

MARITIME ACADEMY OF ASIA AND THE PACIFIC COLLECTIVE SDIMET INTERVIEW RESPONSE

MAAP President VADM Eduardo Ma R Santos, AFP (Ret)

and

with different offices at MAAP (ERO, QAD, ACAD (ARU, ESC, MSC, DST, CEC, CCA), DMA, CAMS, ASTC and ADMIN (MITTD, PMGS, HRD, INFIRMARY, FSD, Library), transcribed & analyzed as MAAP general response in support to SDIMET.

1. DEFINITION OF SUSTAINABLE DEVELOPMENT (SD)

*** In your opinion what would be a good definition of Sustainable Development and its elements?**

What links all IAMU member institutions together is the word "Sustainability." We have heard it many times. It's a buzzword in the United Nations. Every time we hear of climate change, and all that, everybody refers back to the United Nations' development goals – sustainable development goals. So, what is in essence sustainability?

*Simply, **sustainability** is that we should be able to provide whatever is needed for today in the best way that we can without compromising the requirements of the future. So, that's just "Provide for today. Make sure that we have something for tomorrow." And that's what sustainability is all about. That's the reason why the United Nations has been really pushing this because it affects our environment, the people and the economy in general.*

*We ensure that we are **sustainable in maritime education and training** and making sure that we are able to provide for our students, for the young professionals, and even the existing professionals. Provide them with necessary instruments and tools that they need so that they can do their jobs without compromising, without reducing what is needed in the future. And that means, when we talk about the future, it means being ready for disruptions in technology. The United Nations' Sustainable Development Goal no. 4 – Quality Education and Training; is not only for maritime, it's for everyone.*

***Sustainable development** does not simply require an "add on" to existing structures and curricula, rather, it implies a change of belief in our culture, choices, thinking, practice strategies & actions in integrating the concepts of sustainability principles in work and curricula that lead to optimum sustainable development outcomes.*

Sustainable Development in MET simply connotes the relevant activities of maritime higher educational institutions that are environmentally friendly, socially just and economically viable, and that they will continue to do and be so for future generations. A truly sustainable MHEI functions as a sustainable community, practicing responsible use of water, food, energy and supports the sustainable development of their locality and region. The sustainable concepts are also emphasized in their curriculum and research, preparing their students to contribute as working citizens to an environmentally healthy and equitable society for a viable economy.

1 - transcribed by : Prof Angelica M Baylon, PhD for SDIMET

(former MAAP Exec Dean & DRES Director, currently MAAP ERO Director and member of the MAAP Management Review Board and Executive Committee)

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2. STRATEGIC /ORGANIZATIONAL

*** Is there a regulatory or accreditation requirement for your institution to consider SD in your national legal system?**

None in the Philippines because it is voluntary.

However, it is a Yes for external accreditation like DNV-GL wherein sustainable development is one of the expected outcomes of the educational organization.

*MAAP is the first institution in the Philippines and in the region to be accredited by **DNV-GL for ISO 21001:2018** for the Management systems for educational organization. This standard contributes to Sustainable Development Goals Number 4, 10 and 11: <https://www.iso.org/standard/66266.html>*

*MAAP is also a member of the **United Nations Academic Impact(UNAI)** with only ten member institutions from the Philippines as per list of hundreds of global institutional members <https://academicimpact.un.org/sites/academicimpact.un.org/files/UNAI%20MEMBERS%20LIST%20MAY%202020.pdf> . MAAP voluntarily submits annual reports on MAAP sustainable development initiatives as shown on the UNAI website as one of its members <https://academicimpact.un.org/countries/philippines>.*

***Please describe your institution's organizational arrangements regarding SD**

*MAAP incorporated SD in the MAAP **New Educational Quality Policy** to wit “ We at MAAP commit to manage a maritime education and training environment that satisfies its learners’ stakeholders’ social responsibility and intellectual property requirements and achieves greater efficiency by continual educational quality standard system, scientific , technical and **sustainable development and improvement**” under **Section 5 Leadership** of the **MAAP Educational Quality Standard System Manual** .*

The MAAP Quality Management System (QMS), documented in the MAAP Quality Policy Manual, involves efficient and effective implementation and improvement of policies, processes, and programs relevant to maritime education and training services that meet customer, statutory, and regulatory requirements as influenced by the business environment including changes or risk associated and standards of STCW’78 as amended in 1995, 1997, and 2010, PNS

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ISO 9001:2015 Quality Management Systems, PSB 100:2002 Standards for Quality Maritime Education and Training, CHED Rules for a Quality Standards System (QSS) in Maritime Academies, MARINA, PACUCOA, PNS ISO 9004:2009 Managing for the Sustained Success of an Organization – A Quality Management Approach, Offshore Petroleum Industry Training Organization (OPITO), ISO 22000:2005 Food Safety Management System, DOLE-OSH, other IMO, DNV-GL and statutory and regulatory requirements.

*This 2020, MAAP is the first institution in the region to be accredited by DNV-GL for ISO 21001:2018 Management systems for educational organization. This standard contributes to Sustainable Development Goals: <https://www.iso.org/standard/66266.html> Under 3.29 social responsibility to wit “responsibility of an organization (3.1) for the impacts of its decisions and activities on society and the environment, through transparent and ethical behaviour that **contributes to sustainable development**, including health and the welfare of society. Hence, MAAP updated its Educational Quality Policy and included sustainable development.*

Currently, MAAP is working towards a PACUCOA Level IV accreditation. AUSN accreditation, NI and IMAREST Centre of Excellence Accreditation.

*With the new DNV accreditation, MAAP community from bottom to top are encouraged to **integrate SD** in their respective procedures and processes as part of their strategic action plan so that we in MAAP shall jointly contribute to the accomplishment of SDGs for a sustainable future.*

*** Is your institution signatory to any SD any declarations e.g. the Talloires declaration? Please briefly describe any such declarations. If not, would your institution welcome signing such a declaration?**

*Yes, MAAP joined ULSF as signatory to Talloires declaration to wit “As an institution of higher education concerned about the state of the world environment and the advancement of **sustainable development**, we shall strive to promote actions that will achieve a **sustainable future**. We endorse the Talloires Declaration and agree to support environmental citizenship at all levels including senior managers, administrators, faculty, staff, and students. Together we shall endeavour to advance global environmental literacy and **sustainable development** by implementing the ten-point action plan of the Talloires Declaration”.*

Yes, MAAP welcome to sign more declarations and be committed for sustainable future.

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*** Is your institution part of any network for SD? Please briefly describe any such networks. If not, would you like to be a part of such a network?**

MAAP is part of the Association of University Leaders for a Sustainable Future and joined ULSF as signatory of Talloires Declaration along with other university leaders from a geographically and culturally diverse network of over 500 colleges and universities in 59 countries in moving forward in a united international effort to further sustainability globally. Only three universities from the Philippines with MAAP as the only MET institution member to date (<http://ulsf.org/96-2/#Philippines>). From the website, it can be surmised that only 4 IAMU member institutions are signatories. They are MAAP, Philippines ; Constanta Maritime University, Romania ; California Maritime University, USA <http://ulsf.org/96-2/> and University of Rijeka , Croatia <https://talloiresnetwork.tufts.edu/who-we-are/talloires-network-members/>

MAAP as member of the BCCFI has contributed to the **Bataan Sustainable Development Strategy Publications**. The 103-page book may be downloaded and read at <http://pemsea.org/sites/default/files/bataan-sds.pdf> . MAAP as member of the Bataan Coastal Care Foundation or BCCFI, is acknowledged as shown on the last page.

MAAP is a member of various Network organization which does not contain Sustainable in the name, but if the objective of the partnership will be analysed and interpreted, the joint partnership aims for a sustainable future. For instance, MAAP is a member of the **APEC SEN** or Asia Pacific Economic Cooperation - Seafarers Excellence **Network** for a sustainable future in maritime. MAAP President/ AMOSUP Exec VP served as GOH and Speaker in APEC SEN conferences. Dr Baylon elected as Vice Chair of Expert Group on Recruitment Career transition and Development of Seafarers

http://sen.apec.org/news/senap.php?bid=UXBID_0000000001&tqt=view&idx=245

http://sen.apec.org/news/senap.php?bid=UXBID_0000000001&tqt=view&idx=247

http://sen.apec.org/news/senap.php?bid=UXBID_0000000001&tqt=view&idx=249

http://sen.apec.org/news/senap.php?page=0&sv=title&sw=&year=&topic=&pjt=&xprt_grp=&et_c1=&searchOrder=&tqt=view&idx=383

More details about APEC SEN may be read at

<https://www.apec.org/Publications/2019/10/Establishment-of-Seafarer-Excellence-Network-of-the-Asia-Pacific>

<http://sen.apec.org/main/main.php>

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*** Does your institution carry out any institutional sustainability assessments? Internal? External?**

Yes. Internally thru Outcomes-based Assessment and Evaluation wherein:

- *The knowledge and skills of students are being assessed and monitored through the conduct of course/learning outcomes, midterms and final examinations. The assessment covers both theoretical and practical requirements of courses, as applicable. For trainees, they are assessed on achieving the required standards of competence for the particular program in accordance with the methods and criteria in the Approved Training and Assessment Standards.*
- *Assessment standards are in accordance with STCW, MARINA, CHED, OPITO and other statutory requirements. The assessment tools are validated and reviewed by the trained and accredited assessors within the institution.*
- *Third class midshipmen or second year students are required to undertake the nationwide **National Maritime School Assessment Program (MSAP)** to assess their competencies in Mathematics, English, and Technical subjects wherein MAAP always tops the exam vis-à-vis other MET schools in the country*
- *The **MAAP Center of Competency Assessment. (CCA)** is in-charge of item analysis, data-banking and item writing to ensure the administration of valid and reliable periodical examination for all subjects. CCA is equipped with the Optical Mark Reader (OPR) which is used for checking test papers, item analysis and item banking.*

Yes, Externally, thru getting feedbacks from various stakeholders, shipping sponsors and partner organizations of MAAP thru feedback form mechanism. However, the assessment does not specifically indicate for sustainability, although it involves and affects people, environment and economy (cost/budget).

*** Does your institution have any reporting requirements in respect of SD? Externally required? Internally required?**

- ***No reporting directly on Sustainable Development.** Comes in different terminologies but outcomes are for sustainability*
- ***Internally required** are the quarterly and annual Quality System accomplishment reports based on QS departmental, division or office plans and also Risk Management Plans*
- ***Externally required** are for accreditation bodies either voluntarily or as per request by external agencies like the Commission on Higher Education, MARINA, UNAI, CHR etc*

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The report will not only give feedback to internal and external stakeholders but also more importantly guide them in decision on MAAP academic standards and **sustainability**.

*** In your opinion what could improve the implementation of SD in Higher Education Institutions?**

To improve implementation of SD in HEIS , the following can be done :

- *Creation of an official sustainability task force or committee (appointed faculty, students, staff and administrators), to develop a campus implementation plan tailored to HEI, sensitive to its culture, strengths and opportunities to realize the general goals of sustainability and to monitor sustainability initiatives on campus.*
- *Information Awareness about HEI institutional commitment to incorporate sustainability and environmental literacy in teaching, research, operations and outreach in their campus*
- *Transparency , documentation , reporting and publication either online or in press of institutional SD efforts would improve SD implementation of SD*
- *Provision of Incentives or awards for sustainability efforts would also help improve SD implementation.*
- *An SD maritime policy or terms of reference*
- *A strong linkages and partnership for SD with various maritime and non-maritime institutions for academic, research, extension and professional development both local and international would improve SD in Higher Education Institutions that is cost effective, relevant and efficient.*

MAAP thru ERO pro-actively develops cooperative relationships with relevant contacts–maritime education and training officials, faculty members, facilitators, government officials and other stakeholders to maintain the Academy's reputation, while paving the way for future maritime partnerships and opportunities.

External Activities at MAAP which are in partnership with external partners or linkages are carried out in accordance with the directives of MAAP President as well as current trends for innovative development. External activities and expansion of external contacts are important for an effective quality management system which allow meeting of excellent education standards. To enter the educational international market and arena, ERO carries out the following tasks: Development of cooperation with external organizations and educational establishment; Implementation of external educational, extension and research projects/programs; Organization of external international visits, internships; Business trips and conduct of

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international seminars, conferences and other events in partnerships with external entities; Preparation of MOUs and MOAs and arrange signing either in MAAP or in any agreed venue; Hosting of local or international conferences, trainings , seminars–workshops and symposia; Submission of MAAP entries for awards/recognitions; and Preparation of proposed projects for funding for sustainable development.

*** Do you think that the IAMU is in a position to help with this? Why or why not? How can such help materialise?**

*Yes, certainly. The IAMU funding of this **SDIMET project** is considered as a starting help because all decisions and actions of IAMU must be based on research as an objective reference on what can possibly be done to support the IAMU MET institutions perspective on SDIMET for possible assistance by IAMU as part of the development projects that can be funded by IAMU for desired outputs or outcomes.*

We at MAAP are glad to be part of this scholarly endeavour. Thru this project with a lot of readings and research on Sustainability coupled by the expected deliverables , we have learned about the different facets of sustainability and on how MAAP can contribute its share. We learn and contribute in the process with MAAP joining WMU, UPC and AASTMT and all other IAMU member institutions supporting the SDIMET project for the realization of AMU programmes. projects and activities for Maritime HEIs sustainable future.

- *IAMU could create or establish an SDIMET Network wherein all its institutional members can share annually their respective best practices for sustainable development. This could serve as the annual venue of sharing and reporting in respect to SD, that could be documented thru presentations and publications.*
- *IAMU to include SD in MET as part of its Research Agenda and Developmental projects.*
- *IAMU can launch search for best practices on SD to be participated by IAMU member institutions with incentives to encourage submission of entries for presentations and publications*
- *IAMU institutional member institutions can also sign an SD in MET declaration and come up with a 6-point action Plan to serve as terms of reference to jointly contribute to sustainable future*

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3. FACILITIES AND OPERATIONS

*** To what extent are your facilities (buildings, workshops, utilities) designed, operated or monitored using a sustainable approach?**

In the furtherance of the UN SD goals, particularly **SDG5** , MAAP built a **separate dormitory** for women and **sought job placements** aboardship for our women students and graduates.

*On **MAAP Facilities** - MAAP has state-of-the-art facilities that include a Simulator Center with the most modern Full Mission Bridge Simulator on a Motion Platform and Full Mission Engine Room Simulator with Big View®, GMDSS laboratory, Computer Laboratory, ten (10) LabVolt training systems for Refrigeration and Airconditioning, Fluid Power, Electromechanical System (EMS), Automation, and Electrotech Laboratory; Firefighting Complex; Vessel Training Center consisting of an Integrated Bridge System, an Operating Control Room, two main engine and two (2) auxiliary engines; Language Laboratory, and other modern facilities. MAAP has a 5,020 DWT dedicated training ship (T/S KFO) and pier facility. Also, the MAAP's Sea Survival Center at the pier consists of an enclosed lifeboat on a free fall Davit, Fast rescue Boat and Conventional lifeboat. MAAP also has Chemical Product Tanker Simulator (CPTS), Seamanship Laboratory, Actual Oil and Chemical Tanker Simulator, Full Mission Cargo Handling Simulator (Oil, Chemical/Product, LNG, and LPG), and Dynamic Positioning (DP) Simulator. Most of the equipment and facilities are **grants from various shipping companies and international organizations**.*

*On **MAAP Information and communication technology**- With the use of modern technology, MAAP was able to cope up with the increasing demand of internet and network usage of midshipmen, faculty, and staff. With a total of 525 computer units from Data Servers down to client workstations from laboratories, study rooms and offices, MAAP provided high-speed internet access through capable Internet Service Provider (ISP) with a total bandwidth of 38mbps and Gigabit network speed access. Also, the installation of 56 WiFi routers located at different hotspot areas provided additional access to mobile users which include faculty and midshipmen for research, computer-based training courses, access to Learning Management System for E-Learning materials, and other academic purposes. Connections to the internet and the local network are controlled by Firewall System for network security and reliability. In addition, MAAP is also provided with 3G and 4G network services for network connectivity for laptops, mobile, and other gadgets for internet connection. MAAP has state of the art ISDN and VOIP lines for outgoing and incoming calls for both Manila and Bataan. Students have their own tablets*

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***On MAAP Library.** – MAAP Library has enhanced its services with 15,784 volumes of books (with 5,100 titles), an increase of 88% from 8,385. The Library's collection also include e-books, e-journals, and other e-resources can be viewed at maaplibrary.wordpress.com. Computers are available for students especially for accessing electronic resources and internet for academic and research purposes.*

*MAAP subjects itself to both internal and external audit for continual improvement and sustainability, hence there is a **monitoring checklist** to ensure and assure quality system at MAAP in all aspects including facilities and operations*

*With **Covid 19 pandemic**, there is a new work arrangements for the new normal at MAAP. MAAP will be utilizing various technologies and apps in the delivery of our services. The MAAP memo with guidelines is already in place and emailed to all concerned as per online meeting via ZOOM.*

What are the main sources of energy used by your institutions (percentages?)?

*There are six sources of renewable energy: Biomass, Geothermal; Solar, Hydrothermal, Ocean and Wind. **MAAP uses 10% Solar Energy.***

The rest is electrical energy using LED lights and also re-chargeable batteries and gasoline

*** Regarding campus management, what actions have been taken by your institution to manage campus effectively?**

*MAAP's **Center for Advanced Maritime Studies (CAMS)** was established to answer the growing demand for qualified and well-trained Marine office executives and Maritime educators. CAMS cater for the needs of the stakeholders by offering graduate programs and high-level short courses/seminars for seafarers, research, and consultancy for the maritime industry. CAMS is joint project of AMOSUP and the Seafarers' Promotion Fund managed by All Japan Seaman's Union (AJSU) and International Marine Managers Association of Japan (IMMAJ). CAMS, as approved by the Commission on Higher Education (CHED), offers Master of Science in Marine Transportation (MSMT) and Master of Science in Marine Engineering (MSMARE). These are the first vertically articulated maritime postgraduate programs in the Philippines; qualifying the candidates to the requirements of CHED CMO 40 in the pursuit of academic career as well as gain the qualification and competence of a Marine or Technical Superintendent as per DNV Standard 3.301. Both Master of Science in Marine Transportation and Master of Science in*

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*Marine Engineering includes: Maritime Law, **Health, Safety, Security and the Environment; Corporate and Social Responsibility** and Quality Assurance & Project Management*

*MAAP also has a **Professional Career Development Center (PCDC)**, being supported by AMOSUP which includes the PRC computerized walk-in examination system (WES) which speeds up the certification and licensing process; hence, accelerating production of more officers. This PCDC serves as a computer training and review center for WES to encourage marine officers to upgrade their licenses. MOA between AMOSUP-MAAP and PRC was signed for the PCDC to also serve as an off-site WES testing center.*

***Other MAAP Innovations on Facilities and Operations** include: Workshop Skills Lab (STCW Compliant); 2 Training Ships (MV KFO and MV KGO); Upgraded Bridge and Engine Simulators to K-SIM; Upgraded Lab Volt Laboratories; LMS with Seagull and Viodeotel CBTs; Tablet for each Cadet; **Robotics subject and Club** to acquaint our cadets with the advances in Mechatronics and Artificial Intelligence; Smart TV in Classrooms; Two 3D Printers; Two Drones and Blockchain Technology for Certificates , TOR Etc.*

*** Do you believe that sustainability policies regarding campus management have the potential to impact the perception of staff and students on the importance of SD issues?**

*Yes , MAAP included sustainability in its **New Educational Quality Policy** to wit “ We at MAAP commit to manage a maritime education and training environment that satisfies its learners’, stakeholders ‘social responsibility and intellectual property requirements and achieves greater efficiency by continual educational quality standard system, scientific , technical and **sustainable development and improvement**” under **Section 5 Leadership** of the **MAAP Educational Quality Standard System Manual***

With the above policy, each department, division at MAAP will include SD in their respective action plan and accomplishment reports

*** Are there any barriers in implementing SD principles in campus management at your institution?**

No barriers, as long as implementing rules will be provided, all MAAP personnel strictly adhere and execute the policies directed by the Office of the President.

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4.SOCIAL OUTREACH AND RESPONSIBILITY

*** Does your institution have a corporate social responsibility policy?**

*Yes and they are incorporated in the newly revised MAAP **Educational Quality Policy** to wit “ We at MAAP commit to manage a maritime education and training environment that satisfies its learners’, stakeholders ‘**social responsibility** and intellectual property requirements and achieves greater efficiency by continual educational quality standard system, scientific , technical **and sustainable development** and improvement” under **Section 5 Leadership** of the MAAP Educational Quality Standard System Manual .*

*Similarly, MAAP plays important roles in SDGs accomplishment through its **extension services programs**. MAAP, a non – stock non-profit organization engaged in conducting professional development activities/projects to enhance competencies of its members in implementing community development-oriented programs and to develop the target community for societal and environmental well-being. All HEIS in the Philippines have 4- mandated functions (research, instruction and extension services and production) by the Commission on Higher Education. MAAP encourages its faculty, staff and students to contribute for sustainable development.*

*** What activities do your institution take that can be classified, in your opinion, as corporate social responsibility?**

Various extension services programs are participated in by MAAP community (faculty, staff and students) either voluntarily or as requested by external agencies. These include health, environmental care and protection, and education and training extension programs.

*On **Health Program**, MAAP students assist in feeding programs, medical/dental missions and gift giving to indigent residents in Bataan. Biannually, MAAP midshipmen/personnel donate blood to the Philippine National Red Cross (PNRC) and Veterans Memorial Hospital and Medical Center (VMHMC) thereby helping save people’s lives. Due to its contributions, MAAP received Sandugo Tandang Sora, Gawad Papuri, and other awards from various agencies such as PNRC, Department of Health and VMHMC. Also, MAAP annually collaborates with TOTAL and LIQUIGAZ for Christmas cheers to less fortunate children of Sitio Marina and other selected areas in Bataan by organizing fun games and giving meals and school supplies.*

*On **Environmental care and protection program**, MAAP cadets conduct tree planting, coastal clean-up and waste management activities. MAAP, with all its cadets, annually supports the International Coastal Clean-up Day celebration every September in coordination with the local*

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government of Bataan. MAAP cadets also take part in the Annual Brigada Escuela in the neighbouring public schools by helping in cleaning and refurbishing their facilities.

*In addition to **free educational and capability trainings** (Simulators, GIS etc) provided by MAAP to Philippine Navy, Philippine Coast Guard and other Professional mariners , there are so many value- added activities that MAAP supported, beneficial for both within and outside MAAP. To name a few. **ANNEX 1** will share details for each project which MAAP supported for sustainable development for the people, the environment and mutual benefit thru sharing of resources. These are categorized in various projects or activities in no particular order.*

A> On Coastal Care and Environmental Projects

B> On Artificial Reef Project

C> On EU-Asian AUNP project (2004-2006)

D> On NATECH Project

E> On IP project (Aeta Community)

F> On Philippine Navy Org Capability Training Program

G> On Funded INM Project for the K to 12 projects on maritime and enhancement of K to 12 maritime curriculum

H> On Renewable Energy Activities and Projects

I> On GIS Funded Projects (2011 to date) as shown in various published papers

J> On English Training Program (twice a year since 2013 to date)

K> On PAEPI Projects as PAEPI President Emeritus & now Chairman emeritus (2006 to date) with MAAP President as Honorary Adviser etc etc to name a few

The projects were accomplished with visible results thru MAAP and external partners support, for mutual academic and scholarly benefit and cooperation. Impacts of published papers were due to various research-based projects or activities conducted at MAAP for Human Resource Development; Environmental Protection; Curriculum Development; Enhancement of Maritime Education and Training etc.

*** Are there specific sustainability-related collaborations with external entities industry/business/academia/local communities etc.? Please describe them, if any. Do you prioritise any of these institutions?**

MAAP through the External Relations Office (ERO) endeavours to establish linkages and networks with reputable maritime and non-maritime institutions, government and non-government organizations, here and abroad.

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MAAP is affiliated with national maritime organizations such as the Philippine Association of Maritime Institutions (PAMI) and Philippine Association of Maritime Training Centers, Inc. (PAMTCI). Also, the Academy links with maritime and training education institutions (METIs) as well as non-maritime educational institutions for collaboration in terms of instruction, research and extension services. MAAP also have good relations with the local and national government, and private institutions or companies especially with respect to extension service or University social responsibility (USR or CSR) beneficial to the community.

Internationally, MAAP has been affiliated with prestigious organizations and institutions in the maritime world. These linkages have inspired the Academy to continually improve its systems and operations and be at par with its international counterparts. MAAP has also established ties with international non-maritime organizations and institutions especially for research and development purposes.

*The list of MAAP linkages and networks are presented in the **ANNEX 2**. Yes, there are so many partnerships. **ANNEX 3** provides the list of MAAP external entities with sustainability -related collaborations to name a few as there could be more.*

*Priority **depends on the target date** and must be accomplished within the year to sustain the partnerships with both local and international wherein MAAP signed MOU and wherein MAAP leads and /or serves as a member.*

4.HUMAN RESOURCES (faculty and staff)

*** How does your institution support/promote SD principles among faculty and staff?**

*MAAP support and promotes SD principles thru **various welfare programmes and services** beneficial to MAAP community (faculty, staff and students) like:*

On-campus housing facilities - Midshipmen live inside the Academy and only leave the campus during school breaks, authorized shore leaves, and official business trips like participation in contests, conferences, parades, and other events. They are assigned to dorms where they are made responsible and accountable for the cleanliness and sanitation of their beds, lockers, and room, in general. Midshipmen observe regulations and daily routines that include proper attire, conduct and other activities. As MAAP midshipmen are in-house, they have more time for their academic and disciplinary training. Some MAAP personnel are also provided free accommodations/units and free transportation services to and from MAAP staff house and

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school and at the end of the week to MAAP Bataan to MAAP Manila on Fridays and back on Sunday evenings.

Campus safety and security. *The Academy is an advocate of clean, safe, secure, and green environment as well a drug-free institution; hence, MAAP community are ensured of safety and security.*

MAAP also cares for other needs of students namely:

Health-Related Programs *were established at MAAP recognizing its essence to learning. Midshipmen learn better and faster under the most suitable medical and physiological conditions. Hence, MAAP with an Infirmary managed by five (5) physicians and four (4) nurses extend free medical services to the students and employees. Free annual medical check-up and health services are provided to faculty, staff and midshipmen as well as hospitalization at the AMOSUP Seamen's Hospital in Intramuros, Manila. Lecture on sexually transmitted diseases (STD) and health information drive campaign are being undertaken. All midshipmen are subjected to 3-doses of hepatitis B vaccination. Sponsors are therefore assured of healthy midshipmen on board their vessels.*

Food services and berthing facilities *are provided free to all MAAP students. Except for fourth class, midshipmen are allowed to buy snacks from Slop Chest being managed by the MAAP alumni association (ASMAAPI).*

Weight Control Program *is initiated for overweight and underweight cadets through monitored proper diet and exercise. This is to ensure that they have the ideal physical health, body weight and tone, considering also that seafarers have a prescribed weight onboard the vessels.*

Guidance and Counselling Services *are effectively implemented with the initiatives and professionalism of the Guidance and Counselling Office (GCO). The GCO has devised measures to enhance its programs that include counselling, testing, follow-ups, and information services. Apart from these major services, additional programs were developed such as exit interview as a feedback mechanism for continual improvement from student perspectives, sociometric, and series of group processing. The sociometric device is used to identify leaders within a section, spot in-group cliques, and encourage self-assessment through analysis of their strengths and weaknesses. Further, the series of group processing, as part of the Annual Indoctrination/Orientation Period, include topics on stress, home sickness, personality development, and human relations.*

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Foster Parents Program. *On July 19, 2004, the foster parent program was launched by the Guidance and Counselling Office (GC O) for midshipmen coming from far-flung provinces of the country especially from Visayas and Mindanao. This program provides these midshipmen with families who would support them in the absence of their biological parents especially during MAAP special events that require parents' attendance. Foster parents are reminded to treat their adopted children as foster sons/daughters and not as guests as MAAP cadets are trained to serve and not to be served. They are allowed to visit their foster children every shore leave or mass leave to spend time with them and vice versa.*

Fleet's Valentines Hop *is an annual program conducted very February that serves as venue for students to meet new friends, to practice appropriate social graces and to explore the virtues and norms set by cupid. Traditionally, this activity involves music, dancing and merriment for the cadets and their girlfriends or invited ladies from colleges and/or universities in Bataan.*

Midshipmen Fleet governance and activities thru Semi-regimented training *is designed to instill values and discipline, develop character, and enhance leadership traits. Midshipmen are organized into a regiment to develop leadership traits. Seniority is observed among classes. There is a strict no hazing policy because physical or verbal communication between the plebes and the upper classes is allowed only during formations and official activities. Upon graduation, midshipmen are commissioned as reservists with a rank of ENSIGN in the Philippine Navy.*

MAAP Midshipmen Development Training - *As part of its total development program for its students, MAAP educates its students not only in terms of theoretical and technical aspects of deck and engine jobs but also with respect to character, values **formation** and leadership development for them to be competent and qualified to man the world fleet. Leadership is one of the key areas of student development in MAAP considering its relevance among marine officers in the exercise of their duties and responsibilities onboard international vessels. The MAAP Leadership Development Scheme, imbued with the academy's motto: "Virtus, Fides, Disiplina", provides an opportunity for cadets to experience rising from the ranks, likened to on-board situation or to any field of endeavor, while forming appropriate values, developing relevant characters and acquiring knowledge and skills necessary for their seafaring profession. In essence, a midshipman undergoes various stages of leadership development as: followership, role-model ship, and administrative. Each stage of development has a goal that must be achieved in order to say that a cadet has learned and has developed to become an ideal maritime leader, both professionally and socially.*

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Co-curricular and Extra-curricular Activities

MAAP fully supports over 25 organizations/clubs initiated, organized and established by the students themselves considering that these provides them with various learning opportunities to be developed holistically. Thru various value added extra-curricular activities, the students satisfy their social, emotional, spiritual and mental needs as well as enhance and showcase their talents, skills and abilities. Co-curricular programs reinforce academic skills of students and develop their consciousness and sensitivity to civic and social responsibilities as well as their leadership and organizational skills.

Academic organizations consist of:

- Robotics Club -to acquaint our cadets with the advances in Mechatronics and Artificial Intelligence
- * Kamaya Point Board Club responsible for the official publication of the midshipmen fleet - the Kamaya Point.
- English and speakers Board Club promotes English proficiency and imposes midshipmen to use this language in accordance to MAAP regulations
- Math and Sciences Club composed of midshipmen dedicated to the academic proficiency and enhancement of the fleet by conducting extra-instructions to cadets with Academics deficiencies and by organizing the Annual Mind Strugglers quiz show
- Camera Club provides services in photo documenting all MAAP events and activities for publication, reporting and archiving
- Computer and Gaming Club, composed of computer wizards, assists in computer requirements during programs/activities
- Dialectic Club promotes development of skills and confidence of its members in acting, singing, and dancing and handles stage plays such as the Annual Frolics Night for 4th classmen and 200th Night show by graduating class
- MAAP Arts and Crafts Club promotes the artistic talents and skills of members by producing art designs and props for different activities
- MAAP Technical Group is responsible for the PA system, sound system and lightings during parades and other special activities
- Women Cadets Club aims to widen the knowledge of the midshipwomen on their job on-board; thus, preparing them for seafaring life on board.
- MAAP Amateur Radio Club aims to develop the technical communication skills of midshipmen thru various Amateur Radio activities.

Non-academic clubs include:

- Athletic Club Council governs all fleet squads/varsity teams and manages all sports activities by students and personnel in MAAP.

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- Body Building Club trains and develops midshipmen physically for them to be better prepared for rigorous and strenuous work aboard ships
- Mountaineering Club enhances midshipman's knowledge and concern for mountain conservation with tree planting and river rehabilitations projects
- Dance Troupe enhances the talents and skills of students in dancing and singing that usually performs in various MAAP activities
- Kamaya Choir shares their talents and to serve God during Eucharistic celebrations and other functions
- MAAP Band renders entertainment during various social activities with members, able to hone their talents and skills in playing musical instruments.
- For spirituality of cadets, religious clubs are Christian Fellowship Club of Born-Again Christians, Liturgical Club of Roman Catholics, MAAP Baptist Club, and Youth for Christ.
- Etiquette and Protocol Committee in charge of informing students of proper decorum during formal meetings and other activities
- Peer Counseling Club conducts annual seminar on peer counseling and emotional crisis management with students being taught different strategies in dealing with emotional problems, and proper counseling among their batch mates
- Uniform Board Committee that deliberates on the standards in the selection of materials, design and tailoring of standard uniforms.
- Silent Drill Company, composed of selected cadets, that perform during important occasions.
- MAAP-Gig and the Amazing Sampaguita Foundation, Inc. promotes its programs and advocacies such as spreading the importance of reading to children, all over the Philippines and even abroad.
- MAAP Extension Service Club (MESC) leads the students in engaging in extension and community outreach programs/activities.
- MAAP Student Research Circle (MSRC) are actively involved in research projects/activities, apart from the curriculum.

Sports development programs involve annual intramurals for the students to enjoy and to develop leadership, teamwork, camaraderie and athletic skills through cheering and sports competitions. Moreover, MAAP also has annually engaged in a tri-academy athletic meet with PMA and PNPA as well as in the Universities and Colleges Athletic Associations of Bataan (UCAAB) meet. These activities develop friendship and sportsmanship, and widen students' horizon being expose to culture, values and practices of other institutions. All fleet squads/varsity teams and sports activities managed by students and personnel in MAAP are governed by the Athletic Club Council consisting of various sports club of enthusiasts in badminton, sepak takraw, chess, soccer, volleyball, table tennis, darts, swimming, rugby, marathon, basketball, and others. MAAP garnered various awards in various sports

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competitions nationwide most especially in rugby where MAAP Rugby team even won international awards.

6. RESEARCH AND INNOVATION

*** Please freely describe (with examples) the institutional arrangements, outcomes and expectations for research regarding SD**

As an Institution of Higher Learning, MAAP is mandated to conduct relevant MET research programs for its institutional development including research activities to enhance the maritime education and training curricula. Researches has also been conducted in collaboration with other agencies or organizations in the maritime and education sector. MAAP motivates its faculty and staff to conduct research as well its students to develop their critical thinking and problem-solving skills.

The Academy provides incentives including an opportunity to present research papers in national and international conferences. MAAP has also hosted various national and international conferences such as the International Maritime English Conference (IMEC), International Maritime Lecturers Association (IMLA) Conference, International Conference for Engine Room Simulators (ICERS), Asia Maritime and Fisheries Universities Forum (AMFUF), ASIAN Marine Educators Association (AMEA), Youth Peace Ambassador (YPA) and others which are actively participated in by MAAP students. There is a MAAP Research and Extension Services Circle (MRESC), composed of the top 10% of each class, to assist and promote research and extension services amongst the students.

*Some of the research outcomes presented and published which are directly or indirectly related to SD are presented in **ANNEX 1** with some researches listed on environment, renewable energy, use of GIS etc. For the faculty and students, research coordinator under the Dean of Academics is in-charge and the same may be read on http://www.maap.edu.ph/#MAAP_Research. The research titles may not contain the word sustainable but the research results contribute to sustainable development.*

7. CURRICULUM, TEACHING AND LEARNING

*** Overall, what approach is used in your institution to integrate ESD: add on of SD related topics to curriculum, curriculum comprehensively reviewed in light of SD principles, new courses exclusively on SD? Please describe the curriculum**

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approach to SD (including learning outcomes, activities, assessments, materials etc.

There is No exclusive course on Sustainability in the maritime course offerings but there are some academic approaches to sustainable development thru various *enhancement and development programs for students, to cite some examples are:*

- ***Academic Ramp Program (ARP)*** was initiated based on the Warsash Mari time Center's study that recommends developing academic ramp in the form of model course (s) covering basic math, physics and other relevant subjects needed to take maritime training in accordance to STCW standards. Since 2006, MAAP extended its one-month refresher courses in Math and English to two-month ARP with additional course in Physics. This program is part of the admission requirements for incoming students conducted during the Indoctrination Orientation Period (IOP).
- ***Instructional Materials and Curriculum Development Program*** raises academic standards as the academic courses are systematized and standardized in accordance with IMO standards and QMS Policy Manual. Course manuals and documents are being periodically evaluated and revised to conform to the current MET standards, including the Outcomes Based Education (OBE) guidelines, for students' academic development.
- ***English Computerized Learning Program*** was acquired on November 21, 2005 in support for the MAAP English Only Policy to develop the communication skills of students in preparation for their employment onboard international vessels where English is the primary means of communication. This software involves 60-hour sessions of enhancing language skills and pronunciation capability. Pre and post tests are conducted to assess the performance of the students.
- ***DNV Sea Skills Program***, this is an IT-Aided Competence Management Standard for Watchkeeping Engineer/Officer (WKE/WKO), is a maritime tool aimed to safeguard life, property and environment against the catastrophes and tragedies at sea as it used to anticipate and evade risks such as accidents most related to human error. This tool is used by midshipmen who are future officers to boost their "situational awareness" towards improved operational safety and competence.
- ***Integrated Simulator Training Program***– This aims to make the students aware of their jobs onboard and be able to apply what they have learned. The simulator exercises intend to gauge the knowledge of the deck and engine cadets on the application of the

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theoretical information they have acquired in their respective academic instructions. This program is an additional service to students conducted beyond academic hours, apart from the curriculum, to enhance their knowledge and skills as they learn how to solve case scenarios.

*** Do you think SD and ESD are related to STCW training and education or mainly programmes oriented towards shore-based professions? If yes, how do you think SD could be integrated into STCW curricula?**

Yes, I think the SD and Education for sustainable development (ESD) are related to STCW MET (containing KSA and KUPs or knowledge, understanding and proficiency) because ESD or Education for sustainable development is one that allows every human being to acquire the knowledge, skills, attitudes and values (COMPETENCIES) necessary to shape a sustainable future.

Academic Standards on the other hand refers to the set of expectations of student knowledge, values, attitudes and skills and the performance level of the maritime Higher educational institutions (MHEIs).

*Even in various programmes and course contents, SD is not specifically stated, but what is important are the measurable outcomes that result to sustainability. Example is the **BSMT and BSMaRE Program Outcomes (PO)** wherein all the graduates of the BSMT/BSMaRE program shall have acquired the knowledge and competencies necessary to perform the following:*

- **PO1:** Demonstrate the ability to perform the competence, at the operational level under Section A-II/1 of the STCW Code for BSMT and Section A-III/1 of the STCW Code for BSMaRE
- **PO2:** Apply knowledge in mathematics, science and technology in solving problems related to the profession and the work place;
- **PO3:** Work in a multi-cultural and/or multi-disciplinary team;
- **PO4:** Understand professional and ethical responsibilities;
- **PO5:** Communicate effectively in oral and written English;
- **PO6:** Understand the impact and implications of various contemporary issues in the global and social impact of the profession;
- **PO7:** Engage in lifelong learning and keep abreast with developments in the field of specialization and/or profession;
- **PO8:** Use appropriate techniques, skills and modern tools in the practice of profession in order to remain globally competitive;
- **PO9:** Conduct research using appropriate research methodologies; and

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- **P10:** *Demonstrate all the required technical, behavioural, **attitudinal competences** as required by the Maritime Academy of Asia and the Pacific such as “Sea Skill” and other programs;*

*The programme outcomes would result to accomplishing **SDGs 4, 10 and 11**, hence it would be prudent to name it as **Sustainable Programme Outcomes (SPO)** rather than just PO.*

*SD need not be mentioned in every discussion of STCW . The course content in the STCW curriculum may mean the term **SD is never explicitly mentioned**, like in MARPOL subject for example but issues of pollution and proper waste disposal, for example, are.*

The maritime professionals in their subject areas (STCW curriculum) are the most effective SD champions that MHEI learning provider can have.

*Armed with some **knowledge about what SD and ESD** is about and using a simple approach, a lot can be achieved. Every course is different and therefore there is no “one size fits all” approach. The best people to integrate SD in the curricula are those who teach. One way is by Identifying the environmental, ethical and social considerations that can be raised or integrated in the STCW curriculum as part of the course because they are part of the sustainability dimensions.*

8. STUDENT ENGAGEMENT AND ENRICHMENT

How does your institution support/promote SD principles among faculty and staff?

- *MAAP supports SD principles among **faculty (includes MAAP alumni)**, staff and students through the various programmes that contributes and supports their total development. MAAP conducts relevant extension service programs to improve the living conditions of the surrounding community thru transfer of appropriate technologies, values, attitudes, knowledge and skills that will ultimately advance the social practice or lives of clienteles, partners, and co-operators.*
- *Various programs on health and nutrition, environmental care and protection, livelihood, education and training, and other outreach programs are being implemented by the MAAP community (students/faculty/staff) either voluntarily or as requested by external agencies. MAAP established the PAEPI Junior Club, composed of volunteer students who are willing and able to share their time, talent and energy in participating, initiating, organizing and documenting various outreach programs for the community. This PAEPI*

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club now named as MAAP Extension Service Circle (MESC) is the only student organization at MAAP accredited by UNESCO

- *MAAP also support and promote SD thru the Alumni the Alumni Society of MAAP, Inc. (ASMAAPI) This was organized by MAAP graduates under the advisorship of the MAAP President with a mission/vision of unity, guidance and progress. They have established a Facebook Page designed for networking, sharing of on-board and personal experiences including involvement in various MAAP activities. Alumni whereabouts in terms of ranks, licenses, and companies are monitored by the Alumni Office located at MAAP headed by the Alumni Officer. Alumni has been active in providing services to the Academy as instructors, facilitators and assessors. The Alumni Working in MAAP (AWIM), comprising of 60% of the maritime professionals and officers in the Academy, continue to inspire the midshipmen, share their expertise and experiences on board commercial and merchant ships. As instructors, they provide technical knowledge among cadets and as Alumni, they continue giving advises and guidance to the midshipmen on how to surpass the training and education as they were once midshipmen in MAAP. AWIM is part the various departments and divisions in MAAP such as the Department of Academics, MAAP Simulator Center (MSC), Center for Competency and Assessments (CCA), Vessel Training Center (VTC), Department of Shipboard Training (DST), and AMOSUP Seamen's Training Center (ASTC) where their services are needed for the continuous excellence of maritime education and training. For the shipping industry, apart from their service as maritime officers, MAAP Alumni are also working with various shipping companies as crew officers and marine and technical superintendents. Also, ASMAAPI has been conducting various community outreach activities as well as services and/assistance on matters relating to wedding ceremonies, funeral vigils, medical needs and others which directly or indirectly contributing to **sustainable development in maritime education and training**.*

9.BARRIERS TO INTEGRATING SD

- SD concepts might already been integrated but may come in different terminologies
- *Status quo or resistance to change in integrating concepts or elements of sustainable development in the existing curriculum, procedures, policy, planning and operations*
- *There may be no terms of reference or guidelines for the departments, divisions or offices for them to integrate principles of sustainable development to the existing MAAP curriculum or operational procedures or developmental programs and services*
- *There may be limited or no knowledge about SD and its principles among the faculty, staff and students*

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- *No topics or Issues on Sustainable maritime development in the Research Agenda*
- *Existing curriculum does not reflect the sustainable development concepts*

10. What BARRIERS ENCOUNTERED or can PREDICT in implementing SD in MHEI?

On a scale of 0-10, how much of a priority should MHEI give to SD in respect of their operations? (0 means no priority/relevance and 10 means the highest priority above everything else)

10- High priority considering that SDG is an international concern that all sectors must jointly implement to ensure success in the accomplishment of the 17 SDGs

On a scale of 0-10, how much of a priority should MHEI give to SD in respect of their curriculum and learning outcomes for their students? (0 means no priority/relevance and 10 means the highest priority above everything else)

10- High priority because SDG4 or quality education is one of the 17 SDGs and the curriculum and learning outcomes is a major component in ensuring quality education is achieved for sustainable development.

*Sustainability standards are measured by performance and sustainability. Sustainability is a **result of academic performance or learning outcomes of the students**, improved efficiency, adaptability to fast changing environment and close collaboration with other sectors. When academic performance is assessed in relation to social, economic and environmental aspects of development, then **sustainability** can be established. In implementing SD in MHEIS like MAAP, all concerned must be socially responsible, environmentally responsible and economically responsible. **Voluntary reporting of sustainability efforts** would result to : promotion of good governance and transparency; assesement of SD efforts; engagement with stakeholders; improvement of SD performance ; improvement of SD reputation; and facilitation of change for the better.*

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ERO Director, MAAP

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President, MAAP

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