be production of ASEAN seafarers who are equally knowledgeable in the art of seafaring.

D. Special Considerations

1. Identify these special considerations (i.e. the integration of women in development, the environment, collaboration with NGO's/grass roots organization, TCDC, collaboration with private sector, etc.) which may be relevant to the proposed project and describe how they influence either the content (i.e. target beneficiaries, immediate objectives, outputs, and activities), or form of the project (i.e., method of execution, using TCDC, NGO's, private organizations, etc.).

- (1) The project would bring together the authorities from all the six ASEAN countries concerned with the education of seafarers and make them aware of the need to co-operate with one another in their attempt to produce better seamen to man their fleets;
- (2) The employment opportunities for the ASEAN seafarers within the ASEAN countries, and for that matter chances of employment abroad increase, since their qualifications and practical experience are enhanced with the standardization of their training progress; and
- (3) Shipping itself being international, the TCDC opportunities amongst the ASEAN Governments/maritime institutions are presented by this project.

2. Identify any negative impact which the project may have on the environment or on particular groups, etc.

Having positive trends only, no negative impact is foreseen in the immediate future.

E. Other Donors, Programmes Active in the same Sub-sector

Identify and describe the linkage of the proposed project, if any, to the activities and programmes of when sources of external assistance in the same sub-sector. (In particular, to include the regional, interregional and global programmes of UNDP, other fund and programmes under the authority of the Administrator such as the UN Capital Development Fund (UNCDF), the UN Trust Fund for Sudano-Sahelian Activities (UNSO), the UN Development Fund for Women (UNDFW), etc., as well as the activities of the regular and trust funds of other UN Agencies).

This is the only project of this kind being planned in the ASEAN sub-region under UNDP assistance, i.e., standardizing, on a sub-regional basis, the curriculum of all the marine academies and schools in the ASEAN Member countries. No similar programme exists.

IMO, with the assistance of Norway, is presently developing a few model courses to reflect the minimum STCW, 1978 Convention requirements for certificates of competency courses for Deck Officers in charge of a watch (regulation 2/4) and for Chief Mates and Masters (Regulation 2/2); and also courses for Engineers in charge of a watch (Regulation 3/4) and a Second and Chief Engineers (Regulation 3/2). These when completed at end 1988, will

be made available to all maritime training institutions worldwide including the ASEAN academies and schools. (It is to be noted that whilst IMO-produced model courses will reflect the minimum standard syllabuses, the resultant standardized curriculum for the ASEAN will be at a more advanced and higher level).

F. Development Objective and its relation to the Country Programme

The development objective is to promote a uniform maritime training programme throughout the ASEAN sub-region and to enhance presently existing standards to a level which more than corresponds to the requirements called for in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 and other related international conventions which the ASEAN States may ratify in the immediate future.

Whilst the country programmes of the ASEAN countries emphasize the development of human resources required for the maritime industries, the objective of this project will strive to produce more qualified and efficiently trained seafarers than is presently possible.

G. Major Elements

(It is suggested that a separate sheet be used for each immediate objective - please refer to the outline on pp.B3-4 for the layout).

How can it be determined if and when this proposed objective has been achieved (i.e., success criteria)?

Immediate Objective One:

To achieve a standardized curriculum and syllabuses in the selected disciplines in the training of ASEAN seafarers.

Acceptance by the ASEAN countries of the completed training curriculum and syllabuses for various disciplines and categories of the seafarers, and implementing them in their academies and schools.

<u>Outputs</u>	<u>Activities</u>	<u>Party responsible for the Activity</u>
1.1 An agreement by the participating Govts. of the ASEAN to adopt a uniform maritime training system at their academies and schools.	1.1.1 Recruit and field team of two specialists (approx. 7 m/m each).	IMO
	1.1.2 Organize a three-day meeting of Govt. Officials/Heads of Academies and schools.	IMO
1.2 A standardized training curriculum and syllabuses in the selected maritime disciplines.	1.2.1 Training specialists visit ASEAN countries and their maritime academies and schools.	IMO/Specialists
	1.2.2 Prepare to standardize curriculum and syllabuses taking into account the deliberations at the three-day meeting and consultations with the local authorities in each of the ASEAN countries.	IMO/Specialists
	1.2.3 Print and distribute documents.	IMO/Specialists
	1.2.4 Specialist(s) assist in introduction/ implementation of curriculum and syllabuses.	IMO/Specialists

- H. Risks (the instructions for heading F of the project document format refer). List below all those significant risks which could seriously delay or prevent the achievement by the project of its outputs and objectives.

Description of risk	Estimated likelihood of occurrence (i.e. high, medium, low)
<hr/>	
1. Factors which may at the outset threaten major delays or prevent achievement of the project's outputs and objectives. (These are to be anticipated in the design of the project.)	
1.1 Lack of funds necessary to meet the proposed amount by UNDP;	(Low)
1.2 Lack of funds necessary to meet the host country's commitments and to sustain the local support services;	(Medium)
1.3 Delay in approval of the project document;	(Low)
2. Factors which could, through time, grow to threaten major delays or prevent achievement of the project's inputs and opportunities. (These are to be described in Part F of the project document as may add to project appraisal and management).	
2.1 Lack of communication and co-ordination between the project focal point if located within the Ministry concerned and the national training academies and schools	(Medium)
2.2 Lack of communication and co-ordination amongst the academies and schools in the ASEAN;	(Medium)
2.3 Delay in implementing the standardized curriculum for lack of required funds and facilities.	(Medium)
I. <u>Host Country Commitment</u>	
1. A focal point for co-ordination with IMO and UNDP to oversee and assist the smooth discharge of the training specialists' mission within the country.	

2. The recipient Government(s) will offer the training specialists the necessary local supporting services such as, for travels within the country, arranging and organizing meetings with the appropriate training authorities and the staff of the academies/schools.
3. One training academy, such as the Philippines Merchant Marine Academy (PMA) or an alternative Government education institute will offer the training specialists the use of an office with typing, photocopying and other assistance which they can use for drafting the curriculum and syllabuses and draft reports.

J. Inputs

1. Skeleton Budget: Provide a summary estimate of total costs by major budget category.

	<u>National Inputs</u>	<u>External Inputs</u>
	(specify currency and (UN exchange rate)	(US Dollars)
Personnel	Local support services	\$119,400
Travel on duty	Local support services	\$ 15,000
Official meeting	Local support services	\$ 20,000
Printing/distribution reports		\$ 5,000
Miscellaneous	Nil	\$ 600
Totals:		US\$160,000 *****

2. Comment on any proposed inputs which may raise policy issues on which headquarters guidance is sought, (e.g. high equipment component, payment of local and recurrent costs, incentive payments).

Person primarily responsible for
this formulation framework: _____

Signature

Name :

Title: