

フィリピン共和国  
フィリピン海上保安教育・人材育成  
管理システム開発プロジェクト  
終了時評価報告書

平成24年8月  
(2012年)

独立行政法人国際協力機構  
経済基盤開発部

基盤
JR
13-142



フィリピン共和国  
フィリピン海上保安教育・人材育成  
管理システム開発プロジェクト  
終了時評価報告書

平成24年8月  
(2012年)

独立行政法人国際協力機構  
経済基盤開発部





## 序 文

フィリピン共和国「フィリピン海上保安教育・人材育成管理システム開発プロジェクト」は、2007年11月9日に署名・交換された討議議事録（R/D）に基づいて、2008年1月から5年間の計画で実施してきました。

この度、プロジェクト協力期間の終了を2013年1月に控え、独立行政法人国際協力機構は2012年7月15日から28日までの間、経済基盤開発部の村瀬達哉を団長とする終了時評価調査団を現地に派遣し、これまでの活動実績等について総合的評価を行いました。これらの評価結果は、日本・フィリピン間の討議を経て合同評価報告書として取りまとめられ、署名・交換されました。

本報告書は、今回の調査結果を取りまとめたものであり、今後の類似プロジェクトの実施にあたって広く活用されることを願うものです。

最後に、本調査にご協力とご支援をいただいた内外の関係各位に対し、心からの感謝の意を表します。

平成24年8月

独立行政法人国際協力機構

経済基盤開発部長 小西 淳文



# 目 次

序 文  
目 次  
写 真  
略語表

評価調査結果要約表（和文・英文）

第1章 終了時評価調査の概要 .....	1
1-1 終了時評価調査の経緯・目的 .....	1
1-2 調査団の構成 .....	1
1-3 調査日程（2012年7月15～28日） .....	2
1-4 主要面談者（敬称略・順不同） .....	2
1-5 対象プロジェクトの概要 .....	3
第2章 終了時評価調査の方法 .....	4
2-1 終了時評価調査のプロセス .....	4
2-2 データ収集方法 .....	4
2-3 評価項目 .....	4
2-3-1 プロジェクトの実績の検証 .....	4
2-3-2 実施プロセスの検証 .....	4
2-3-3 評価5項目の検証 .....	5
第3章 プロジェクトの実績 .....	6
3-1 投入実績 .....	7
3-1-1 日本側の投入実績 .....	7
3-1-2 フィリピン側の投入実績 .....	8
3-2 活動実績 .....	8
3-3 アウトプットの達成状況 .....	8
3-3-1 アウトプット1 .....	8
3-3-2 アウトプット2 .....	10
3-3-3 アウトプット3 .....	12
3-4 プロジェクト目標の達成状況 .....	14
3-5 上位目標の達成見込み .....	15
3-6 実施プロセスの検証 .....	16
第4章 評価5項目 .....	18
4-1 妥当性 .....	18
4-2 有効性 .....	18

4-3	効率性	19
4-4	インパクト	21
4-5	持続性	22
第5章 結論		24
第6章 提言		25
6-1	短期的提言	25
6-2	長期的提言	25
第7章 団長所感		26
付属資料		
1.	協議議事録 (M/M)	29
	・合意文	29
	・ Attachment 1 合同評価報告書	32
	・ Attachment 2 次期プロジェクト概要案	107

写 真



フィリピン沿岸警備隊（PCG）巡視船



PCG 運用担当副長官への表敬訪問



プロジェクト関係者（専門家及び PCG 職員）  
と調査団



プロジェクト成果物である教科書



合同調整委員会（JCC）



協議議事録（M/M）署名  
（左：調査団団長 右：PCG 管理担当副長官）



## 略 語 表

略 語	正式名称	和 名
ATON	Aids to Navigation	航行援助施設
CG-1	Coast Guard 1	人事担当課
CG-12	Coast Guard 12	教育訓練担当課
CGETC	Coast Guard Education and Training Command	教育訓練局
CGMC	Coast Guardman's Course	新任下士官コース
CGOC	Coast Guard Officer's Course	新任士官コース
CGRF	Coast Guard Ready Force	船舶運用部
CGSCC	Coast Guard Station Commander Course	部署長コース
C/P	Counterpart	カウンターパート
DDRI	Doctrine Development and Research Institute	教義開発調査課
DO	Department Order	運輸通信省令
DOTC	Department of Transportation and Communications	運輸通信省
ETB	Education and Training Board	教育訓練検討委員会
EXACT	Excellence and Competency Training Center, Inc.	民間海事教育機関
HRD	Human Resource Management	人事管理
JCC	Joint Coordinating Committee	合同調整委員会
JCG	Japan Coast Guard	海上保安庁
JICA	Japan International Cooperation Agency	独立行政法人国際協力機構
MARLEN	Maritime Law Enforcement	海上法令執行
MARPOL	Marine Pollution Prevention	海洋汚染防止
MARSAD	Maritime Safety Administration Course	海上安全管理
MARSEC	Maritime Security Course	中堅下士官海上法令執行コース
MEP	Marine Environment Protection	海洋環境保全
M/M	Minutes of Meeting	協議議事録（ミニッツ）
MOU	Memorandum of Understanding	覚書
NYK	Nippon Yusen Kabushiki Kaisha	日本郵船株式会社

OJT	On-the-Job Training	オンザジョブ・トレーニング
ORE	Operation Readiness Evaluation	部署訓練評価
PCG	Philippine Coast Guard	フィリピン沿岸警備隊
PCM	Project Cycle Management	プロジェクト・サイクル・マネジメント
PDM	Project Design Matrix	プロジェクト・デザイン・マトリックス
PHILCAMSAT	Philippine Center for Advanced Maritime Simulation and Training, Inc.	民間海事教育機関
PMA	Philippine Military Academy	フィリピン国軍士官学校
PMMA	Philippine Merchant Marine Academy	国立フィリピン商船大学
PO	Plan of Operations	活動実施計画
PRSP	Poverty Reduction Strategic Paper	貧困削減戦略文書
R/D	Record of Discussions	討議議事録
ReCAAP	Regional Cooperation Agreement on Combating Piracy and Armed Robbery against Ships in Asia	アジア海賊対策地域協力協定
SAR	Search and Rescue	海難捜索救助



## 評価調査結果要約表

1. 案件の概要	
国名：フィリピン共和国	案件名：フィリピン海上保安教育・人材育成管理システム開発プロジェクト
分野：運輸交通	援助形態：技術協力プロジェクト
所轄部署：経済基盤開発部運輸交通・情報通信第一課	協力金額（評価時点）：2億8,000万円
協力期間 (R/D)：2007年11月9日 2008年1月7日～2013年1月6日（5年間）	先方関係機関：フィリピン沿岸警備隊（Philippines Coast Guard：PCG）
	日本側協力機関：海上保安庁（JCG）
	他の関連協力：JICA 個別長期専門家（海上保安行政）
<p>1-1 協力の背景と概要</p> <p>フィリピン共和国（以下、「フィリピン」と記す）において、海上輸送は主要な交通手段であるが、天災・人為的災害、密輸その他の不法行為、テロ・海賊行為、及び油流出事故等の問題を抱えている。このような海上保安上の課題に対処するため、1974年、海軍にフィリピン沿岸警備隊（PCG）が設置され、1998年に運輸通信省（DOTC）に移管された。この移管により、海軍が実施していた教育・訓練業務が PCG 自身の業務となり、PCG は、研修施設、機材、カリキュラム、指導員等の不備・不足という課題に直面した。</p> <p>このような背景の下、フィリピン政府の要請に基づき、2002年7月から5年間を協力期間として「海上保安人材育成プロジェクト」（以下、「前プロジェクト」）が実施された。前プロジェクトでは海難救助、海洋環境保全・油防除、航行安全、海上法令執行の4分野で教育訓練やセミナーを実施し、それらを既存のシラバス、カリキュラムに組み込んでいくとともに、基礎教育の拡充等を行ってきた。しかしながら、PCG 職員の職務遂行能力水準を更に向上させるには多くの課題が残されており、前プロジェクトの終了時評価（2006年10月）において、専任教官制度の創設に加え、中・長期的な課題として法令執行及び基礎教育の分野における継続的な教育訓練内容の拡充が指摘された。また、専任教官制度に関しては、包括的・継続的教育・訓練戦略の開発が必要とされている。</p> <p>この要請に基づき、JICA は、2008年1月から5年間を協力期間とし、「PCG の法令執行機関としての能力向上」を目的とした技術協力プロジェクト「フィリピン海上保安教育・人材育成管理システム開発プロジェクト」（以下、「本プロジェクト」）を開始した。2011年2月に中間レビューが実施され、今般、協力開始から5年目を迎え、これまでの活動実績を評価するとともに、残存期間に向けての提言を抽出することを目的に終了時調査団を派遣した。</p> <p>1-2 協力内容</p> <p>本プロジェクトでは、フィリピンの PCG の組織強化及び職員の能力強化を図り、それを基盤として法令執行機関としての PCG の能力の向上をめざすものである。</p>	

**【上位目標】**

法令執行機関としての PCG の能力が向上する。

**【プロジェクト目標】**

PCG の教育及び人材開発管理システムが開発される。

**【アウトプット】**

- 1：併任教官システムが構築される。
- 2：法令執行分野に関する研修プログラムが開発される。
- 3：船艇運行研修計画が開発及び強化される。

**【投入（評価時点）】**

日本側投入：総投入額 2億 8,000 万円

長期専門家延べ派遣人数：6名

短期専門家延べ派遣人数：9名

研修員受入：45名

機材供与：400万 4,875円

フィリピン側投入

カウンターパート（C/P）延べ配置人数：14名

土地・施設提供：執務室

※外貨レート換算（OANDA <http://www.oanda.com/>. 2012年8月10日のレートを使用）

**2. 評価調査団の概要**

調査団	日本側		
	総括	村瀬 達哉	JICA 経済基盤開発部 審議役
	技術参与	久木 正則	JCG 総務部 国際・危機管理官付 専門官
	計画調整	河野 真典	JICA 経済基盤開発部 運輸交通・情報通信第1課 副調査役
	評価分析	山田 千晶	ペガサスエンジニアリング株式会社 技師
調査期間	2012年7月15～28日	評価種類	終了時評価

**3. 評価結果の概要****3-1 実績の確認**

(1) プロジェクト目標の達成度：おおむね達成されている。

当初のプロジェクト・デザイン・マトリックス（PDM）においてアウトプットとして挙げられていた「専任教官システムの構築」が中間レビュー時に「併任教官システムの構築」に修正された。その後、併任教官システムの実施通達が起案され、最終的に PCG 長官に承認された。また、併任教官システムに適した人材を選出するための職員データベースが確立した。さらには、併任教官システムの機能を充実させるため、キャリア管理計画の策定、昇進システム及び講師選定システム構築のための活動が実施されており、終了時までには併任教官システムが機能する見込みは高い。併任教官システムを促進するための海上法令執行や船艇運航に関する研修プログラムが開発及び強化され、PCG 組織全体の能力向上のために士官及び下士官のための資格認定制度も構築された。その一方で、プロジェクト目

標達成のために解決すべき課題がいくつか残っている。しかし、これらの課題は明確であり、プロジェクト終了時までには課題を解決できると予測される。したがって、プロジェクト目標の達成見込みは高いといえる。

## (2) アウトプットの達成度

### 1) アウトプット1：部分的に達成されている。

中間レビューにおいて「専任教官システムの構築」は「併任教官システムの構築」に変更された。これまでに職員データベースの確立は達成済み、教官システムマスタープランの作成はおおむね達成済みであり、キャリア管理計画もキャリア管理計画検討委員会内で同計画が検討されている。また、教官の選定システムは構築済みであり、今後のモニタリング／フィードバック強化に向けた改善事項についても整理がなされている。よって、終了時評価時点でアウトプット1は部分的に達成されているといえる。プロジェクト終了時までには成すべき課題は明確になっており、それゆえに、プロジェクト終了時までにはアウトプット1が達成される見込みは高い。なお、併任教官システムの通達案が2012年5月28日にPCG長官により承認されているため、PCGにおいては併任教官システムの体制は確立されている。

### 2) アウトプット2：達成されている。

これまでに新任士官コース（CGOC）及び新任下士官コース（CGMC）のカリキュラムが改正され、同時に各コースにおける強化対象科目が決定し、各科目の単位必要時間数の増加も行われた。また、士官及び下士官は研修を通じ、法令執行について理論的及び実践的に学ぶことによりおのおのの知識や技能を向上させている。さらには、部署長コース（CGSCC）及び中堅下士官海上法令執行コース（MARSEC）に関するシラバスや教材の改定を行うとともに、コースに不足している科目を新設した。法令執行分野に関しては、目標であった6名を上回る講師が研修を受講し、プロジェクト終了までにセミナーやワークショップが実施される予定であることから、講師の能力は強化されつつあるといえる。以上のことから、終了時時点においてアウトプット2は達成されているといえる。

### 3) アウトプット3：部分的に達成されている。

船艇運航能力の向上を目標として、士官及び下士官に対する研修のカリキュラムや教材が改訂及び開発された。資格認定コースは7コースが開発され、さらに1コースが開発段階にある。また、PCG資格認定制度は正式に承認され、プロジェクト終了までに機能すると予測される。船舶の標準運航・演習手順は開発され、部署訓練評価（ORE）マニュアル8巻のうち6巻は既に現場に配備され実証実験が進められている。他方、講師養成のためのコースは1コースの開発にとどまっており、今後は講師のための資格認定制度の構築が期待される。また、プロジェクト終了時までには船艇の標準運航・演習の手順及び船艇管理の手続きが開発される必要性も高い。よって、終了時評価時点でアウトプット3は部分的に達成されており、残るプロジェクト期間中にアウトプット3は達成できる見込みである。

## 3-2 評価結果の要約

### (1) 妥当性：高い

フィリピンの政策に関して、国家の社会経済開発の最上位計画である「フィリピン中期開発計画（2004～2010年及び2010～2016年）」において、海上安全・治安の強化が重点課

題とされた。それに対し、わが国の対フィリピン援助方針に関して、日本政府は 2008 年 6 月に対フィリピンの国別援助計画で 3 つの重点開発課題を掲げ、2012 年 3 月には対フィリピン援助方針を定めた。このなかで、投資促進を通じた持続的経済成長を中目標の重点分野とし、そのなかに海上安全の確保が挙げられている。PCG では、世代交代や組織強化に伴う新規採用者の増加など職員の増員計画が進められており、新規採用者に対する人材育成や教育訓練、新たな組織体制の強化は PCG にとって重要かつ急務な問題である。以上のことから、本プロジェクトはフィリピン政府の政策、日本の援助政策、PCG のニーズとの整合性が高い。また、PCG は海賊対策のアジア海賊対策地域協力協定 (ReCAAP) に関するフィリピンでの国際海上法令執行機関である。日本政府が PCG の能力開発を支援することは ReCAAP の執行強化の面でも貢献度が高い。したがって、本プロジェクトの妥当性は高いといえる。

(2) 有効性：高い

アウトプット 1 で併任教官システムが構築され、そのシステムを充実するためにアウトプット 2 を通して法令執行分野の研修プログラムを開発し、アウトプット 3 で船艇運航研修計画を開発及び強化した。またプロジェクト終了時までには、併任教官システムを後押しするキャリア管理計画も機能すると思われ、PCG の教育及び人材管理システムが開発されつつあるといえる。したがって、アウトプットの達成によりプロジェクト目標が達成されるという論理性は十分であった。また、終了時評価時点でほとんどの数値目標は達成している。達成できていない指標に関してもプロジェクト終了時までには実施すべき活動が理解されており、プロジェクト終了時にはプロジェクト目標の達成見込みは高い。

(3) 効率性：中程度

アウトプットの達成度によると、全指標が満たされるまでにはもう少し時間を要するものの、プロジェクト終了時までにはアウトプット 1 から 3 はおおむね達成される見込みは高い。アウトプット 1 の達成のためには、海事教育計画の策定、最適な教官の任命、PCG コースにおけるカリキュラムの改訂を行う必要がある。また、アウトプット 3 の達成のためには、資格認定制度の確立、部署訓練評価 (ORE) マニュアルの作成と認定が必要である。なお、アウトプット 2 は既に達成されている。

C/P や日本人専門家へのインタビュー及び質問票の結果により、以下の事項が確認された。

- ・ 45 名の PCG 職員が本邦研修に参加をした。研修内容は理論的かつ実践的なものであり、研修分野も多岐にわたっていたことから、本邦研修は非常に効果的であったといえる。講師に任命された 27 名の専門分野に関する知識や技術は以前に比べて向上している。
- ・ 1 年目と 2 年目は C/P と専門家とのコミュニケーションが円滑に行われていなかった。それに伴う相互理解の不足はプロジェクトの進捗に少なからず影響を及ぼしたと考えられる。これを早期に解決すべく、対策・投入を実施すべきであった。
- ・ プロジェクト期間中、C/P が頻繁に交替した。交替の際、業務の引き継ぎが十分に徹底していなかったため、後任者がプロジェクトを理解し、質や一貫性を維持した活動に積極的に取り組むまでに時間を要した。

(4) インパクト：比較的高い見込み

プロジェクト目標の教育／人材育成管理システム開発が達成されれば、PCG の教育訓練

がより効果的・効率的に実施されるようになる。また、本プロジェクトにより教育訓練制度が確立されることによって、全国 12 管区に配置されている PCG 職員が裨益する。すなわち、PCG 組織全体の能力の向上が見込まれる。具体的には、法令執行に関するミッションの回数や、パトロールの回数が増加することが期待される。

本プロジェクトによっていくつかの正の波及効果が認められた。まず、国立フィリピン商船大学 (PMMA) との連携によって新規採用者に海技教育を提供する機会を確保することが可能となった。また、日本の厚い援助に触発され、他ドナーも PCG を積極的に支援するようになり、PCG にとって各国から知識や技術を吸収する機会が増加した。さらに、本邦研修を受けた PCG 職員に意識の変化が生じ、他の職員に対して自発的に内部研修を実施するようになった。なお、終了時評価の時点で負のインパクトは認められていない。

#### (5) 持続性：比較的高い

##### 1) 政策面：高い

「フィリピン中期開発計画 (2004～2010 年及び 2010～2016 年)」のなかで、海上安全・治安の強化は最も重要な課題として重要視されているため、今後もこの取り組みは続いていくといえる。ReCAAP は日本政府が提唱したものであるため、日本政府は今後も支援を続けていくと考えられる。

##### 2) 組織面：中程度

C/P はプロジェクトの中頃から、進んで教科書などの教材を作成するなど自発的な行動をとるようになったなど、PCG のコミットメントが高くなったといえる。PCG はプロジェクトの重要性を理解しており、プロジェクト活動を継続していくことに非常に積極的、好意的、推進的であることが判明した。その一方、併任教官システムが今後も効果的に機能するのか、それはどの程度の成果をもたらすのか、また策定されたキャリア管理計画に基づいた人事異動が確実に行われるのかに関しては、見通しが明確でない状況である。

##### 3) 財政面：高い

PCG 予算計画では、PCG に対する予算総額は年々増加しており、今後も予算の増額が見込まれている。予算の増額に関して、2013 年から PCG は財務管理局に対して必要予算を直接申請することにより、予算の承認を得やすくなり、継続的に高い予算を確保しやすくなる。したがって、財政面からの持続性は高いといえる。

##### 4) 技術面：高い

プロジェクト終了後、プロジェクトが提供したような技術レベル及び海上実地訓練を取り入れた研修を PCG 自身で実施することは難しい。しかし、PCG は、インストラクター、士官及び下士官の能力を維持させるとともにできる限り向上させ、新たな技術を学ぶ機会を提供するために、研修を実施するための追加的な予算を確保する必要がある。また、インストラクターの研修実施能力維持のためには、併任教官システムにおける人事計画に基づいた人員配置を行うことも重要である。

### 3-3 効果発現に貢献した要因

#### (1) 計画内容に関すること

##### 1) アウトプット 1 の変更

プロジェクトの進捗状況、プロジェクトをとりまく環境などから、中間レビュー時においてアウトプット 1 の「専任教官システム」は「併任教官システム」に修正された。

## (2) 実施プロセスに関すること

### 1) 2009 年度版フィリピン沿岸警備隊法の制定

C/P へのインタビューによると、2010 年 2 月に制定された「2009 年度版フィリピン沿岸警備隊法」がプロジェクト目標達成の貢献要因であったとの回答が多かった。この新たな法により、PCG の役割及び責任が明確になり、教育及び人材開発管理システムを効果的に機能させていくうえで、インストラクターの必要性を重要な役割であることが明確になった。

### 2) 研修内容が充実した本邦研修

本邦研修に参加した人数は 5 年間を通じて 45 名に上る。理論や知識を習得する座学セミナーなどから実地の経験を積める技術セミナーまで多種多様な研修が行われた。特に講師に任命された PCG 職員はこれらの研修に参加することにより、幅広い知識や技術を習得することが出来た。

## 3-4 問題点及び問題を惹起した要因

### (1) 計画内容に関すること

特になし。

### (2) 実施プロセスに関すること

#### 1) 頻繁な C/P の異動

プロジェクト期間中、いずれの担当分野においても C/P が頻繁に交替した。交替の際、前任者から後任者への業務の引き継ぎが十分に徹底していなかったため、後任者がプロジェクトを理解し、プロジェクトの質や一貫性を維持した活動に積極的に取り組むまで時間を要した。

#### 2) コミュニケーション

プロジェクト開始時、プロジェクト関係者間のコミュニケーションに隔たりがあった。プロジェクトの進行とともに相互のコミュニケーションは改善したものの、初期における相互理解の不足はプロジェクトの進捗に少なからず影響を及ぼしたと考えられる。

## 3-5 結 論

結論としてプロジェクト終了時まで、プロジェクト目標である「PCG の教育及び人材開発管理システムが開発される」はおおむね達成されるといえる。評価 5 項目に関し、妥当性、有効性、インパクトは満足のいくものであった。評価 5 項目に関し、妥当性、有効性、インパクトは満足のいくものであった。一方、効率性は十分とはいえ、プロジェクト終了時までには海事教育計画の策定、最適な教官の任命、資格認定制度の確立を行うことが望まれる。持続性に関して、PCG はプロジェクト終了後も予算を確保できる可能性が高いものの、組織面においては策定されたキャリア管理計画に基づいた人事異動が確実に実行されるか見通しが明確ではない。

プロジェクトによる成果が維持され、能力向上に必要な研修などの予算、及び海上法令執行の業務遂行のための人員の確保ができれば、上位目標が達成される見込みは高い。

## 3-6 提言 (当該プロジェクトに関する具体的な措置、提案、助言)

「3-1 (2) 3) アウトプット 3」の実績を踏まえ、PCG 及びプロジェクト専門家を対象に以下の提言を行う。

- ・講師養成のためのコースは操船訓練の 1 コースしか開発されていない。船艇運航に係る教育訓練能力を高めるために、他のコースについても講師養成用コースを開発することが望まれる。
- ・プロジェクト期間中に士官及び下士官向けの資格認定制度は開発されてきているが、今後 PCG の船艇運航能力を組織的に伸ばしていくためには、講師向け資格認定制度の開発が必要である。





## Summary of Terminal Evaluation

<b>1. Outline of the Project</b>		
Country : Republic of the Philippines		Project title : Philippine Coast Guard Education and Human Resource management System Development Project
Issue : Transportation-International		Cooperation scheme : Technical Cooperation
Division in charge : Transportation and ICT Division 1, Economic Infrastructure Department		Total cost (At the Terminal Evaluation): 2.8 billion Yen
Period of Cooperation	(R/D) : 9 <sup>th</sup> November 2007 7 <sup>th</sup> January 2008 – 6 <sup>th</sup> January 2013	Partner Country's Implementing Organization : Department of Transportation and Communications (DOTC), Philippine Coast Guard (PCG)
		Supporting Organization in Japan : Japan Coast Guard (JCG)
		Related Cooperation : JICA long-term expert (Coast Guard Administration)
<b>1-1 Background of the Project</b>		
<p>The Philippines are facing the issues such as natural and artificial disasters, increased marine pollution, and piracy and smuggling cases though the marine transportation is main methods.</p> <p>In order to tackle these issues, the Philippines Government has established Philippine Coast Guard (PCG) in the Navy in 1974, which is responsible for implementation and enforcement of maritime transport safety policies and regulations. In 1998, PCG has been transferred to Department of Transportation and Communications (DOTC). The educational and training works implemented by the navy became the duties of PCG itself by this transfer and PCG has confronted insufficient facilities and equipment, and a lack of curriculum and trainers.</p> <p>Thus, based on the request from the Philippines government, JICA had carried out the technical cooperation project named “The Project on Philippine Coast Guard Human Resource Development” to improve the performance capability of PCG through the upgrade of educational and training programs from July 2002 to June 2007. This project has implemented training and seminars on the 4 areas, Search and Rescue (SAR), Marine Pollution (MARPOL) &amp; Oil Spill Combating (OSC), Aids to Navigation (ATON) and Maritime Law Enforcement (MARLEN), and integrated them into syllabus and curriculum as well as expanded the basic education.</p> <p>However, there were many issues left to enhance the level of ability for accomplishing duties, and it terminal evaluation in October 2006 had pointed the establishment of full-time faculty system and continuous expansion of educational training on MARLEN and basic education as the medium and long term issues. Concerning the full-time faculty system, the development of comprehensive and continuous education and training strategy is necessary.</p> <p>Based on the above background, JICA has started the Project “Philippine Coast Guard Education and Human Resource Management System Development Project” since July 2007 with the duration of five years in cooperation with PCG.</p>		

## 1-2 Project Overview

The aim of the Project is to improve the service of bus operation quantitatively and qualitatively through strengthening the institutional capacity of PCG and officers

### (1) Overall Goal

The Capacity of PCG as a Law Enforcement Agency is improved

### (2) Project Purpose

PCG Education and Human Resource Management system is developed

### (3) Outputs

Output 1: Establishment of Concurrent Instructor System

Output 2: Training programs on MARLEN are developed and strengthened

Output 3: Training programs on ship operations are developed and strengthened

### (4) Inputs

Japanese side : Total cost JPY 2.8 billion

Number of Japanese experts dispatched : 6 long-term and 9 short-term experts

Number of trainee dispatched in Japan : 45

The amount of equipment provided : JPY 4,004,875

Philippines side

Number of Counterpart : 14

Land and facility Provided : Office rooms for the Project in PCG headquarter

## 2. Outline of the Evaluation team

Evaluation Team	Tatsuya MURASE	Executive Advisor to the Director General, Economic Infrastructure Department, Japan International Cooperation Agency (JICA)	
	Masanori HISAKI	Senior Liaison Officer, International Affairs & Crisis Management Division, Administration Department, Japan Coast Guard (JCG)	
	Masanori KAWANO	Deputy Assistant Director, Transportation and ICT Division 1, Economic Infrastructure Department, Japan International Cooperation Agency (JICA)	
	Chiaki YAMADA	Evaluation Analyst, Pegasus Engineering Corporation	
Period of Evaluation	15 <sup>th</sup> July 2012 to 28 <sup>th</sup> July 2012	Type of Evaluation	Terminal Evaluation

## 3. Results of Evaluation

### 3-1 Project Achievement

#### (1) Achievement of the Project purpose

Project Purpose : PCG Education and Human Resource Management system is developed

As to Output1, “The establishment of Permanent Faculty System “has been modified to “The establishment of Concurrent Instructor System” during the Mid-term review after the consultation among the Project. After that, the circular of the Concurrent Instructor System has been approved

by the commandant on 28<sup>th</sup> May 2012.

As the first project activity, the database to select appropriate PCG officers for the concurrent instructor system has been established. Moreover, activities for the formulation of the career management plan and establishment of the promotion system and instructor eligibility system have been implemented in order to promote functioning the concurrent instructor system. As other outcomes for the achievements for the project purpose, training programs concerning MARLEN and Ship Operations for officers and non-officers have been developed and strengthened, and the Qualification Courses on Ship Operations have been developed for the enhancement of the institutional capacity of PCG. On the other hand, there are some challenges for fulfillment of the Project Purpose, but these challenges for the achievement of the Project Purpose are clear. Therefore, the Project Purpose is likely to be achieved before the end of the Project.

## (2) Achievement of Outputs

### Output 1 : Partly Achieved

The consultation and discussion on PDM during the Mid-term review has resulted in the modification from “The establishment of “Permanent Faculty System “to “The establishment of Concurrent Instructor System”. The details of the Concurrent Instructor System have been shared among the PCG. In order to promote the Concurrent Instructor System, the formulation of Career Management Plan, the establishment of both Promotion System and Instructor Eligibility System has been developed. However, there are a few indicators left which have not achieved at the terminal evaluation.

Challenges to be fulfilled by the end of the Project are clear and therefore, the likelihood of the achievement on Output 1 is considerably high. The circular of the concurrent system has been approved by the commandant on 28<sup>th</sup> May 2012, therefore, the Concurrent Instructor System has been established in PCG.

### Output 2 : Achieved

The curriculums of Coast Guard Officer’s Course (CGOC) and Coast Guard Man’s Course (CGMC) have been revised, and subjects to be strengthened in each course have been determined for. Also, the necessary number of hours in each subject has been increased. Officers and non-officers have increased knowledge and improved skills through training with learning about MARLEN theoretically and practically. Moreover, the teaching syllabus and materials in Coast guard Command Staff Course (CGSCC) and Maritime Security Course (MARSEC) have been revised and new subjects have been added into courses mentioned above.

More than 6 instructors have been trained on MARLEN and additional seminars and workshop will be conducted by the end of the Project, and it may be said that the capacity of the instructors is strengthened.

Therefore, Output 2 has been achieved at the terminal evaluation.

### Output 3 : Partly Achieved

With the goal of improvement on the ability of ship operation, curriculums and teaching materials on training courses for officers and non-officers have been revised and also developed. 7 qualification courses have been developed and one is going. Moreover, the PCG Certification

System for strengthening the institutional capacity of PCG has been established.

On the other hand, it is necessary to bring up instructors who are specialized in specific subjects in order to conduct training for officers and non-officers. There is only 1 instructor course developed and the development of instructor courses is expected to be increased. Moreover, the establishment of Certification System for instructors is desirable. In terms of development of Standard operation procedures for ship operation, Operation Readiness Evaluation (ORE) Manual, Watch Officer's Guide and Instruction for Shipboard Ratings will be completed by the end of the Project.

From the above, although there are some challenges for strengthening the courses developed by the end of the Project, Output 3 will be achieved.

### **3-2 Summary of Evaluation Results**

#### **(1) Relevance : High**

The enhancement of maritime safety and security has been considered as one of the important issues to be tackled in the medium-Term Philippines Development Plan (2004-2010 and 2010-2016). The Government of Japan has adopted three prioritized issues for the Philippines in June 2008 and determined Country Aid Policy in March 2012, continuous economic growth through investment promotion is recognized as a prioritized issue in the medium-term aim, as well as the promotion of maritime safety. PCG has carried a plan forward to increase the number of PCG officers along with the alternation of the generations and reinforcement of the organization. Accordingly, training and human resource development for newly-hired officers must be needed for strengthening the institutional capacity of PCG.

In terms of consistency with the Philippine policy and Japan's aid policy and needs of PCG, the relevance of the Project is high. The needs of support for strengthening PCG's capacity through the Project high. The enhancement of the capacity development on PCG by the Government of Japan has resulted in the great contribution for PCG in terms of strengthening the ReCAAP's execution. From the above, the relevance of the Project is high.

#### **(2) Effectiveness : High**

Output 1-3 are contributing to the achievement of the Project purpose. Output 1 aims to establish the Concurrent Instructor System. Furthermore, Output 2 and 3 also aim to enrich the contents of the Concurrent Instructor System in terms of Training programs on MARLEN and Ship Operations. By the termination of the Project, the career management plan which encourages the concurrent instructor system is expected to be functioned and the PCG education and human resource management system will be able to be developed. Therefore, the logic/project approach has been appropriate. Most of indicators have also been achieved at the terminal evaluation. PCG recognizes activities to be implemented for the fulfillment of all indicators and the Project purpose is likely to be highly achieved.

#### **(3) Efficiency : Moderate**

According to the achievement of Output, it takes more time to achieve all indicators but Output 1-3 is likely to be largely achieved by the termination of the Project.

Activities to be implemented for the achievement of Output1 are as below:

- Formulation of the plan on maritime education
- Assignment of PCG officers for appropriate instructors
- Revision of the curriculums on PCG courses

Activities to be implemented for the achievement of Output 3 are as below:

- Establishment of the PCG certification system
- Development and qualified of ORE manual

It is found that Output 2 has already been achieved at the terminal evaluation. Following results have been found out through the interview, questionnaires to Japanese experts and C/P officers and the Project Report. The 1<sup>st</sup> one is that PCG has highly appreciated the training in Japan qualitatively and quantitatively-wise. 45 PCG officers have participated in academic and practical training. 27 PCG officers designated as instructors have participated in the training and became more confident of their improved knowledge and skills. The 2<sup>nd</sup> is that the communication between the experts and C/P officers was not smooth for the 1st and 2nd year. It sometimes resulted in a miscommunication with each other and appeared to be a disturbing factor for the progress of the Project during that early stage of project implementation. One more is that frequent changes of C/P officers happened. The transition and transfer of works between a C/P predecessor and successor was not smooth, it takes too much time for a successor to catch up and understand the overall Project.

#### (4) Impact : Relatively High

If PCG Education and Human Resource Management system is developed, training of PCG will be effectively and efficiently implemented. Moreover, the establishment of the concurrent instructor system will bring positive effects to PCG officers allocated 12 districts under jurisdiction in the Philippines. Namely, the institutional capacity of PCG, especially the number of missions on MARLEN and patrol vessel operations is expected to be increased. There are a few unexpected positive impacts found through the interview. One of the ripple positive effects is the start of collaboration with PMMA on maritime education, which the Project has promoted. The other positive effect is that awareness of the existence of the Project has somehow led other donors, such as the United States of America, et. al., to also provide support to PCG. Through the interview with C/P officers, some of C/P officers have started an in-house training, utilizing skills acquired from training in Japan. Furthermore, unexpected negative impacts have not been found at the terminal evaluation.

#### (5) Sustainability : Relatively High

##### Policy Aspects

The enhancement of maritime safety and security has been considered as one of the important issues to be tackled in the medium-Term Philippines Development Plan (2004-2010 and 2010-2016). The establishment of the “Regional Cooperation Agreement on Combating Piracy and Armed Robbery Against Ship in Asia” (ReCAAP) has been advocated by the Government of Japan, therefore the Government of Japan will continue the support to the Philippines in the future.

### Organizational Aspects

C/P officers have taken the initiative in developing reference materials such as textbook since the middle of the project period and it can be said that the commitment of PCG has been raised. PCG has recognized the importance of the Project and is willing to continue the activities positively in the future. On the other hand, as to whether PCG is capable of following up the concurrent instructor system and human resource allocation based on the career management plan formulated or not, and also its outcomes happened cannot yet be measured during the Project.

### Financial Aspects

According to the budget plan, the budget allocation for PCG has been increased and also will be increased after the end of the Project. It can be said that the likelihood of securing financial sustainability is high. The interview with C/P officers mentioned that PCG would receive its budget directly from the Department of Budget and Management starting in 2013, therefore it expects to secure higher budgets on the succeeding years. Consequently, the sustainability in terms of the financial aspects is high.

### Technical Aspects

It will be difficult for PCG to conduct training for instructors same as the training provided by the Project. In order to maintain the capacity of instructors, the PCG has to secure the certain budget for specific training for instructors. Moreover, the assignment plan proposed in concurrent faculty system has to be functioned to maintain the level of instructors' training capacity.

## **3-3 Factors that promoted realization of effects**

### (1) Factors concerning to planning

#### The change of Output 1

After the consideration of the project progress and circumstances around the Project, "permanent faculty system" has been changed to "concurrent instructor system" at the terminal evaluation.

### (2) Factors concerning to the Implementation Process

#### The enactment of the Philippine Coast Guard Law of 2009

It is found that the Philippine Coast Guard Law of 2009 which has been enacted in February 2010 was a contributing factor based on the result of interviews with C/P. This new law has led roles and responsibilities of PCG clear. Also, it is clear that instructors are so important as to function the education and human resource management effectively.

#### Productive training conducted in Japan

45 PCG officers in total have participated in training in Japan. There is a variety of training conducted from theoretical seminars for learning knowledge to technical seminars to undergo practical experiences. In particular, PCG officers designated as instructors have acquired a wide range of knowledge and skills.

### **3-4 Factors that impeded realization of effects**

(1) Factors concerning to planning

Factors have not been found.

(2) Factors concerning to the Implementation Process

Frequency of PCG's personal changes

Frequent changes of C/P officers have happened during the Project. The transition and transfer of works between a C/P predecessor and successor was not that smooth, it takes too much time for a successor to catch up and understand the overall Project.

Communication among the project team

There was a problem in verbal communication among the project team at the beginning of the Project. This has led to a miscommunication with each other. Although the mutual communication has been better improved as the Project went forward, it initially appeared to be a disturbing factor for the progress of the Project in the early part of its implementation.

### **3-5 Conclusion**

In conclusion, the Project purpose "PCG Education and Human Resource Management is developed" is likely to be achieved before the termination of the Project.

Concerning 5 evaluation criteria, Relevance, Efficiency and Impact are considerably acceptable results. On the other hand, Effectiveness is not a satisfactory result. Three challenges such as the formulation of the plan on maritime education, the designation of appropriate instructors and the establishment of PCG certification system are expected to be implemented. Concerning the sustainability, PCG is sure to secure the budget for implementing activities continuously, however, It is unsure that personal changes will be performed based on the career management plan in terms of the organizational/institutional aspects.

If PCG maintains the project effects, secures budgets for training to enhance the capacity of PCG officers and also secures the number of necessary officers and non-officers for MARLEN, Overall goal is expected to be achieved.

### **3-6 Recommendations**

Recommendations suggested to PCG and Project experts as bellow in connection with 3-1 output3.

- Development of instructor's course for enhancing the training and education on shop operations
- Establishment of certification system for instructors for enhancing the PCG institutional capability to operate PCG vessels





# 第1章 終了時評価調査の概要

## 1-1 終了時評価調査の経緯・目的

フィリピン共和国（以下、「フィリピン」と記す）において、海上輸送は主要な交通手段であるが、天災・密輸・テロ・盗賊などの人為的災害、及び油流出事故等の問題を抱えている。このような海上保安上の課題に対処するため、1974年、海軍にフィリピン沿岸警備隊（PCG）が設置され、1998年に運輸通信省（DOTC）に移管された。この移管により、海軍が実施していた教育・訓練業務がPCG自身の業務となり、PCGは、教育訓練、カリキュラムの不備、研修施設、機材、カリキュラム、指導員等の不足という課題に直面した。

以上の背景の下、フィリピン政府の要請に基づき、2002年7月より5年間を協力期間として「海上保安人材育成プロジェクト」（以下、「前プロジェクト」）が実施された。前プロジェクトにおいては海難救助、海洋環境保全・油防除、航行安全、海上法令執行の4分野で教育訓練やセミナーが実施され、それらを既存のシラバス、カリキュラムに組み込んでいくとともに、基礎教育の拡充等を行ってきた。しかしながら、前プロジェクトの終了時評価（2006年10月）において、専任教官制度の創設に加え、中・長期的な課題として法令執行及び基礎教育の分野における継続的な教育訓練内容の拡充が指摘された。また、専任教官制度に関しては、包括的かつ継続的教育と訓練戦略の開発が必要とされている。このため、フィリピン政府は継続プロジェクトを要請した。

この要請に基づき、JICAは、2008年1月より5年間を協力期間とし、「PCGの法令執行機関としての能力向上」を目的とした技術協力プロジェクト「フィリピン海上保安教育・人材育成管理システム開発プロジェクト」（以下、「本プロジェクト」）を開始した。2011年2月に中間レビューが実施され、今般、協力開始から5年目を迎え、これまでの活動実績を評価するとともに、残存期間に向けての提言を抽出することを目的に終了時調査団を派遣した。

## 1-2 調査団の構成

	担当分野	氏名	所属
1	総括	村瀬 達哉	JICA 経済基盤開発部 審議役
2	技術参与	久木 正則	海上保安庁（JCG）総務部国際・危機管理官付 専門官
3	計画調整	河野 真典	JICA 経済基盤開発部運輸交通・情報通信第1課 副調査役
4	評価分析	山田 千晶	ペガサスエンジニアリング株式会社 技師

1-3 調査日程（2012年7月15～28日）

日程	総括、技術参与、計画調整	評価分析
7月15日	/	移動（東京→マニラ）
7月16日		JICA フィリピン事務所との打合せ PCG 管理担当副長官への表敬訪問及び意見交換 カウンターパート（C/P）へのインタビュー
7月17日		C/P へのインタビュー
7月18日		C/P へのインタビュー
7月19日		C/P へのインタビュー
7月20日		C/P へのインタビュー
7月21日		データ集計、資料整理
7月22日		移動（東京→マニラ）
7月23日	JICA 及び日本人専門家との打合せ PCG 管理担当副長官及び運用担当副長官への表敬訪問及び意見交換	
7月24日	ワークショップ：協議議事録（M/M）案の内容についての協議	
7月25日	JICA フィリピン事務所との打合せ、M/M 案のとりまとめ	
7月26日	M/M 案のとりまとめ及び最終化	
7月27日	M/M の署名、合同調整委員会（JCC）開催 JICA フィリピン事務所へ報告、日本大使館へ報告	
7月28日	移動（マニラ→東京）	

1-4 主要面談者（敬称略・順不同）

＜フィリピン沿岸警備隊（PCG）＞カッコ内は、プロジェクトにおける担当分野	
長官	VICE ADMIRAL EDMUND C TAN
運用担当副長官	RADM LUIS JR M TUASON
管理担当副長官（当プロジェクトディレクター）	RADM LINO H DABI
教育訓練局長（当プロジェクトマネージャー）	CAPT ROLANDO D LEGASPI
教育訓練副局長 〔当プロジェクトサブマネージャー／海上法令執行（MARLEN）担当〕	CDR RUDYARD M SOMERA
教育訓練局（CGETC）教義開発調査課（DDRI） （当プロジェクト教官／教育システム担当）	LCDR MITZIE S CAMPO
船舶運用部（CGRF）、司令（当プロジェクト船艇運航担当）	CAPT LEOVIGILDO G PANOPIO
CGRF、副司令（当プロジェクト船艇運航）	CDR ALLAN O CORPUZ
CGETC 当プロジェクト業務調整担当	ENS ARTZELL M ANACAN

<プロジェクト 日本人専門家>	
石間 聡孝	プロジェクトリーダー／教官制度
江口 圭三	MARLEN
長谷川 正浩	船艇運航
渋谷 圭太	業務調整
馬淵 巖	海上保安行政（個別専門家）
<在フィリピン日本国大使館>	
針谷 雅幸	2等書記官
三浦 淳	2等書記官
<JICA フィリピン事務所>	
佐々木 隆宏	所長
益田 信一	次長
森 悠介	所員

#### 1-5 対象プロジェクトの概要

##### (1) 協力期間

2008年1月7日～2013年1月6日（5年）

##### (2) カウンターパート（C/P）機関

運輸通信省（DOTC）、フィリピン沿岸警備隊（PCG）

##### (3) プロジェクト・デザイン・マトリックス（PDM）概要（Version 2.0）

上位目標：法令執行機関としてのPCGの能力が向上する。

プロジェクト目標：PCGの教育及び人材開発管理システムが開発される。

アウトプット1：併任教官システムが構築される。

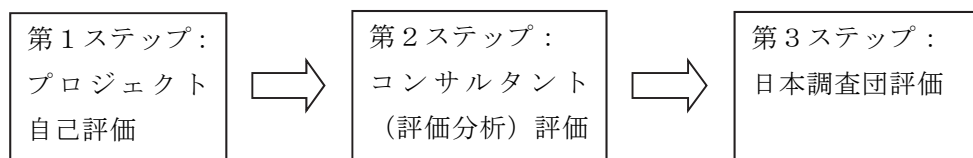
アウトプット2：法令執行分野に関する研修プログラムが開発される。

アウトプット3：船艇運行研修計画が開発及び強化される。

## 第2章 終了時評価調査の方法

### 2-1 終了時評価調査のプロセス

本評価調査は、以下3つのステップにより実施した。



第1ステップでは、プロジェクトによる自己評価として、PDM 及び活動実施計画（PO）に沿った活動・アウトプット・プロジェクト目標実績表、上位目標の達成見込み、専門家や機材・研修等の投入実績表が作成された。

第2ステップでは、本調査団の評価分析団員が他団員より1週間先行し、プロジェクト専門家をはじめとするプロジェクト関係者へのインタビューを実施し、その結果を基にプロジェクトの活動やアウトプット等の評価及び分析を行った。

第3ステップでは、日本調査団による評価調査を実施した。第1ステップによる自己評価及び第2ステップによる評価分析結果を基に、評価5項目に沿って本プロジェクトのプロジェクト目標及びアウトプットの達成状況を確認し、プロジェクト終了に向けて提言を行った。

### 2-2 データ収集方法

本評価調査における主なデータ収集方法及び情報源は以下のとおりである。

- ・ 討議議事録（R/D）、PDM 及び PO
- ・ 業務完了／プロジェクト事業進捗報告書のレビュー
- ・ 活動／アウトプットの実績表及びプロジェクト目標／上位目標の達成見込み表
- ・ 日本人専門家及び PCG 関係者への質問票調査及びインタビュー
- ・ PCG 運用担当副長官及び管理担当副長官への表敬訪問と意見交換
- ・ PCG 本庁の直接視察

### 2-3 評価項目

#### 2-3-1 プロジェクトの実績の検証

PDM 及び PO に基づき、投入は計画どおり実施されたか（計画値との比較）、アウトプットは計画どおり達成されるか（目標値との比較）、プロジェクト目標は達成されるか（目標値との比較）、上位目標は達成の見込みがあるか（目標値との比較）を検証する。

#### 2-3-2 実施プロセスの検証

活動は計画どおりに実施されたか、プロジェクトのマネジメント体制に問題はなかったか、相手国実施機関や C/P のプロジェクトに対する認識は高いか、プロジェクトの実施過程で生じる問題の要因や効果発現に影響を与えた要因は何か、などを検証する。

### 2-3-3 評価5項目の検証

「2-3-1 プロジェクトの実績の検証」及び「2-3-2 実施プロセスの検証」の結果を基にデータを解釈し、プロジェクトを評価5項目の観点から検証する。

項目	視点
妥当性	プロジェクトのめざす効果（プロジェクト目標や上位目標）が相手国及び日本国の政策との整合性はあるか、また受益者のニーズと合致しているのかという観点から検討する。
有効性	プロジェクト目標の達成度合い、アウトプットとプロジェクト目標の因果関係という観点から検討する。
効率性	プロジェクトの投入によるアウトプットの程度について、投入のタイミング、質、量という観点から妥当であったかを検討する。
インパクト	プロジェクト実施によりもたらされる波及効果（上位目標を含む）について、プロジェクト開始当初予期していなかった効果も含め検討する。
持続性	プロジェクト終了後、プロジェクトで発現した効果が持続する見込みがあるかという点について、政策・制度・財政・技術的な観点から検討する。

5項目は、下記のとおり5段階で評価される。

1	2	3	4	5
低い	おおむね低い	中程度	おおむね高い	高い

### 第3章 プロジェクトの実績

以下に、上位目標、プロジェクト目標、アウトプットそれぞれの指標の結果概要を示す。詳細に関しては、それぞれ「3-3 アウトプットの達成状況」、「3-4 プロジェクト目標の達成状況」、「3-5 上位目標の達成見込み」に記載する。

上位目標：知識や技術の維持及び予算が確保できれば、上位目標達成の見込みは高い。  
指標1：達成見込みは高い。  
指標2：達成見込みは高い。

プロジェクト目標：おおむね達成済み ⇒ プロジェクト終了までに達成する見込み  
指標1：おおむね達成済み → PCG 教官システムにおけるインストラクター1名  
指標2：達成済み  
指標3：達成済み  
指標4：達成済み

アウトプット1：部分的に達成済み ⇒ プロジェクト終了までに達成する見込み  
指標1-1：達成済み  
指標1-2：おおむね達成済み → 教育環境の整備、国立フィリピン商船大学（PMMA）との連携発展  
指標1-3：部分的に達成済み → キャリア管理計画検討委員会で再検討中  
指標1-4：達成済み  
指標1-5：部分的に達成済み → 優先事項変更に伴い遅れ

アウトプット2：達成済み  
指標2-1：達成済み  
指標2-2：達成済み  
指標2-3：達成済み  
指標2-4：達成済み

アウトプット3：部分的に達成済み ⇒ プロジェクト終了までに達成する見込み  
指標3-1：達成済み  
指標3-2：部分的に達成済み → 資格認定制度は承認済み、実施まで要時間  
指標3-3：部分的に達成済み → 10月完成；ORE マニュアル、当直士官ガイドプロジェクト終了時まで完成；指導指針案  
指標3-4：達成済み

### 3-1 投入実績

プロジェクト実施期間である2008年1月7日から2012年5月31日までの日本側及びフィリピン側の投入実績は以下のとおりである。詳細については、合同評価報告書（付属資料1．協議議事録（M/M）のAttachment 1）を参照。

#### 3-1-1 日本側の投入実績

項目	実績						
日本人専門家派遣	長期専門家派遣 (単位：名)						
	NO	担当分野	2008	2009	2010	2011	2012
	1	チーフアドバイザー／教官制度	1	1	1	1	1
	2	海上法令執行(MARLEN)	1	1	1	1	1
	3	教育制度	1	1	1	1	0
	4	船艇運航／業務調整	1	1	1	1	0
	5	船艇運航	0	0	0	0	1
	6	業務調整	0	0	0	0	1
	合計		4	4	4	4	4
	短期専門家派遣 (単位：名)						
	NO	担当分野	2008	2009	2010	2011	2012
	1	国際海洋警察学	1	0	0	0	0
	2	逮捕技術	1	1	0	0	0
	3	初動捜査技術	1	1	1	0	0
	4	国際法令執行	0	1	0	0	0
	5	船内検索	0	0	2	0	0
	6	チーム管理／船舶検査	0	0	0	2	0
	7	防具を使用した逮捕技術	0	0	0	1	0
	8	指紋認証技術	0	0	0	1	0
9	チーム管理／撮影技術	0	0	0	1	0	
合計		3	3	3	5	0	
機材供与	(単位：フィリピンペソ)						
	2008	2009	2010	2011	2012 (見込み)	合計金額	
	0	0	0	1,948,529	2,056,346	4,004,875	
本邦研修	参加者数 (単位：名)						
	2008	2009	2010	2011	2012 (見込み)	合計人数	
	4	1	12	25	約30	約72	

### 3-1-2 フィリピン側の投入実績

項目	実績						
C/P 配置	C/P の人数 (単位：名)						
	NO	役職／担当分野	2008	2009	2010	2011	2012
	1	プロジェクト・ダイレクター	1	1	1	1	1
	2	プロジェクトサブマネジャー	1	1	1	1	1
	3	プロジェクトサブマネジャー／海上法令執行 (MARLEN)	0	0	0	0	1
	4	教官／教育制度	2	3	3	3	1
	5	海上法令執行 (MARLEN)	0	1	3	1	0
	6	船艇運航	3	3	5	3	2
	7	業務調整	0	0	0	0	1
合計		7	9	13	9	7	
施設の提供	C/P 機関である PCG 内にプロジェクトの執務室が確保された。						

### 3-2 活動実績

プロジェクトの主な活動実績は、合同評価報告書(付属資料1. 協議議事録(M/M)の Attachment 1)を参照。

### 3-3 アウトプットの達成状況

#### 3-3-1 アウトプット1

併任教官システムが構築される。					
<p>中間レビューにおいて「専任教官システムの構築」は「併任教官システムの構築」に変更された。これまでに職員データベースの確立は達成済み、教官システムマスタープランの作成はおおむね達成済みであり、キャリア管理計画もキャリア管理計画検討委員会内で同計画が検討されている。また、教官の選定システムは構築済みであり、今後のモニタリング／フィードバック強化に向けた改善事項についても整理がなされている。よって、終了時評価時点でアウトプット1は部分的に達成されているといえる。プロジェクト終了時までにはすべき課題は明確になっており、それゆえに、プロジェクト終了時までにはアウトプット1が達成される見込みは高い。なお、併任教官システムの通達案が2012年5月28日にPCG長官により承認されているため、PCGにおいては併任教官システムの体制は確立されている。</p>					
指標 1-1：達成済み PCGの教育及び研修に関する職員データベースが確立される。	<table border="1"> <thead> <tr> <th>データベース構築のための実施活動</th> <th>マニュアル名</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>既存データベースの改訂</li> <li>外部講師によるデータベースに関する研修やセミナーの実施</li> <li>教育訓練局 (CGETC) 内で、教官候補者選定に特化したデータベースの開発</li> <li>中佐の階級以下の士官約 650 名のデータ</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>標準運用手順マニュアル</li> <li>システムマニュアル</li> <li>管理マニュアル</li> </ul> </td> </tr> </tbody> </table>	データベース構築のための実施活動	マニュアル名	<ul style="list-style-type: none"> <li>既存データベースの改訂</li> <li>外部講師によるデータベースに関する研修やセミナーの実施</li> <li>教育訓練局 (CGETC) 内で、教官候補者選定に特化したデータベースの開発</li> <li>中佐の階級以下の士官約 650 名のデータ</li> </ul>	<ul style="list-style-type: none"> <li>標準運用手順マニュアル</li> <li>システムマニュアル</li> <li>管理マニュアル</li> </ul>
データベース構築のための実施活動	マニュアル名				
<ul style="list-style-type: none"> <li>既存データベースの改訂</li> <li>外部講師によるデータベースに関する研修やセミナーの実施</li> <li>教育訓練局 (CGETC) 内で、教官候補者選定に特化したデータベースの開発</li> <li>中佐の階級以下の士官約 650 名のデータ</li> </ul>	<ul style="list-style-type: none"> <li>標準運用手順マニュアル</li> <li>システムマニュアル</li> <li>管理マニュアル</li> </ul>				



	<p>を入力し、暫定的な運用の開始</p> <p>今後、CGETCは本庁人事担当課（CG-1）と協力し、PCG全体の人事管理のためのデータベースの構築及びCG-1によるサーバー管理の促進、クライアント末端からデータベースにアクセスできるシステムの開発を進めていくことが期待される。</p>
<p>指標 1-2：おおむね達成済み 教官システムマスタープランが作成される。</p>	<p>教官システムマスタープランとは、併任教官システムの確立だけでなく、PMMAとの協力により充実した海事教育をカリキュラムに含めることである。以下に、マスタープラン作成のために実施された活動を示す。</p> <ul style="list-style-type: none"> <li>・フィリピン国軍士官学校（PMA）やPMMAの講師による教官システム開発のためのセミナー及びワークショップの開催</li> <li>・現行の教官システムによる研修の実態及び問題点の調査・分析。その結果に基づいた併任教官システムに関する協議・検討・提案</li> <li>・併任教官システム実施のための運輸通信省令（DO）の作成及び承認申請</li> </ul> <p>2009年10月にPCG-PMMA間で相互教育協力覚書（MOU）が締結され、PCGの士官候補生に海事教育を提供するためのPCG-PMMA Cadetship Program<sup>1</sup>が開始された。PCGはMOUに基づき、2010年度に15名、2011年度に13名、2012年度に26名の士官候補生をPMMAに派遣した。今後、多くの士官候補生がよりよい環境で充実した海事教育の研修や訓練を受けることができるようなシステムの構築と、必要な施設及び機材の整備、そしてPMMAとの協力発展をマスタープランにおいて提言する予定である。</p>
<p>指標 1-3：部分的に達成済み PCG職員のためのキャリア管理計画<sup>2</sup>が開発される。</p>	<p>プロジェクト開始時、士官及び下士官の専門性を高めるための戦略的な人事異動制度やキャリア管理は行われていなかった。そのような状況下では、CGETCが必要としている能力を携えた講師の育成かつ士官及び下士官への十分な研修の実施は困難であった。そのため、海上保安に関する専門的な知識・経験や船艇運航に必要な海技知識・技能を向上させるためには人事異動制度の検討を含むキャリア管理計画を検討・策定することが必要であった。</p> <p>キャリア管理計画を策定するにあたり、以下の活動が実施された。</p> <ul style="list-style-type: none"> <li>・士官及び下士官の昇進システム及び一般職の人事計画の分析</li> <li>・新たなキャリア管理計画の協議・検討・提案</li> <li>・キャリア管理計画における昇進システムの提案・改訂</li> </ul>

<sup>1</sup> PCGが採用した士官候補生に対し、奨学金を付与し、PMMAで航海及び機関科における教育・訓練を受け4年後に学士の資格が取得できるプログラムである。

<sup>2</sup> キャリア管理計画は、士官が上級幹部ポストに至るまでは、1カ所のポストに就く期間を従来より長くするとともに、特定専門分野の職務を繰り返し経験させるよう関連部署への人事異動を促進するものである。

	<p>2012年3月に教育訓練検討委員会（ETB）においてキャリア管理計画が討議され、長官に提案書が提出された。現在は、キャリア管理計画検討委員会内で提案書が再検討されており、DOになるには少し時間を要する。</p>
<p>指標 1-4：達成済み 適格な教官の選定システムが構築される。</p>	<p>適格な教官の選定システムを構築するにあたり、以下の活動が実施された。</p> <ul style="list-style-type: none"> <li>・従来の研修における教官の選定要素（方法及び基準）の分析</li> <li>・教官の選定要素を構築中の教育訓練人材データベースに反映</li> <li>・CGETC 内に教官選定委員会を設置し、教官候補に対し面接を実施し、選定要素に基づき選出</li> </ul> <p>構築された選定システムを活用することで、適格な講師の選出を行うことができるようになった。</p>
<p>指標 1-5：部分的に達成済み モニタリング／フィードバックシステムが改善される。</p>	<p>PCG の評価システム制度は 2007 年 6 月に発出した公文書（No.00-07）に基づいて作成されている。現行の PCG の評価システム制度の見直しを行った結果、その制度の構成が複雑であり、評価シート自体も要点を得ていなかったため、評価・モニタリングは実施されていなかったことが判明した。これを改善するため、プロジェクトは評価シートの再検討及び修正を行った。しかしその後、2010 年に「2009 年度版フィリピン沿岸警備隊法」が施行されたことを受け、評価シートの改善を含めたモニタリング／フィードバックシステムの改善よりも、CGETC で実施すべき各コースの編成、コースごとの教授科目、内容等について大幅な見直しの実施が優先事項となった。</p> <p>この流れを受けて、2012 年 1 月より全 15 コースの内 4 コースにおいてはカリキュラム、教授内容及び使用教材の精査が終了し、残り 11 のコースについても同様の見直し作業を行う予定である。見直し作業が終了した時点で、本格的にモニタリング／フィードバックシステムの改善のための作業に入る。この活動はプロジェクト終了時までには実施される予定である。</p>

### 3-3-2 アウトプット 2

<p>法令執行分野に関する研修プログラムが開発される。</p> <p>これまでに新任士官コース（CGOC）及び新任下士官コース（CGMC）のカリキュラムが改正され、同時に各コースにおける強化対象科目が決定し、各科目の単位必要時間数の増加も行われた。また、士官及び下士官は研修を通し、法令執行について理論的及び実践的に学ぶことによりおのおの知識や技能を向上させている。さらには、部署長コース（CGSCC）及び中堅下士官海上法令執行コース（MARSEC）に関するシラバスや教材の改定を行うとともに、コースに不足している科目を新設した。法令執行分野に関しては、目標である 6 名を上回る講師が研修を受講し、プロジェクト終了までにセミナーやワークショップが実施され</p>
--

る予定であり、講師の能力は強化されつつあるといえる。以上のことから、終了時時点において、アウトプット2は達成されているといえる。

指標 2-1：達成済み  
ジュニア及ミドル階級士官のため法令執行分野に関する新しい1コースが開発及び強化される。

プロジェクト開始時には、士官及び下士官に対して海上法令執行分野のコースを新設する予定であった。しかし、1年目及び2年目における新たなコース新設の可能性に関するPCG内の調査及び協議の結果、第3回JCCでコースの新設ではなく、既存のコースの強化をめざすことが決定された。

以下、既存の4コースのシラバスやカリキュラムが再検討され、さらには海上法令執行科目の単位時間数が増強された。

指標 2-2：達成済み  
下士官のための法令執行分野に関する新しいコースが開発及び強化される。

指標	コース名	受講者数
2-1	新任士官コース (CGOC)	50名/年
	部署長コース (CGSCC)	40名/年
2-2	新任下士官コース (CGMC)	400名/年
	中堅下士官海上法令執行コース (MARSEC)	50名/年

出典：PCG

参考書及び標準教科書が開発された科目は以下のとおりである。海上安全及び法令執行マニュアルにおいては、C/Pが自らのイニシアティブで開発した。現在、実際の研修に使用されている。

対象科目名	参考書	標準教科書
国際海洋法	○	—
容疑船舶／船舶移乗要領	○	—
初動捜査	○	—
制圧技術	○	—
デジタル一眼レフカメラトレーニング	○	—
海上安全及び海上法令執行	—	○

出典：PCG

指標 2-3：達成済み  
国際法令執行セミナーがPCGの研修計画に統合される。

PCGはプロジェクトと協力して、プロジェクト1年目には関連機関を招待し、国際法令執行セミナーを開催した。しかし、2年目以降はPCGが継続的にセミナーを実施することが難しいという判断から、セミナーの継続を取りやめ、セミナーでやるべき内容を対象科目として既存のコースに統合することとした。国際法令執行セミナー自体は実施されていないが、セミナーでやるべき内容がPCGの研修計画のなかで反映されていることから、本指標は達成されたといえる。

指標 2-4：達成済み  
法令執行分野に関して講師6名が研修を

講師候補者は各種セミナー等を受講し、おのこの知識や技術の向上に努めた。詳細は以下のとおりである。

受ける。	セミナー、コース及び研修名	期 間	PCG からの参加者数
	国際海上法令執行セミナー	2008/10/7-22	23
	海上保安庁（JCG）による巡視船「りゅうきゅう」の 船上訓練	2009/2/16-20	14
	JCG による巡視船「みずほ」の船上訓練	2009/7/6-10	11
	海上法令執行セミナー	2009/9/8-2	23
	海上犯罪取締り研修	2009/1/20-11/13	1
	JCG による制圧技術講師養成コース	2010/8/3-9/9	2
	初動捜査セミナー	2010/9/13-21	10
	船内検索・制圧技術セミナー	2010/9/27-10/5	10
	アジア・中東海上法令執行コース	2010/10/17-11/13	1
	アジア・中東海上犯罪取締り研修	2010/11/7-13	1
	アジア・中東海上犯罪取締り研修	2011/10/16-11/12	3
	船内検索・制圧 術セミナー	2011/11/21-25	16
	初動捜査セミナー	2011/11/28-1/2	16
	PCG 制圧教官基礎武道強化トレーニング研修	2012/4- 3 カ月	12
出典：PCG			
終了時評価以降に実施予定のセミナー及び研修は以下のとおりである。			
セミナー、コース及び研修名	期 間	PCG からの参加者数	
JCG との共同海上法令執行トレーニング	2012/8/28-30	約 30	
初動捜査セミナー（現場撮影）	2012/9/24-28	20	
JICA-ASEAN 国際法令執行ワークショップ（船内検索共同訓練）	2012/10/15-26	24	
制圧技術セミナー	2012/11/15-22	14	
出典：PCG			

### 3-3-3 アウトプット3

船艇運航研修計画が開発及び強化される。
船艇運航能力の向上を目標として、士官及び下士官に対する研修のカリキュラムや教材が改訂及び開発された。資格認定コースは7コースが開発され、さらに1コースが開発段階にある。また、PCG 資格認定制度は正式に承認され、プロジェクト終了までに機能すると予測される。船舶の標準運航・演習手順は開発され、部署訓練評価（ORE）マニュアル8巻のう

ち 6 巻は既に現場に配備され実証実験が進められている。他方、講師養成のためのコースは 1 コースの開発にとどまっております、今後は講師のための資格認定制度の構築が期待される。また、プロジェクト終了時までには船艇の標準運航・演習の手順及び船艇管理の手続きが開発される必要性も高い。よって、終了時評価時点でアウトプット 3 は部分的に達成されており、残るプロジェクト期間中にアウトプット 3 は達成できる見込みである。

指標 3-1：達成済み  
士官及び下士官の船艇運航に関する資格認定コースが開発される。

資格認定コースに関して、開発予定のコース数は設定されていないものの、下記表のとおり、7 コースが開発済み、また 1 コースは開発段階にある。プロジェクト終了時までには開発できなかったコースは、C/P が活動を引き継ぎ、PCG 側でコースの開発をするための活動を継続していく可能性が高い。

PCG はプロジェクト期間中からカリキュラム及び教材の開発のため作業を主体的に実施しており、プロジェクト終了後も自ら率先して作業を実施することにより、必要に応じて新たな認定コースを開発する可能性が高い。

コース名	対象者	カリキュラム開発	教材開発	ETB による承認	研修回数
開発段階					
新任士官コース (CGOC) ／ 新任下士官コース (CGMC)	士官／下士官	○	×	-	0
開発済み					
帆船訓練コース	士官／下士官	不要	不要	-	4
船艇習熟コース	士官／下士官	○		-	0
操船訓練コース	士官／下士官	○	○	○	4
操船訓練講師コース	講師候補者	○	○	○	1
沿岸航法コース	士官／下士官	○	○	-	3
船長コース	士官／下士官	○	○	-	0
船舶技術コース	士官／下士官	○	○	-	1

出典：PCG

指標 3-2：部分的に達成済み  
船員のための PCG 資格認定制度<sup>3</sup>が構築される。

終了時評価時点において、資格認定制度が PCG 内で正式に承認されたことが確認された。実施されるためにはもう少し時間を要するものの、プロジェクト終了時までには資格認定制度は機能すると予測できる。

指標 3-3：部分的に達成済み  
船艇の標準運航・演

船艇の標準運航・演習の手順が以下のとおり開発された。部署訓練評価 (ORE) マニュアル 8 巻のうち 6 巻は既に長官に承認され、PCG の公式業務のマニュアルとして現場に配備されている。

<sup>3</sup> PCG 資格認定制度とは、指標 3-1 で開発された資格認定コースを受講した士官及び下士官が、コース終了後に資格認定試験を受け、その試験結果に基づき、異なるレベルの資格が士官及び下士官に授与されるまでをいう。

習の手順が開発される。	作成物	完成時期	現状／今後の予定
	部署訓練評価（ORE）マニュアル	2012/10	実証試験中 その後、PCG 内審査、長官承認
	当直士官ガイド	2012/10	実証試験中 その後、PCG 内審査、長官承認
	指導指針案	プロジェクト終了時まで	10 月までに最終ドラフトを作成予定

出典：PCG

### 3-4 プロジェクト目標の達成状況

PCG の教育及び人材開発管理システムが開発される。																																			
<p>当初の PDM においてアウトプットとして挙げられていた「専任教官システムの構築」が中間レビュー時に「併任教官システムの構築」に修正された。その後、プロジェクトは C/P との協働作業により、併任教官システムの実施通達を起案し、最終的に PCG 長官に承認された。そして、併任教官システムに適した人材を選出するための職員データベースが確立した。さらには、併任教官システムの機能を充実させるため、キャリア管理計画の策定、昇進システム及び講師選定システム構築のための活動が実施されており、終了時までには併任教官システムが機能する見込みは高い。また、併任教官システムを促進するための海上法令執行（MARLEN）や船艇運航に関する研修プログラムが開発及び強化され、PCG 組織全体の能力向上のために資格認定制度も構築された。その一方、プロジェクト目標達成のために解決すべき課題がいくつか残っている。これらの課題は明確であり、プロジェクト終了時までには課題を解決できそうなことから、プロジェクト目標の達成見込みは高いといえる。</p>																																			
<p>指標 1：おおむね達成済み 28 名の PCG 職員及び講師が PCG 教官システムの講師に任命される。</p>	<p>終了時評価において、27 名の PCG 職員が併任教官システムの講師に任命されたことが確認された。C/P へのインタビューによると、任命された講師は本邦研修に参加することにより、専門分野の知識や技術が向上したことが確認された。また、プロジェクト終了時までには講師の人数が増加する予定であることがわかった。27 名の講師の内訳は以下のとおりである。</p> <table border="1"> <thead> <tr> <th>分野名</th> <th>科目名</th> <th>士官数</th> <th>下士官数</th> </tr> </thead> <tbody> <tr> <td rowspan="3">海上法令執行</td> <td>政策</td> <td>2</td> <td>0</td> </tr> <tr> <td>技術</td> <td>4</td> <td>3</td> </tr> <tr> <td>法令と捜査</td> <td>2</td> <td>0</td> </tr> <tr> <td rowspan="2">海上安全管理</td> <td>法条約</td> <td>2</td> <td>0</td> </tr> <tr> <td>海難捜索救助</td> <td>2</td> <td>0</td> </tr> <tr> <td>海洋環境保全</td> <td>政策</td> <td>3</td> <td>0</td> </tr> <tr> <td rowspan="2">船艇運航</td> <td>航海</td> <td>3</td> <td>2</td> </tr> <tr> <td>機関</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>出典：PCG</p>			分野名	科目名	士官数	下士官数	海上法令執行	政策	2	0	技術	4	3	法令と捜査	2	0	海上安全管理	法条約	2	0	海難捜索救助	2	0	海洋環境保全	政策	3	0	船艇運航	航海	3	2	機関	2	2
分野名	科目名	士官数	下士官数																																
海上法令執行	政策	2	0																																
	技術	4	3																																
	法令と捜査	2	0																																
海上安全管理	法条約	2	0																																
	海難捜索救助	2	0																																
海洋環境保全	政策	3	0																																
船艇運航	航海	3	2																																
	機関	2	2																																
指標 2：達成済み	2011 年には 552 名の士官及び下士官が法令執行に関する 4 コースを																																		

300名のジュニア及びミドル階級の士官及び下士官が新しく設立された MARLEN コースで研修を受ける。	<p>受講した。各コースの受講人数は以下のとおりである。</p> <table border="1" data-bbox="703 255 1139 539"> <thead> <tr> <th>コース名</th> <th>受講数</th> </tr> </thead> <tbody> <tr> <td>CGOC</td> <td>42</td> </tr> <tr> <td>CGSCC</td> <td>35</td> </tr> <tr> <td>CGMC</td> <td>412</td> </tr> <tr> <td>MARSEC</td> <td>63</td> </tr> <tr> <td>合 計</td> <td>552</td> </tr> </tbody> </table> <p>出典：PCG</p>	コース名	受講数	CGOC	42	CGSCC	35	CGMC	412	MARSEC	63	合 計	552
コース名	受講数												
CGOC	42												
CGSCC	35												
CGMC	412												
MARSEC	63												
合 計	552												
指標 3：達成済み 153名の職員が船艇運航任務に適格となる。	2011年には261名、2012年には222名の職員が、資格認定コースを受講しただけでなく、民間海事教育機関である EXACT、PHILCAMSAT、そして日本郵船株式会社（NYK）が実施する海上訓練への参加を通じ、船艇運航業務に適格だと認められた。現在、資格認定コースを受講した士官及び下士官は、船艇運航業務に適格であるとみなされているものの、プロジェクトは、資格認定コースを修了した士官及び下士官に追加的試験の実施を検討している。												
指標 4：達成済み 船艇運航に関して新しく設置されたコースで6名の講師が研修を受ける。	24名の講師候補生が舟艇操縦講師コースに参加した。なお、現在は、これに加えて3分野（航海、機関及び運用）における講師コースの設置をめざしており、現在、当該3分野の講師コース受講候補者の選出が行われている。												

### 3-5 上位目標の達成見込み

法令執行機関としての PCG の能力が向上する。													
<p>PCG 及び日本人専門家へのインタビューによると、いくつかの正のインパクトの発現が確認された。講師に任命された PCG 職員は、本邦研修に参加したことにより各専門分野の知識及び技術が向上した。その知識や技術を維持するため自発的に内部研修を実施するようになり、PCG 職員の職務に対する取り組み姿勢の変化が確認できる。また、2010年に制定された「2009年度版フィリピン沿岸警備隊法」は PCG の役割／責任を明確にただけではなく、海上法令執行機関としての業務を積極的に遂行できる環境が整備されたといえる。フィリピン海上法令執行のためには、海上監視活動を実施する体制の強化が必要であり、巡視船の数を増やすことが期待されている。プロジェクト終了後も PCG が知識や技術を維持するとともに、適切な人員の配置や海上法令執行活動拡大のための巡視船の確保のために安定した予算が確保されれば、上位目標の達成は高いといえる。</p>													
<p>指標 1：達成見込みは高い MARLEN 派遣の数が増加する。</p>	<p>以下の表を見ると、2007年以降の MARLEN 派遣数は上下の変動はあるものの増加傾向にあることがわかる。</p>												
<p style="text-align: right;">(単位：名)</p> <table border="1" data-bbox="252 1928 1367 2018"> <thead> <tr> <th>派遣項目</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>密 漁</td> <td>1</td> <td>37</td> <td>48</td> <td>69</td> <td>68</td> </tr> </tbody> </table>		派遣項目	2007	2008	2009	2010	2011	密 漁	1	37	48	69	68
派遣項目	2007	2008	2009	2010	2011								
密 漁	1	37	48	69	68								

違法伐採木材輸取引	13	5	9	13	31
爆発危険物輸送	9	13	6	16	12
密輸	8	11	9	10	6
人身売買	2	8	9	18	7
違法薬物の輸取引	2	2	7	20	7
銃の密輸／不法所持	11	5	8	8	4
不法海域侵入	6	2	8	5	0
違法海産物輸取引	1	5	5	3	6
絶滅危種輸取引	1	2	4	4	4
窃盗	0	5	1	0	4
違法物回収	0	0	3	2	0
知的所有権コードの違反 (RA8293)	0	0	2	2	0
海賊対策	0	1	0	0	2
有毒物質の輸取引	1	0	0	0	0
その他	3	5	7	12	18
合計	98	101	126	182	169

出典：PCG

指標 2：達成見込みは高い  
巡視船のパトロール回数が増加する。

それぞれの活動の回数に多少の上下変動はあるものの、2008年と比較すると、全体的にパトロール回数が増えていることが確認できる。事案が発生した際、迅速に対応できる能力を身に付けていることにより、海上法令執行活動における PCG の能力は確実に向上しているといえる。

活動名	2008	2009	2010	2011	2012 <sup>4</sup>
沿岸保安活動	5,723	10,456	11,719	13,444	8,417
シーマージャーナル（警備乗船）活動	8,588	16,413	8,061	27,533	4,138
巡視活動	5,858	28,310	4,918	3,717	981
巡視船稼働合計時間	22,308	16,768	9,309	8,003	2,061
巡視船航走距離（海里 <sup>5</sup> ）	25,462	27,820	24,716	26,966	10,170

出典：PCG

### 3-6 実施プロセスの検証

#### (1) コミュニケーション

日本人専門家や C/P への質問票及びインタビュー結果によると、プロジェクト開始時には、プロジェクト関係者間のコミュニケーションに隔たりがあった。このため、相互理解が不足し、プロジェクトの実施が阻害された。しかし、プロジェクトの進捗とともにコミュニケーションは少しずつ円滑に行われるようになり、プロジェクトの情報や意見などを必要に応じ

<sup>4</sup> 2012年 1月1日～5月31日

<sup>5</sup> 1海里=1,852m



て共有できるようになった。

(2) プロジェクトの進捗状況の共有

プロジェクト会議を実施することによって、プロジェクトの進捗状況や課題などを関係者間で共有し、プロジェクトの理解を深めるとともに課題への対応をできるだけ円滑に行える体制づくりを実施した。また、年に1度開催されるJCCでは、C/Pが活動の成果を発表する形式であった。

以下に開催された会議の詳細を示す。

開催会議／委員会名	日時及び開催頻度
月例運営委員会	2008年2月から2010年11月まで、計24回
プロジェクト会議	2012年2月10日以降、月に1～4回
合同調整委員会 (JCC)	第1回：2008年4月17日、第2回：2009年3月5日 第3回：2010年3月18日、第4回：2011年3月4日 第5回：2012年3月12日

(3) PDMの変遷

中間レビュー時においてPDMが改訂された。終了時評価においては、改訂されたVersion 2.0を使用している。修正箇所は以下のとおりである。

PDM改訂箇所		
	改訂前 (PDM Version 1.0)	改訂後 (PDM Version 2.0)
アウトプット1	Establishment of <i>Permanent Faculty System</i>	Establishment of <i>Concurrent Instructor System</i> .
アウトプット1 指標 1-3	<i>Distinct career pattern for permanent faculty system is approved</i>	<i>Career Management Plan for PCG personnel is developed</i>
データ収集方法 指標 1-3	<i>Distinct career pattern circular for PCG faculty</i>	<i>Circular on Career Management for PCG personnel</i>
活動 1.2.1	Specify the priority areas for the development and establishment of <i>Permanent Faculty System</i> .	Specify the priority areas for the development and establishment of <i>Instructor System</i>
活動 1.3.1	Review the proposal for a <i>distinct career pattern for PCG faculty</i>	Review the present <i>career pattern for PCG Personnel</i>
活動 1.3.2	Organize departmental and <i>Command meetings for PCG faculty Career pattern</i> .	Develop and propose <i>Career Management Plan for PCG Personnel</i> .

## 第4章 評価5項目

### 4-1 妥当性

本プロジェクトは、フィリピンの政策及びわが国の対フィリピン援助方針と合致している。周辺海域の治安維持への貢献度も高いため、その実施における妥当性は「高い」と考えられる。

#### (1) フィリピンの政策との整合性

国家の社会経済開発の最上位計画である「フィリピン中期開発計画（2004～2010年）」及びその後策定された「フィリピン中期開発計画（2010～2016年）」において、海上安全・治安の強化が重点課題とされた。したがって、本プロジェクトでめざしているPCGの教育及び人材開発システムの開発は、法令執行機関としての能力を向上させることとなり、海上保安の強化を掲げるフィリピン政府の政策と合致している。

#### (2) わが国の対フィリピン援助方針との整合性

2008年6月、日本政府は対フィリピンの国別援助計画で3つの重点開発課題（1. 雇用機会の創出に向けた持続的経済成長、2. 貧困層の自立支援と生活環境改善、3. ミンダナオにおける平和と安定）を掲げ、2012年3月には対フィリピン援助方針を定めた。このなかで、投資促進を通じた持続的経済成長を中目標の重点分野とし、そのなかに海上安全の確保が挙げられている。よって、日本の援助政策との整合性は高い。

#### (3) PCGのニーズとの整合性

PCGでは、世代交代や組織強化に伴う新規採用者の増加など職員の増員計画が進められている。新規採用者に対する人材育成や教育訓練、また新たな組織体制の強化はPCGにとって重要かつ急務な問題である。以上のことから、本プロジェクトはPCGのニーズに貢献しており、整合性が高い。

#### (4) 周辺海域の治安維持への貢献

アジア海賊対策地域協力協定(ReCAAP)は、日本政府が提唱し、2004年11月に採択、2006年9月に発効された海賊対策に関する国際協約である。2012年時点の協定締結国は日本、フィリピンを含む17カ国である。PCGはこの協定に関するフィリピンでの国際海上法令執行機関であり、日本政府が本プロジェクトを通じPCGの能力開発を支援することはReCAAPの執行強化の面でも貢献度が高く、本プロジェクトの妥当性は高い。

### 4-2 有効性

プロジェクト終了時に、プロジェクト目標が達成される見込みは高い。また、「アウトプット」達成による「プロジェクト目標」達成への貢献度も十分であることから、有効性は「高い」と考えられる。

#### (1) プロジェクト目標の達成度

プロジェクト目標の指標の達成度は、第3章「3-4 プロジェクト目標の達成状況」に

示すとおり、併任教官システムにおいて 27 名（目標数：28 名）が講師に認定されており、552 名（目標数：300 名）の士官及び下士官が海上法令執行分野の研修を受講している。さらには、2011～2012 年には 483（目標数：153 名）名の職員が資格認定コースだけでなく、追加的に実施された海上訓練コースに参加し、船艇運航業務に適格だと認められた。船艇運航に関して新しく設置されたコースでは 24 名（目標数：6 名）の講師が研修を受けるなど、終了時評価時点でほとんどの数値目標は達成している。達成できていない指標に関してもプロジェクト終了時までには実施すべき活動が理解されており、プロジェクト終了時にはプロジェクト目標の達成見込みは高い。

#### （2）「アウトプット」達成による「プロジェクト目標」達成への貢献度

アウトプット 1 で併任教官システムが構築され、そのシステムを充実させるためにアウトプット 2 を通して法令執行分野の研修プログラムを開発し、アウトプット 3 で船艇運航研修計画を開発及び強化した。また、プロジェクト終了時までには、併任教官システムを後押しするキャリア管理計画も策定予定であり、PCG の教育及び人材管理システムの開発が促進され、アウトプットの達成によりプロジェクト目標が達成されるという論理性は十分であった。

#### （3）プロジェクト目標達成の貢献要因

C/P へのインタビューによると、2010 年 2 月に制定された「2009 年度版フィリピン沿岸警備隊法」がプロジェクト目標達成の貢献要因であったとの回答が多かった。この新たな法により、PCG の役割及び責任が明確になり、それとともに教育及び人材開発管理システムを効果的に機能させていくうえで、講師の必要性を重要な役割であることが明確になった。

### 4-3 効率性

投入の実績状況及び投入により生み出される成果の程度の観点からみると、効率性は「中程度」と考えられる。

#### （1）アウトプットの達成度

アウトプットの達成状況によると、全指標が満たされるまでにはもう少し時間を要するものの、プロジェクト終了時までにはアウトプット 1 から 3 はおおむね達成される見込みは高い。今後、各アウトプットの達成のために以下の活動をプロジェクト終了時までには完了することが必要である。

##### 1) アウトプット 1

##### a) 海事教育計画の策定

CGETC の新任士官コース（CGOC）において海事教育及び実務訓練が実施できていないことが問題として挙げられていたが、これを解決するために 2009 年 10 月に PMMA と MOU を締結し、PCG-PMMA Cadetship Program を実施することで合意した。MOU に基づき、2010 年度 15 名、2011 年度 13 名、2012 年度 26 名の PCG 新採用者が PMMA に委託され、PMMA 学生と共に研修を受けている。その一方で、半数以上の士官が海事教育を受ける機会がないのが実情である。そのため、PMMA との協力を更に発展させ、よ

り充実した海事教育が提供できるよう海事教育計画を策定する必要がある。

b) 最適な教官の任命

併任教官システムが構築されたことにより、教官に指名されるための要件が確立された。しかし、併任教官システムを継続的に機能させるためには、専門的な知識、技術、経験のある人材を教官に任命する必要がある。そのため、PCGの多岐にわたる業務の各分野において専門家を育成するためのキャリア管理計画を策定する必要がある。

c) PCG コースにおけるカリキュラムの改訂

2012年1月よりPCGにおける全15コースのうち4コースにおいてはカリキュラム、教授内容及び使用教材の精査が終了し、残り11のコースについても同様の見直し作業を行う予定である。

2) アウトプット3

a) 資格認定制度の確立

資格認証制度がPCG内で正式に承認されるための手続きを実施する。

b) 部署訓練評価 (ORE) マニュアルの作成と認定

マニュアル8巻のうち6巻は既に長官に認定され、PCGの公式業務のマニュアルとして現場に配備されているものの、プロジェクトの残存期間に残りの2巻も認定されるよう作業を継続していく。

(2) 活動からアウトプットに至るまでの外部条件

活動の外部条件の1つに「政府が民間講師の雇用を許可する」とあり、民間講師を雇用するための基本的なガイドラインとなる「組織と機材表」を作成し、雇用の許可を得るための申請を行っている。このガイドラインは、組織及び人員の階級構成、人員配置、講師の資格要件を確立し、教官の雇用条件を向上させる戦略の1つである。政府が民間講師の雇用を許可するには時間を要すると思われるが、民間講師の必要性は高く、最終的には雇用の許可を得られ、外部条件を満たすと考えられる。

(3) 投入の質、量、タイミングの適切さ

C/Pや日本人専門家へのインタビュー及び質問票の結果により、以下の事項が確認された。

- ・45名のPCG職員が本邦研修に参加をした。研修内容は理論的かつ実践的なものであり、研修分野も多岐にわたっていたことから、研修に参加したPCG職員は、研修は非常に効果的であったと述べている。講師に任命された27名の専門分野に関する知識や技術は以前に比べて向上している。これには、本邦研修が大きく貢献している。
- ・C/P及び日本人専門家からの質問票の回答により、1年目と2年目はC/Pと専門家とのコミュニケーションが円滑に行われていなかった。プロジェクトの進行とともに相互のコミュニケーションは改善したものの、初期における相互理解の不足はプロジェクトの進捗に少なからず影響を及ぼしたと考えられる。これを早期に解決すべく、対策・投入を実施すべきであった。
- ・プロジェクト期間中、いずれの分野においてもC/Pが頻繁に交替した。交替の際、業務の引継ぎが十分に徹底していなかったため、後任者がプロジェクトを理解し、質や一貫性を維持した活動に積極的に取り組むまでに時間を要した。

C/P の担当分野	従事した C/P 人数
プロジェクトディレクター	3 名
プロジェクトマネジャー	3 名
教育／教官システム	2 名
海上法令執行	3 名
船艇運航	3 名

期間：2008 年 1 月 8 日～2012 年 5 月 31 日

#### 4-4 インパクト

プロジェクトが想定していなかった複数の正のインパクトが認められており、3～5 年後に上位目標が達成される可能性は「おおむね高い」と判断できる。なお、現時点で負のインパクトは確認されていない。

##### (1) 上位目標の達成の見込み

プロジェクト目標の教育／人材育成管理システム開発が達成されれば、PCG の教育訓練がより効果的・効率的に実施されるようになる。また、本プロジェクトにより教育訓練制度が確立されることによって、全国 12 管区に配置されている PCG 職員が裨益する。これらによって、PCG 組織全体の能力の向上が見込まれる。具体的には、法令執行に関するミッションの回数や、パトロールの回数が増加することが期待される。

##### (2) 上位目標に向けた正のインパクトの発現

C/P や日本人専門家へのインタビューを通じ、正のインパクトの発現が確認された。

###### 1) PMMA との協力連携

PCG は 2009 年に PMMA と MOU を締結した。その後、MOU に基づき、2010 年度に 15 名、2011 年度 13 名、そして 2012 年度には 26 名の新規採用者が PMMA に派遣され、PMMA の学生とともに海技教育の研修を受ける機会を確保している。

###### 2) 他ドナーの動向の変化

日本の PCG 支援に触発され、他ドナーは PCG 支援を積極的に実施するようになったと考えられる。特に米国沿岸警備隊による活動の実施が活発になった。このような動向により、PCG は更に多くのドナー国から知識や技術を獲得する機会が増えたと考えられる。

###### 3) 意識の変化／内部研修の実施

本邦研修により、また国内関係機関が実施したセミナーや海上訓練に参加することによって PCG 職員は、経験を積み、自分の知識や技術に自信をもつようになり、一緒に訓練を受け、経験を共有することによる強い仲間意識が芽生えた。また、C/P へのインタビューによれば、本邦研修に参加した PCG 職員は、研修を通して得た知識や技術を他の PCG 職員に内部研修を通じて伝達していることが確認された。このような教育方式が PCG 全体に普及すれば、法令執行機関としての PCG 組織全体の能力向上につながるといえる。

##### (3) プロジェクト目標と上位目標の因果関係

C/P へのインタビューによると、プロジェクト目標から上位目標に至るまでの外部条件は、

終了時評価時点においても正しいということが確認できる。

1) 外部条件1：PCGに対して十分に予算が配分される。

PCGにより提出された予算5カ年計画によると、プロジェクト終了後もPCGに対して直接人件費や維持管理経費などの予算が確保されている。ただし、今後、大幅な組織変遷や活動拡大を実施するならば、それに合わせた予算の拡充が必要である。

2) 外部条件2：人材開発がPCGの優先分野として継続される。

2007年にPCG長官よりPCGの教育訓練の質を高めるための措置として、「PCG包括的教育訓練システム」が提示されており、その方向性は変わっていない。また、「フィリピン中期開発計画」においても人材開発の重要性を宣言している。

#### 4-5 持続性

持続性は以下の観点から「おおむね高い」と考えられる。

##### (1) 政策的側面

フィリピンの長期計画（2004～2010、2010～2016）によると、海上安全・治安の強化はもっとも重要な取り組み課題として重要視されている。日本政府が提唱したアジア海賊対策地域協力協定（ReCAAP）においても、日本政府が海上法令執行機関としてのPCGの能力向上を支援することはReCAAPの執行強化面で貢献度が高く、本プロジェクトの妥当性は高い。

##### (2) 組織的側面

下記の表のとおり士官及び下士官の雇用人数は年々増加しており、C/Pはプロジェクトの中頃から、進んで教科書などの教材を作成するなど自発的な行動をとるようになったなど、PCGのコミットメントが高くなったといえる。C/Pへのインタビューによると、PCGはプロジェクト活動の継続の重要性を理解しているだけでなく、プロジェクト活動を継続していくことに非常に積極的、好意的、推進的であることが確認されている。その一方、併任教官システムが今後も効果的に機能するのか、それがどの程度の成果をもたらすのか、また今後策定される予定のキャリア管理計画に基づいた人事異動が確実に行われるのかに関しては、見通しが明確でない状況である。

PCGの雇用状況

	2007	2008	2009	2010	2011	2012 <sup>*1</sup>
配置人数						
士官	426	426	495	484	529	544
下士官	3,153	3,455	4,499	4,302	4,527	5,282
合計	3,579	3,881	4,994	4,786	5,056	5,826
退職人数						
士官	4	11	11	16	6	8
下士官	93	220	177	140	126	68
合計	97	231	188	156	132	76

採用人数						
士官	0	47	83	50	48	0 <sup>*2</sup>
下士官	402	781	782	418	447	455 <sup>*3</sup>
合計	402	828	865	468	495	455 <sup>*2*3</sup>

出典：CGETC

\*1: 2012年1月1日～5月31日

\*2: 2012年10月に60名が追加雇用の予定

\*3: 2012年10月に440名が追加雇用の予定

### (3) 財政的側面

下記のPCG予算計画によると、2013年度以降のPCGに対する予算総額は増額が見込まれている。予算増額に関しては、2013年からPCGは財務管理局に対して必要予算を直接申請することにより、予算の承認を得やすくなり、継続的に高い予算を確保しやすくなる。したがって、財政面からの持続性は高いといえる。

PCG 予算計画(2013年～2017年)

費目	2013	2014	2015	2016	2017
一般管理費					
直接人件費	67,365	67,365	67,365	67,365	67,365
維持管理費	6,690	6,762	7,033	7,314	7,606
運営管理費					
維持管理費	10,000	12,000	18,000	15,000	17,000
運営費					
直接人件費	2,252,516	3,063,112	3,363,112	3,363,112	3,363,112
維持管理費	1,039,425	2,000,000	2,300,000	2,600,000	2,900,000
設備投資	606,228	500,000	500,000	500,000	500,000
退職者生命保険支出費	5,522	5,522	5,522	5,522	5,522
合計	3,987,796	5,654,761	6,257,032	6,558,313	6,860,605

出典：CGETC

### (4) 技術的側面

プロジェクト終了後、プロジェクトが提供した技術レベル及び海上実地訓練を取り入れた研修をPCG自身で実施することは困難だと思われる。しかしPCGは士官及び下士官に対し、海上法令執行(MARLEN)や船艇運航における能力を現存維持、更には向上させ、また新たな技術を学ぶ機会を提供するための研修を実施するための追加的な予算を確保する必要がある。また、講師の研修実施能力維持のためには、併任教官システムにおける人事計画に基づいた人員配置を行うことも重要である。

## 第5章 結 論

結論としてプロジェクト終了時までには、フィリピンと日本双方の努力により、プロジェクト目標である「PCGの教育及び人材開発管理システムが開発される」は達成されるといえる。

評価5項目に関し、妥当性、有効性、インパクトは満足の内のものであった。一方、効率性は十分とはいえず、プロジェクト終了時までには海事教育計画の策定、最適な教官の任命、資格認定制度の確立を行うことが望まれる。持続性に関して、PCGはプロジェクト終了後も予算を確保できる可能性が高いものの、組織面においては策定されたキャリア管理計画に基づいた人事異動が確実に行われるか見通しが明確ではない。

プロジェクトによる成果が維持され、PCG職員の能力向上に必要な研修などの予算、及び海上法令執行の業務遂行のための人員の確保ができれば、上位目標が達成される見込みは高いといえる。



## 第6章 提言

### 6-1 短期的提言

#### <アウトプット1>

- ・教育訓練人材データベースは適格な教官を選定するために開発されたところであるが、人事全体の仕組みと連携を実現するために、教育訓練局（CGETC）は引き続きCG-1との調整を図る必要がある。
- ・教育訓練検討委員会（ETB）において提案されたキャリア管理計画について、関連委員会の審議を経て長官の承認を得る必要がある。
- ・2009年度版フィリピン沿岸警備隊法（RA9993）に基づいたカリキュラムの見直しを完了次第、モニタリング／フィードバックシステムもプロジェクト終了までに完成させることが必要である。

### 6-2 長期的提言

#### <アウトプット3>

- ・講師養成のためのコースは操船訓練の1コースしか開発されていない。船艇運航に係る教育訓練能力を高めるためには、他のコースについても講師養成用コースを開発することが望まれる。
- ・プロジェクト期間中に士官及び下士官向けの資格認定制度は開発されてきているが、今後PCGの船艇運航能力を組織的に伸ばしていくためには、講師向け資格認定制度の開発が必要である。

## 第7章 団長所感

PCG への2度にわたる技術協力により人材育成に係る基本的な支援が終了することになるが、専門家のたゆまぬ努力と、PCG 側の高い使命感により、一定程度の成果は達成されたものと思料される。また、引き続き、業容が拡大する PCG が今回の協力により得られた知見を継続することは、評価レポートでも確認されており、より拡充することを期待したい。

PCG へは技術協力以外にも、通信機器、船舶などの協力も行ってきているが、職員数の劇的な増加に比べ、ハードの整備が追い付いていない現状は、いまだ解決されていない。この点に関しては、自国予算、他国の支援もあるところ、時間軸を整理しつつ、方向性を検討することが期待される。

今回、先方が要請を検討している内容についても意見交換を行ったが、今後の支援のあり方に関しては、今までの教育という視点から、実際の現場業務遂行上の課題（運航、法令執行、船舶の維持管理等）に焦点を当てた協力内容を検討するべきであるという点で、双方の認識は整理されたと思われる。とりわけ、オンザジョブ・トレーニング（OJT）は人材育成の基本であるところ、実際に船を使った訓練が重要であるとの認識を得た点は、PCG が各種事案に対応しているなかで、直面している課題に合致していることに由来していると思われる。

また、直近の各種国際問題に対応するためには実務レベルでの近隣国との意見交換を含めた理解の促進の場の必要性についても、PCG は重要であると認識しているところ、この点にも配慮した形で次期協力の内容を検討することが肝要と思われる。現在、インドネシア、マレーシアでも協力を行っているなかで今後も関係国からの要請も想定されるところ、そのハブとしての JICA の位置づけを検討し、地域を見据えた広がりをもった協力の可能性を関係機関、関係者との意見交換を通じ、整理していきたい。

## 付 属 資 料

1. 協議議事録 (M/M)
  - ・ 合意文
  - ・ Attachment 1 合同評価報告書
  - ・ Attachment 2 次期プロジェクト概要案



**MINUTES OF MEETINGS  
BETWEEN  
THE JAPANESE TERMINAL EVALUATION TEAM  
AND  
PHILIPPINE COAST GUARD  
THE GOVERNMENT OF THE PHILIPPINES  
ON  
THE PHILIPPINE COAST GUARD EDUCATION AND HUMAN RESOURCE  
MANAGEMENT SYSTEM DEVELOPMENT PROJECT**

The Japanese Terminal Evaluation Team (hereinafter referred to as “the Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. TATSUYA MURASE, visited the Republic of the Philippines from July 23 to July 27, 2012, for the purpose of the terminal evaluation of the Philippine Coast Guard Education and Human Resource Management System Development Project (hereinafter referred to as “the Project”).

During its stay in the Republic of the Philippines, the Team evaluated the progress and achievement of the Project and had a series of discussions pertinent to the project implementation to include the holding of a Joint Coordinating Committee meeting with the Philippine Coast Guard (hereinafter referred to as “PCG”) and the authorities concerned with the Project.

As a result of the discussions, the Team and PCG agreed to report to their respective Government the matters referred in the document attached hereto.

Manila, July 27, 2012



MR TATSUYA MURASE  
Leader  
Japanese Terminal Evaluation Team  
Japan International Cooperation Agency



RADM LINO H DABI PCG  
Vice Commandant for Administration,  
PCG  
Project Director  
PCG Education and Human Resource  
Management System Development Project

## THE ATTACHED DOCUMENT

### 1. Terminal Evaluation of the Project

#### 1.1 Terminal Evaluation Report

Through data collection, interview and discussion with officials of PCG and JICA experts, Terminal Evaluation Report was compiled as attachment 1.

Both sides examined the contents of the report indicating that most of the activities would be finished within the cooperation period.

Both sides agreed to terminate the Project based on the original schedule.

#### 1.2 Recommendation from JICA experts

JICA experts expressed that more actual seaborne operations are necessary for increasing practical capabilities of PCG as a Maritime Law Enforcement Agency after the Project target achievements shall have been fulfilled. Conduct of regular sea patrol coupled with shipboard exercises would be a good avenue to upgrade the skills of PCG personnel.

PCG understood the nature of the Recommendation.

#### 1.3 Recommendation from the Team

The Team expressed that it is necessary to continuously review and upgrade the education system of PCG vis-à-vis its expected growth and further development

The Team pointed out that there are some unclear indicators in the Project. It is recommended therefore that both sides should clarify the definition of indicators right at the beginning of the Project.

The JICA experts and counterparts understood the nature of the Recommendation.

### 2. The next technical cooperation project

#### 2.1 Official request from PCG

PCG expressed the necessity of another project and requested the Team to continue the implementation of one in the future.

The Project will end on January 6, 2013. Both sides recognized that it is importance

for the next technical cooperation project (hereinafter referred to as “the next Project”) to start immediately to dove-tail with the project to be completed soon, Capitalizing on the momentum gained thus far to ensure continuity and its smooth implementation.

The Team explained the procedures necessary for starting the next Project. PCG agreed to submit an official request to Department of Transportation and Communications by August 10.

## 2.2 Contents of the next Project

The JICA experts and counterparts discussed the contents of the next Project based on the outputs of the 10-year cooperation, thus far. As a result of the discussion based on the position paper in attachment<sup>2</sup>, the following are the three major areas selected:

- Strengthening Capability for Practical Seaborne Operations (MARLEN, etc.)
- Further improvement of Education and Training in PCG
- Enhancement of Regional Collaboration with neighboring countries

Also for inclusion in the contents of the Next Project as suggested by PCG in a meeting with the Team are the following:

- Strengthening Capability for Practical Air borne Operations
- Additional shipboard operations training
- Provision of Equipment and Facilities

Both sides understood that the contents of the next Project will be finalized after the approval of the next Project from both governments.

The Team also explained that the contents of the next Project to be covered by the Japanese side will be decided based on the available resources in Japan.

## 2.3 Recommendation from PCG

PCG recommends the conduct of a Project Cycle Management (PCM) workshop with the assistance of a professional facilitator for the project proponents to be able to come up with a well-structured Project Design Matrix (PDM) in covering the essential areas of interests for the comprehensive development of the next project to address pressing challenges that confront the Philippine Coast Guard in the performance of its mandated functions.

**Attachment 1**

**Joint Terminal Evaluation Report**

**For**

**Philippine Coast Guard Education and Human Resource  
Management System Development Project**

**Philippine Coast Guard (PCG),**

**The government of the Philippines**

**And**

**Japan International Cooperation Agency (JICA)**

**July 2012**



## Table of Contents

Abbreviations	2
1. Outline of the Terminal Evaluation	3
1.1 Purpose of the Terminal Evaluation	3
1.2 Members the Joint Evaluation Team	3
1.3 Schedule of the Terminal Evaluation	3
2. Outline of the Project	4
2.1 Background of the Project	4
2.2 Summary of the Project	4
3. Methodology of Terminal Evaluation	6
4. Achievement and Implementation Process	7
4.1 Inputs	7
4.2 Activities Implemented	8
4.3 Achievement of the Outputs	9
4.4 Achievement of the Project Purpose	17
4.5 Possible Achievement of the Overall Goal	18
4.6 Implementation Process	19
5. Evaluation by five criteria	20
6. Conclusion	25
7. Recommendations	27

### Annexes

Annex 1.	Schedule of the Mission
Annex 2.	Project Design Matrix (PDM)
Annex 3.	Plan of Operations (PO)
Annex 4.	Achievement of Inputs ( Philippine side / Human resource )
Annex 5.	Achievement of Inputs ( Japanese side/Japanese experts dispatched )
Annex 6.	Achievement of Inputs ( Equipment provided by the Project )
Annex 7.	Achievement of Inputs ( Training in Japan )
Annex 8.	Activities Implemented
Annex 9.	Results of Questionnaire



## Abbreviations

ATON	Aids to Navigation
C/P	Counterpart Personnel
CGAC	Coast Guard Action Center
CGCSC	Coast Guard Command and Staff Course
CGETC	Coast Guard Education and Training Command
CGFLEG	Coast Guard Fleet Readiness Evaluation Group
CGMC	Coast Guardman's Course
CGOC	Coast Guard Officer's Course
CGRF	GC- Ready Force
CGSCC	Coast Guard Station Commander Course
DDRI	Doctrine Development and Research Institute
DO	Department Order or Deck Officer
DOTC	Department of Transportation and Communications
ETB	Education and Training Board
EXACT	Excellence and Competency Training Center, Inc.
HRD	Human Resource Management
JICA	Japan International Cooperation Agency
JCG	Japan Coast Guard
M/M	Minutes of Meetings
MARLEN	Maritime Law Enforcement
MARPOL	Marine Pollution
MARSAD	Maritime Safety Administration Course
MARSEC	Maritime Security Course
NYK	Nippon Yusen Kaisha
ORE	Operation Readiness Evaluation
PO	Plan of Operation
PCG	Philippine Coast Guard
PCM	Project Cycle Management
PDM	Project Design Matrix
PHILCAMSAT	Philippine Center for Advanced Maritime Simulation and Training, Inc.
PMMA	Philippine Merchant Marine Academy
PO	Plan of Operation
R/D	Record of Discussions



## 1. Outline of the Terminal Evaluation

### 1.1 Purpose of the Terminal Evaluation

- To examine the level of achievement of the Project by reviewing the inputs, outputs and implementation process of the Project in accordance with the Project Design Matrix (PDM).
- To evaluate the Project using five criteria: Relevance, Effectiveness, Efficiency, Impact and Sustainability.
- To identify recommendations for the remaining cooperation period and afterwards.

### 1.2 Members of the Joint Evaluation Team

Mr. Tatsuya MURASE	Executive Advisor to the Director General, Economic Infrastructure Department, Japan International Cooperation Agency (JICA)
Mr. Masanori HISAKI	Senior Liaison Officer, International Affairs & Crisis Management Division, Administration Department, Japan Coast Guard (JCG)
Mr. Masanori KAWANO	Deputy Assistant Director, Transportation and ICT Division 1, Economic Infrastructure Department, Japan International Cooperation Agency (JICA)
Ms. Chiaki YAMADA	Evaluation Analyst, Pegasus Engineering Corporation

### 1.3 Schedule of the Terminal Evaluation

The terminal evaluation has been conducted from 16<sup>th</sup> to 27<sup>th</sup> July 2012 in the Philippines. Detailed schedule is attached as Annex 1.



## **2. Outline of the Project**

### **2.1 Background of the Project**

As an archipelago, the Philippines is faced with myriad issues such as natural and man-made disasters, unabated marine pollution, piracy, smuggling and other transnational crimes wrought by the country's geologic and atmospheric circumstances, sheer expansiveness of its territorial seas while bulk of the transport of goods and people are dependent on marine transportation

In order to tackle these issues, the Philippine Government has established the Philippine Coast Guard (PCG) under the Philippine Navy in 1967, to be responsible for the implementation and enforcement of maritime transport safety policies and regulations. In 1998, PCG has been transferred to the Department of Transportation and Communications (DOTC), which was reaffirmed in the enactment of RA 9993 (the Coast Guard Law) in 2009.

By this transfer, the PCG has assumed the responsibility from the Philippine Navy of providing education and training to its own personnel. PCG then was confronted with the problems of insufficient facilities and equipment, and lack of instructors and trainers to include appropriate training curriculum.

Thus, based on the request from the Philippine government, JICA had carried out the technical cooperation project entitled "The Project on Philippine Coast Guard Human Resource Development" from July 2002 to June 2007 to improve the performance capability of PCG through the upgrade of educational and training programs.

This project has implemented training and seminars on 4 areas, namely, Search and Rescue (SAR), Marine Pollution (MARPOL) & Oil Spill Combating (OSC), Aids to Navigation (ATON) and Maritime Law Enforcement (MARLEN), and integrated them into syllabus and curriculum, and expanded the basic education, as well.

However, there were still many issues left needed to enhance the level of ability of PCG personnel in the performance of their duties and responsibilities. The terminal evaluation made in October 2006 pointed to the need for the establishment of a full-time faculty system and continuous enhancement of educational training on MARLEN and on basic education, which were qualified as the medium and long term issues. In so far as the full-time faculty system is concerned, the development of a comprehensive and continuous education and training strategy is necessary.

Based on the aforementioned background, JICA has started the Project dubbed, "Philippine Coast Guard Education and Human Resource Management System Development Project" in July 2007 with a duration of five years cooperation with the PCG.

### **2.2 Summary of the Project**

#### Overall Goal

The Capacity of PCG as a Law Enforcement Agency is improved.

#### Project Purpose

PCG Education and Human Resource Management system is developed

Outputs

- 1) Establishment of Concurrent Instructor System
- 2) Training programs on MARLEN are developed and strengthened.
- 3) Training programs on ship operations are developed and strengthened.

Project Period

Five years from 7<sup>th</sup> January 2008 to 6<sup>th</sup> January 2013

Implementing Institution

Philippine Coast Guard (PCG), Department of Transportation and Communications (DOTC)

N

SS

### 3. Methodology of Evaluation

The Terminal Evaluation Survey has been carried out following JICA's Project Evaluation Guideline. Major items to be reviewed are the following aspects based on the PDM and the Plan of Operations (PO).

- 1) Achievements of the Project based on the PDM indicators
- 2) Implementation process
- 3) Evaluation by five evaluation criteria

The five evaluation criteria are explained below.

Relevance	Relevance of the Project plan is reviewed in terms of the validity of the Project Purpose and the Overall Goal in connection with the development policy of the Government of the Philippines, aid policy of the Government of Japan, needs of beneficiaries, and by logical consistency of the Project plan.
Effectiveness	Effectiveness is assessed by evaluating the extent to which the Project had achieved its purpose and by clarifying the relationship between the purpose and outputs.
Efficiency	Efficiency of the Project implementation is analysed with emphasis on the relationship between outputs and inputs in terms of timing, quality and quantity.
Impact	Impact of the Project is assessed on the basis of both positive and negative influences caused by the Project.
Sustainability	Sustainability of the Project is assessed in terms of political, institutional, financial and technical aspects by examining the extent to which the achievements of the Project would be sustained or expanded after the project period.

The five criteria have been evaluated at 5 different levels as shown below.

Low-					-High
1	2	3	4	5	
Low	Rather low	Moderate	Relatively High	High	

#### 4. Achievement and Implementation Process

##### 4.1 Inputs

(1) Japanese side

Item	Achievement (as of the 31st May)						
Japanese Experts (Long Term and Short Term)	Number of Long Term Experts dispatched						
	NO	Areas of experts	2008	2009	2010	2011	2012
	1	Chief Advisor / Faculty System	1	1	1	1	1
	2	Marine Law Enforcement	1	1	1	1	1
	3	Education System	1	1	1	1	0
	4	Ship Operation / Coordinator	1	1	1	1	0
	5	Ship Operation	0	0	0	0	1
	6	Coordinator	0	0	0	0	1
	Total		4	4	4	4	4
	Number of Short Term Experts dispatched						
	NO	Areas of expertise	2008	2009	2010	2011	2012
	1	International Maritime Police	1	0	0	0	0
	2	Arresting Technique	1	1	0	0	0
	3	Initial Investigation	1	1	1	0	0
	4	International Law Enforcement Operation	0	1	0	0	0
	5	Search & Suppression Management	0	0	2	0	0
	6	Team management / vessel Inspection	0	0	0	2	0
	7	Arresting technique with portable weapon	0	0	0	1	0
	8	Finger Print Technique	0	0	0	1	0
	9	Team Management, Photo Technique	0	0	0	1	0
Total		3	3	3	5	0	
A detailed list of Japanese experts assigned is in Annex 5.							
Expenses	The table below shows the local cost borne by Japanese side.						
	(Unit: Philippine PESO)						
	Japanese Fiscal Year	2008	2009	2010	2011	2012 (Expected)	Total
The amount of Expenses	0	0	0	1,948,529	2,056,346	4,004,875	
Equipment provided by the Project	Several types of equipment, such as FRP Boat and training materials have been provided for the Project. Details are shown in Annex 6.						
Training in Japan	The table below shows the number of PCG staff trained in Japan from 2008 to 2012.						
	2008	2009	2010	2011	2012	Total	
	4	1	12	25	3	45	

(2) Philippine side

Item	Achievement (as of 31st May)					
	2008	2009	2010	2011	2012	
Persons involved in the Project	Project Director	1	1	1	1	1
	Project Manager	1	1	1	1	1
	Deputy Project Manager/ Marine Law Enforcement	0	0	0	0	1
	Faculty / Education System	2	3	3	3	1
	Marine Law Enforcement		1	3	1	0
	Ship Operation	3	3	5	3	2
	Secretary JICA-PCG, HRMSD	0	0	0	0	1
	Total	8	8	11	9	7
	Office space for the Project	Spaces for the Project have been provided in Coast Guard Education and Training Command and Coast Guard Ready Force.				

**4.2 Activities Implemented**

Details are attached as Annex 8.



#### 4.3 Achievement of the Outputs

Achievement of Outputs 1	
<p><u>Output 1</u> Establishment of Concurrent Instructor System</p>	<p><u>General Achievement</u> The establishment of “Permanent Faculty System” has been changed to “Concurrent Instructor System” during the Mid-term review. The circular of the concurrent system has been approved by the Commandant on 28<sup>th</sup> May 2012 and has been widely disseminated to all PCG units for information and implementation. Although there are some challenges for fulfillment of all indicators, challenges for the achievement of Output 1 are clear for the Project. Therefore, Output 1 is likely to be achieved before the end of the Project.</p>
Indicator	Achievement
<p><u>1-1: Fulfilled</u> PCG personnel database on Education and Training is built up</p>	<p>Activities below have been done as to establish the database.</p> <ol style="list-style-type: none"> <li>1. Revision of the existing database</li> <li>2. Implementation of training and seminars about the database by visiting instructors</li> <li>3. Development of database for candidates for instructors in Coast Guard Education and Training Command (CGETC)</li> <li>4. Commencement of the provisional operation with the data of 400 officers with ranks lower than Commanders</li> </ol> <p>The following 3 documents have been developed for the utilization of the database;</p> <ol style="list-style-type: none"> <li>1. Database Standard Operating Procedure</li> <li>2. Database System Manual</li> <li>3. Database Maintenance Manual</li> </ol> <p>The database has been built up and it has already started to function. PCG intends that the management of the personnel database will be handled and managed by Coast Guard 1 (CG1) in the future. The on-going PCG project on database could further enhance/help the Instructors’ Information Management System. CGETC therefore needs to have a consultation and coordination with CG1.</p>
<p><u>1-2 : Significantly Fulfilled</u> Master Plan for faculty system is formulated</p>	<p>As to “Master plan is formulated”, not only that a concurrent instructor system is formulated but the introduction of maritime education into the curriculum through collaboration with Philippine Merchant Marine Academy (PMMA) is also planned in the future.</p> <p>Activities related to the development of the master plan have been implemented as follows:</p> <ol style="list-style-type: none"> <li>1. Initiated comparison with other educational institutes similar with PCG on Faculty System</li> <li>2. Conducted seminars and workshop on the development of Faculty System with instructors from PMA (Philippine Military Academy) and PMMA invited. As a result of the seminars and workshops, a Concept Paper on Coast Guard Education Service has been developed by the Doctrine Development and Research Institute (DDRI)</li> <li>3. Examined and analyzed problems on the current set up of instructor system in seminars conducted by present instructors</li> <li>4. Discussed, reviewed and proposed schemes concerning the concurrent faculty system</li> <li>5. Established the procedure of the concurrent instructor system</li> </ol>

In order to provide maritime education for officers and non-officers, the establishment of effective training facilities with further collaboration with PMMA has been considered. Thus, the memorandum of understanding (MOU) between PCG-PMMA on Cadetship Program has been signed in October 2009 which started the dispatch of candidate officers to PMMA.

The table below shows the C/P courses implemented in 2011 and 2012.

Courses	Duration	No of participants from PCG
Reinforcement of Maritime Safety Capability for Coast Guard Officers in ASEAN Regions	2011/8/23-2012/3/8	1
Maritime Search & Rescue and Disaster Prevention for Policy Planners	2011/8/14-28	2
Advanced Maritime Education on Information Technology (Navigation)	2011/6/21-11/20	1
International Maritime Convention and Ship Safety Inspection	2011/8/16-11/16	1
Maritime Engineering Instructor's	2011/10/3-12/2	4
Japan Coast Guard On-board Training	2011/8/1-8/16	4
Advanced Maritime Education on Information Technology	2012/6/18-11/29	2
International Maritime Convention and Ship Safety Inspection	2012/5/13-8/11	1
Maritime Engineering Instructor's	2012/9/3-11/29	3

(Source: PCG)

1-3 : Partly Fulfilled  
Career Management Plan for PCG personnel is developed

At the beginning of the Project, officers cannot stay at the same position for a long period of time to develop expertise or specialization because of the present career pattern and rotation policy for officers. Personnel planning and career management are not formed strategically. There was a need to the develop Staff with advanced knowledge and technique in addition to acquiring adequate experience.

In consideration of the prevailing circumstances then, the activities below have been implemented.

- Analysis of the current promotion point system of line officers and career management plan
- Consideration, Proposal and Implementation on the Career Management Plan for PCG
- Revision and proposal of the Point System in the Career Management Plan

The Project proposed and submitted a study on the Career Development Plan for PCG officers and non-officers. The Career Management Plan for officers was dubbed as "Specialized Expertise Domain Management System". The study was submitted to the Commandant, PCG which he endorsed favorably to the Career Development Circular Review Committee as part of the doable projects of the Command before the end of the year. On the other hand, the proposal of the Project for the Career Development Plan for PCG non-officers was forwarded to the higher headquarters. The same was made as a working document by the Review Committee created for the Career Development Circular for PCG non-officers.

<p><u>1-4: Fulfilled</u> Instructor Eligibility System is established</p>	<p>A new Instructor Eligibility System has been established from the existing Eligibility System after an analysis and corresponding revision had been made. The new Eligibility System supports the Concurrent Instructor System and utilizes the Personnel Database that has been recently built-up.</p>
<p><u>1-5: Partly Fulfilled</u> Monitoring and feedback system is improved</p>	<p>The circular on PCG Integrated Education and Training Evaluation System was formulated in June 2007 or prior to the termination of the first phase of the Project. The system started implementation in 2008. During its implementation, the Project reviewed the system and developed the new evaluation form.</p> <p>The enactment of the new Coast Guard Law of 2009 necessitated the review and updating of the Monitoring and Feedback System. At present CGETC has undertaken the following activities for that purpose.</p> <ul style="list-style-type: none"> <li>• Examination and revision of the existing monitoring / evaluation circular</li> <li>• Review of the curriculum and discussion of training contents based on the new Coast Guard Law of 2009</li> </ul> <p>As soon as the aforesaid activities shall have been completed, a new and better Monitoring and Feedback System will be developed, which aim to provide better evaluation of the training/courses being conducted by CGETC. It is expected that the new system will be completed before the end of the Project.</p>

↙

RP

Achievement of Outputs 2														
<p><u>Output 2</u> Training Programs on MARLEN are developed and strengthened</p>	<p><u>General Achievement</u> At the time of the terminal evaluation, the curriculum of the Coast Guard Officers Course (CGOC) and Coast Guardman's Course (CGMC) on MARLEN for officers and non-officers have been reviewed and amended to develop and strengthen the relevant subjects. Thus, affording the officers and non-officers the opportunity to learn MARLEN both by theory and practicum for the much desired knowledge and skills complementary combination of learning. Furthermore, the syllabus and books related to Coast Guard Command Staff Course (CGCSC) and MARSEC have also been revised. Likewise, seminars, workshops and other training activities on MARLEN have been conducted. Output 2 is likely to be achieved before the end of the Project.</p>													
Indicator	Achievement													
<p><u>2-1: Fulfilled</u> A new training course on MARLEN for junior and middle grade officers is developed and intensified</p>	<p>Initially, the Project was supposed to develop new training courses on MARLEN for both officers and non-officers at the beginning of the Project. However, as a result of the study made for the 1<sup>st</sup> and 2<sup>nd</sup> year of project implementation, the Project has determined the need to strengthen the existing courses instead. Below are the reasons for the amendment:</p> <ul style="list-style-type: none"> <li>• It is more effective to add new subjects or enhance the existing subjects on MARLEN in the existing courses than establishing new courses</li> <li>• The existing courses in CGETC already include subjects on MARLEN.</li> <li>• It is considerably difficult to secure a budget and organize schedule for the development of a new course. Moreover, the separate MARSEC, which is practically the primary course on MARLEN already exists.</li> </ul> <p>The amendment of the indicators 2-1, 2-2 and 2-3 have been consulted with and approved during the 3<sup>rd</sup> JCC. At any rate, the intensified and substantive enhancement made on the existing subjects on MARLEN to various courses of CGETC can be considered as if new courses had been developed, at a large extent.</p> <p>The table below shows the details of courses reviewed and developed. After the revision of courses, the number of subjects on MARLEN in each course has been increased. Also, the teaching syllabus of 4 courses has been revised.</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>Course Title</th> <th>No of students</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2-1</td> <td>Coast Guard Officer's Course (CGOC)</td> <td>50 / year</td> </tr> <tr> <td>Coast Guard Command Staff Course (CGCSC)</td> <td>40 / year</td> </tr> <tr> <td rowspan="2">2-2</td> <td>Coast Guard Man's Course (CGMC)</td> <td>400 / year</td> </tr> <tr> <td>Maritime Security Course (MARSEC)</td> <td>50 / year</td> </tr> </tbody> </table> <p>(Source:PCG)</p>	Indicator	Course Title	No of students	2-1	Coast Guard Officer's Course (CGOC)	50 / year	Coast Guard Command Staff Course (CGCSC)	40 / year	2-2	Coast Guard Man's Course (CGMC)	400 / year	Maritime Security Course (MARSEC)	50 / year
Indicator		Course Title	No of students											
2-1	Coast Guard Officer's Course (CGOC)	50 / year												
	Coast Guard Command Staff Course (CGCSC)	40 / year												
2-2	Coast Guard Man's Course (CGMC)	400 / year												
	Maritime Security Course (MARSEC)	50 / year												
<p><u>2-2: Fulfilled</u> New training courses on MARLEN for Enlisted Personnel are developed and intensified</p>														

	<p>Relevant MARLEN subjects have been enhanced and reference books and standard textbook have been developed.</p> <table border="1" data-bbox="590 268 1396 560"> <thead> <tr> <th>Target Subjects</th> <th>Reference books</th> <th>Textbook</th> </tr> </thead> <tbody> <tr> <td>International Law of the Sea</td> <td>○</td> <td>—</td> </tr> <tr> <td>Non-Compliant Boarding at Sea</td> <td>○</td> <td>—</td> </tr> <tr> <td>Initial Investigation</td> <td>○</td> <td>—</td> </tr> <tr> <td>Control of Offender Technique</td> <td>○</td> <td>—</td> </tr> <tr> <td>Digital Single-lens Reflex camera Training Text</td> <td>○</td> <td>—</td> </tr> <tr> <td>Maritime Security and Law Enforcement Manual</td> <td>—</td> <td>○</td> </tr> </tbody> </table> <p style="text-align: right;">(Source: PCG)</p> <p>C/P officers have taken the initiative of developing the Maritime Security and Law Enforcement Manual, which has been utilized during the conduct of actual training.</p>	Target Subjects	Reference books	Textbook	International Law of the Sea	○	—	Non-Compliant Boarding at Sea	○	—	Initial Investigation	○	—	Control of Offender Technique	○	—	Digital Single-lens Reflex camera Training Text	○	—	Maritime Security and Law Enforcement Manual	—	○
Target Subjects	Reference books	Textbook																				
International Law of the Sea	○	—																				
Non-Compliant Boarding at Sea	○	—																				
Initial Investigation	○	—																				
Control of Offender Technique	○	—																				
Digital Single-lens Reflex camera Training Text	○	—																				
Maritime Security and Law Enforcement Manual	—	○																				
<p><u>2-3: Fulfilled</u> International MARLEN seminar is integrated to PCG training programs</p>	<p>An international MARLEN seminar has been conducted in the 1<sup>st</sup> year of the Project, however the conduct of a seminar yearly by the PCG proved to be difficult to sustain. Thus, from the 3<sup>rd</sup> year project implementation onward, subjects learned in the seminar/training in Japan have instead been incorporated into the existing courses.</p> <p>However, in the final year of the project implementation with due consideration of the current situation and development on MARLEN internationally and globally, PCG deemed it necessary to collaborate with ASEAN countries to address MARLEN concerns in the region, especially with transnational crimes transcending beyond borders. Along this line and through JICA's initiative, a MARLEN international seminar workshop will be jointly conducted by JICA and PCG following the schedule below:</p> <table border="1" data-bbox="606 1075 1372 1366"> <thead> <tr> <th>Workshop</th> <th>Duration</th> <th>No of participants from PCG</th> </tr> </thead> <tbody> <tr> <td>JICA-ASEAN International Law Enforcement Workshop</td> <td></td> <td></td> </tr> <tr> <td>• Search and Suppression Joint Training</td> <td>2012/10/15-26</td> <td>24</td> </tr> <tr> <td>• Anti-International Crime Workshop</td> <td>2012/10/22-26</td> <td>30</td> </tr> </tbody> </table> <p style="text-align: right;">(Source: PCG)</p>	Workshop	Duration	No of participants from PCG	JICA-ASEAN International Law Enforcement Workshop			• Search and Suppression Joint Training	2012/10/15-26	24	• Anti-International Crime Workshop	2012/10/22-26	30									
Workshop	Duration	No of participants from PCG																				
JICA-ASEAN International Law Enforcement Workshop																						
• Search and Suppression Joint Training	2012/10/15-26	24																				
• Anti-International Crime Workshop	2012/10/22-26	30																				

2-4: Fulfilled  
Six (6) of instructors are trained on MARLEN

During the 1<sup>st</sup> and 2<sup>nd</sup> year of the Project, several activities have been conducted in selecting candidates for instructors on MARLEN. On the 3<sup>rd</sup> year, focus was made on the enhancement of capability and skills of both current instructors, candidate instructors and guest instructors. All in all, more than 6 instructors on MARLEN have been trained through the following seminars, workshops and other training activities:

Name of seminars / course conducted	Duration	No of participants from PCG
International Maritime Law Enforcement Seminar	2008/10/7-22	23
On-board Training by Japanese Coast Guard Patrol Vassal "Ryukyu"	2009/2/16-20	14
On-board Training by Japanese Coast Guard Patrol Vassal "Mizuho"	2009/7/6-10	11
Maritime Law Enforcement Course	2009/9/8-24	23
Maritime Law Enforcement Course	2009/10/20-11/13	1
Japan Coast Guard Arresting Technique Instructor's Course	2010/8/23-9/9	2
Initial Investigation Seminar	2010/9/13-21	10
Search and Suppression Management Seminar	2010/9/27-10/5	10
Maritime Law Enforcement for Asia and Middle East Course (Long-term)	2010/10/17-11/13	1
Maritime Law Enforcement for Asia and Middle East Course (Short-time)	2010/11/7-13	1
Japan Coast Guard Arresting Technique Instructor's Course	2011/8/25-9/13	2
Maritime Law Enforcement for countries in Asia and surrounding Somalia (Anti-Piracy Measures)	2011/10/16-11/12	3
Search and Suppression Management Seminar	2011/11/21-25	16
Initial Investigation Seminar	2011/11/28-1/22	16
Convening of Martial Arts Train the Trainers Course in CGETC	2012/4 for 3 months	12

Seminars and training shown in the table below will be conducted after the terminal evaluation.

Seminars / Course	Duration	No of participants from PCG
Maritime Law Enforcement Joint Training with JCG Vessel	2012/8/28-30	unexpected
Initial Investigation Seminar (Taking Pictures)	2012/9/24-28	20
JICA-ASEAN International Law Enforcement Workshop • Search and Suppression Joint Training	2012/10/15-26	24
Arresting Technique Coaching	2012/11/8-23	14

(Source: PCG)



Achievement of Outputs 3																																																														
<b>Output 3</b> Training programs on Ship Operations are developed and strengthened	<b>General Achievement</b> Overall, several qualification courses have been developed while curriculum and materials of courses have been revised, as well. Moreover, the framework of the PCG certification system has been established. It can be said that the training programs for officers and non-officers to be qualified as appropriate ship crews have been developed. For the rest of the project period, the Project has to strengthen the training programs that have so far been put in place.																																																													
<b>Indicator</b>	<b>Achievement</b>																																																													
<b>3-1 : Fulfilled</b> Qualification courses on Ship Operations for officers and enlisted personnel are developed	As the table below shows, 7 qualification courses have been developed and one is ongoing. Two (2) more courses such as the Executive Course and Command At Sea Course is expected to be continuously developed by PCG after the end of the Project. PCG has taken the initiative developing the curriculum and textbooks with technical support from the Japanese expert.																																																													
<table border="1"> <thead> <tr> <th rowspan="2">Name of courses</th> <th colspan="3">Development of</th> <th rowspan="2">Qualified by ETB</th> <th rowspan="2">No of Training</th> </tr> <tr> <th>Framework</th> <th>Curriculum</th> <th>Materials</th> </tr> </thead> <tbody> <tr> <td>CGOC • CGMC Ship Module Course</td> <td>O</td> <td>O</td> <td>X</td> <td>-</td> <td>0</td> </tr> <tr> <td>Sail Training Course</td> <td>O</td> <td>Not needed</td> <td>Not needed</td> <td>-</td> <td>4</td> </tr> <tr> <td>Ship Familiarization Course</td> <td>O</td> <td>O</td> <td>O</td> <td>-</td> <td>0</td> </tr> <tr> <td>Boat Handling Course</td> <td>O</td> <td>O</td> <td>O</td> <td>O</td> <td>4</td> </tr> <tr> <td>Boat Handling Instructor Course</td> <td>O</td> <td>O</td> <td>O</td> <td>O</td> <td>1</td> </tr> <tr> <td>Coastal Navigation Course</td> <td>O</td> <td>O</td> <td>O</td> <td>-</td> <td>3</td> </tr> <tr> <td>Boat Captain Course</td> <td>O</td> <td>O</td> <td>O</td> <td>-</td> <td>0</td> </tr> <tr> <td>Boat Engineering Course</td> <td>O</td> <td>O</td> <td>O</td> <td>-</td> <td>1</td> </tr> </tbody> </table> <p>O: Completed X: On-going (Source: PCG)</p>						Name of courses	Development of			Qualified by ETB	No of Training	Framework	Curriculum	Materials	CGOC • CGMC Ship Module Course	O	O	X	-	0	Sail Training Course	O	Not needed	Not needed	-	4	Ship Familiarization Course	O	O	O	-	0	Boat Handling Course	O	O	O	O	4	Boat Handling Instructor Course	O	O	O	O	1	Coastal Navigation Course	O	O	O	-	3	Boat Captain Course	O	O	O	-	0	Boat Engineering Course	O	O	O	-	1
Name of courses	Development of			Qualified by ETB	No of Training																																																									
	Framework	Curriculum	Materials																																																											
CGOC • CGMC Ship Module Course	O	O	X	-	0																																																									
Sail Training Course	O	Not needed	Not needed	-	4																																																									
Ship Familiarization Course	O	O	O	-	0																																																									
Boat Handling Course	O	O	O	O	4																																																									
Boat Handling Instructor Course	O	O	O	O	1																																																									
Coastal Navigation Course	O	O	O	-	3																																																									
Boat Captain Course	O	O	O	-	0																																																									
Boat Engineering Course	O	O	O	-	1																																																									
<b>3-2 : Partly Fulfilled</b> PCG Certification System for ship's crew is established	The framework of the PCG Certification System has been established. Officers and non-officers first take the qualification courses then they take examinations after the completion of the courses. Based on the result of the exam, different levels of certification will be awarded to officers and non-officers. As to how to authorize/award the certification officially, this is yet being discussed as of press time.																																																													

<u>3-3 : Partly Fulfilled</u> Standard Operation Procedures for ship evolutions are developed	Name of Procedure	Time of Completion	Plan Expected
	Operation Readiness Evaluation (ORE) Manual *1	2012/10	After proof of trial then the internal examination for PCG personnel then eventual approval by the Commandant
	Watch Officer's Guide	2012/10	After proof of trial then the internal examination for PCG personnel then eventual approval by the Commandant
	Instruction for Shipboard Ratings	Before the end of the Project	The final draft will be completed before October.
			(Source: PCG)
*1: 6 out of 8 ORE manuals developed have been approved by the Commandant and utilized as the official PCG manuals.			
<u>3-4: Fulfilled</u> Fleet Management Procedures are developed	By the end of the Project, the database of Fleet Management is consolidated and established. Database on the plan for Staff allocation, formulation of the plan for repair and maintenance, maintenance of records and formulation of the plan for supply are already being utilized.		

2

SS



#### 4.4 Achievement of the Project Purpose

Achievement of Project Purpose																																	
PCG Education and Human Resource Management system is developed	The purpose of developing the PCG Education and Human Resource Management systems as defined by the project has been successfully achieved wherein essential components of the system such as the Concurrent Instructor System, Crew Certification System, Database System and others have been developed. This achievement is further validated by the verifiable indicator stated hereunder.																																
Indicator	Achievement																																
1 : <u>Significantly Fulfilled</u> 28 PCG personnel and civilian instructors are assigned to PCG Faculty System	<p>27 PCG staffs have been designated as instructors to PCG Faculty System. Most of them have participated in training courses in Japan and their capacity as instructors have been enhanced. According to the interview with C/P officer, the number is expected to further increase before the end of the Project.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Speciality</th> <th>Number of officers</th> <th>Number of non-officers</th> </tr> </thead> <tbody> <tr> <td rowspan="3">MARLEN</td> <td>Policy</td> <td>2</td> <td>0</td> </tr> <tr> <td>Skills</td> <td>4</td> <td>3</td> </tr> <tr> <td>Law and Investigation</td> <td>2</td> <td>0</td> </tr> <tr> <td rowspan="2">MARSAD</td> <td>Law and Treaty</td> <td>2</td> <td>0</td> </tr> <tr> <td>SAR</td> <td>2</td> <td>0</td> </tr> <tr> <td>MEP</td> <td>Policy</td> <td>3</td> <td>0</td> </tr> <tr> <td rowspan="2">Ship operation</td> <td>Navigation</td> <td>3</td> <td>2</td> </tr> <tr> <td>Engineer</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>(Source: PCG)</p>	Subject	Speciality	Number of officers	Number of non-officers	MARLEN	Policy	2	0	Skills	4	3	Law and Investigation	2	0	MARSAD	Law and Treaty	2	0	SAR	2	0	MEP	Policy	3	0	Ship operation	Navigation	3	2	Engineer	2	2
Subject	Speciality	Number of officers	Number of non-officers																														
MARLEN	Policy	2	0																														
	Skills	4	3																														
	Law and Investigation	2	0																														
MARSAD	Law and Treaty	2	0																														
	SAR	2	0																														
MEP	Policy	3	0																														
Ship operation	Navigation	3	2																														
	Engineer	2	2																														
2: <u>Fulfilled</u> 300 junior and middle grade officers, and enlisted personnel are trained in newly-established courses on MARLEN	<p>As shown in the table below, 552 officers and non-officers who have attended the following courses were trained on MARLEN in 2011.</p> <table border="1"> <thead> <tr> <th>Courses</th> <th>Number of participants</th> </tr> </thead> <tbody> <tr> <td>Coast Guard Officer's Course (CGOC)</td> <td>42</td> </tr> <tr> <td>Coast Guard Command Staff Course (CGCSC)</td> <td>35</td> </tr> <tr> <td>Coast Guard Man's Course (CGMC)</td> <td>412</td> </tr> <tr> <td>Maritime Security Course (MARSEC)</td> <td>63</td> </tr> <tr> <td>Total</td> <td>552</td> </tr> </tbody> </table> <p>(Source: PCG)</p>	Courses	Number of participants	Coast Guard Officer's Course (CGOC)	42	Coast Guard Command Staff Course (CGCSC)	35	Coast Guard Man's Course (CGMC)	412	Maritime Security Course (MARSEC)	63	Total	552																				
Courses	Number of participants																																
Coast Guard Officer's Course (CGOC)	42																																
Coast Guard Command Staff Course (CGCSC)	35																																
Coast Guard Man's Course (CGMC)	412																																
Maritime Security Course (MARSEC)	63																																
Total	552																																
3: <u>Fulfilled</u> 153 personnel became eligible for shipboard assignment	<p>261 personnel in 2011 and 222 personnel in 2012 became eligible for shipboard assignment through the training courses attended in maritime training institutions such as EXACT, PHILCAMSAT and NYK. Officers and non-officers who have taken the qualification courses are deemed eligible for shipboard assignment. The Project considers an additional examination for officers and non-officers who have completed the qualification courses.</p>																																
4: <u>Fulfilled</u> 6 instructors on ship operations training are trained in the newly-established courses	<p>24 instructors have participated in the Board Handling Instructor Course. This result has surpassed the indicator.</p> <p>As the Project progresses, the Project recognized the needs for instructors on 3 fields such as Navigation, Engineering and Operations. The Project has determined to develop instructors on the specified 3 fields. According to the interview with the Japanese expert, the candidates for instructors are currently being trained.</p>																																

#### 4.5 Possible Achievement of the Overall Goal

Possible achievement of the Overall Goal																																																																																																													
The Capacity of PCG as a Law Enforcement Agency is improved	With the Project having implemented programs with various corresponding activities on the improvement of the MARLEN and Ships Operations knowledge and skills of PCG personnel together with the establishment of accompanying Education and Faculty System to allow such personnel development to take place, the PCG has considerably improved on the performance of its law enforcement function as warranted by RA 9993, especially at sea with the use of Coast Guard assets. Under the above circumstances, the Overall Goal is likely to be achieved																																																																																																												
Indicator	Achievement																																																																																																												
<u>Indicator 1:</u> Number of PCG MARLEN missions increased.	The table below shows the summary of accomplishment on MARLEN missions. The total number of MARLEN missions has increased since 2007.																																																																																																												
<table border="1"> <thead> <tr> <th>Name of activities</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Illegal Fishing</td> <td>1</td> <td>37</td> <td>48</td> <td>69</td> <td>68</td> </tr> <tr> <td>Illegal Logging / Transport of Forest Products</td> <td>13</td> <td>5</td> <td>9</td> <td>13</td> <td>31</td> </tr> <tr> <td>Illegal Traffic of Explosives</td> <td>9</td> <td>13</td> <td>6</td> <td>16</td> <td>12</td> </tr> <tr> <td>Smuggling</td> <td>8</td> <td>11</td> <td>9</td> <td>10</td> <td>6</td> </tr> <tr> <td>Illegal Traffic in Person</td> <td>2</td> <td>8</td> <td>9</td> <td>18</td> <td>7</td> </tr> <tr> <td>Illegal Traffic / Possession of Drugs</td> <td>2</td> <td>2</td> <td>7</td> <td>20</td> <td>7</td> </tr> <tr> <td>Gunrunning / Illegal Possession of Firearms</td> <td>11</td> <td>5</td> <td>8</td> <td>8</td> <td>4</td> </tr> <tr> <td>Poaching / Illegal Entry</td> <td>6</td> <td>2</td> <td>8</td> <td>5</td> <td>0</td> </tr> <tr> <td>Illegal Transport / Gathering of Marine Products</td> <td>1</td> <td>5</td> <td>5</td> <td>3</td> <td>6</td> </tr> <tr> <td>Illegal Transport of Endangered Products</td> <td>1</td> <td>2</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>Pilferage</td> <td>0</td> <td>5</td> <td>1</td> <td>0</td> <td>4</td> </tr> <tr> <td>Illegal Salvage</td> <td>0</td> <td>0</td> <td>3</td> <td>2</td> <td>0</td> </tr> <tr> <td>Violation of Intellectual property Code (RA8293)</td> <td>0</td> <td>0</td> <td>2</td> <td>2</td> <td>0</td> </tr> <tr> <td>Piracy</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>Illegal Traffic of Poisonous Substance</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Others</td> <td>3</td> <td>5</td> <td>7</td> <td>12</td> <td>18</td> </tr> <tr> <td style="text-align: right;">TOTAL</td> <td>98</td> <td>101</td> <td>126</td> <td>182</td> <td>169</td> </tr> </tbody> </table> <p style="text-align: right;">(Source: PCG)</p>		Name of activities	2007	2008	2009	2010	2011	Illegal Fishing	1	37	48	69	68	Illegal Logging / Transport of Forest Products	13	5	9	13	31	Illegal Traffic of Explosives	9	13	6	16	12	Smuggling	8	11	9	10	6	Illegal Traffic in Person	2	8	9	18	7	Illegal Traffic / Possession of Drugs	2	2	7	20	7	Gunrunning / Illegal Possession of Firearms	11	5	8	8	4	Poaching / Illegal Entry	6	2	8	5	0	Illegal Transport / Gathering of Marine Products	1	5	5	3	6	Illegal Transport of Endangered Products	1	2	4	4	4	Pilferage	0	5	1	0	4	Illegal Salvage	0	0	3	2	0	Violation of Intellectual property Code (RA8293)	0	0	2	2	0	Piracy	0	1	0	0	2	Illegal Traffic of Poisonous Substance	1	0	0	0	0	Others	3	5	7	12	18	TOTAL	98	101	126	182	169
Name of activities	2007	2008	2009	2010	2011																																																																																																								
Illegal Fishing	1	37	48	69	68																																																																																																								
Illegal Logging / Transport of Forest Products	13	5	9	13	31																																																																																																								
Illegal Traffic of Explosives	9	13	6	16	12																																																																																																								
Smuggling	8	11	9	10	6																																																																																																								
Illegal Traffic in Person	2	8	9	18	7																																																																																																								
Illegal Traffic / Possession of Drugs	2	2	7	20	7																																																																																																								
Gunrunning / Illegal Possession of Firearms	11	5	8	8	4																																																																																																								
Poaching / Illegal Entry	6	2	8	5	0																																																																																																								
Illegal Transport / Gathering of Marine Products	1	5	5	3	6																																																																																																								
Illegal Transport of Endangered Products	1	2	4	4	4																																																																																																								
Pilferage	0	5	1	0	4																																																																																																								
Illegal Salvage	0	0	3	2	0																																																																																																								
Violation of Intellectual property Code (RA8293)	0	0	2	2	0																																																																																																								
Piracy	0	1	0	0	2																																																																																																								
Illegal Traffic of Poisonous Substance	1	0	0	0	0																																																																																																								
Others	3	5	7	12	18																																																																																																								
TOTAL	98	101	126	182	169																																																																																																								
<u>Indicator 2:</u> Days of patrol vessel operations increased	The figures below when taken altogether would generally show an expanding capacity in terms of the law enforcement operations of the PCG especially when reckoned from the start of the project in 2008, allowing for some degree of fluctuation wrought by the operational readiness of PCG vessels on a given period. It can also be deduced that operations have been more deliberate and focused owing to improved efficiency in the planning and execution of law enforcement operations.																																																																																																												
<table border="1"> <thead> <tr> <th>Number of operations</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012 *1</th> </tr> </thead> <tbody> <tr> <td>Number of Port/Harbor Security Operations</td> <td>5,723</td> <td>10,456</td> <td>11,719</td> <td>13,444</td> <td>8,417</td> </tr> <tr> <td>Number of Sea Marshals Missions</td> <td>8,588</td> <td>16,413</td> <td>8,061</td> <td>27,533</td> <td>4,138</td> </tr> <tr> <td>Number of Patrols of Mission</td> <td>5,858</td> <td>28,310</td> <td>4,918</td> <td>3,717</td> <td>981</td> </tr> <tr> <td>Total Steaming Time (hrs.)</td> <td>22,308</td> <td>16,768</td> <td>9,309</td> <td>8,003</td> <td>2,061</td> </tr> <tr> <td>Total Miles Covered Time (miles)</td> <td>25,462</td> <td>27,820</td> <td>24,716</td> <td>26,966</td> <td>10,170</td> </tr> </tbody> </table> <p>*1: From 1<sup>st</sup> January to 31<sup>st</sup> May 2012 <span style="float: right;">(Source: PCG)</span></p>		Number of operations	2008	2009	2010	2011	2012 *1	Number of Port/Harbor Security Operations	5,723	10,456	11,719	13,444	8,417	Number of Sea Marshals Missions	8,588	16,413	8,061	27,533	4,138	Number of Patrols of Mission	5,858	28,310	4,918	3,717	981	Total Steaming Time (hrs.)	22,308	16,768	9,309	8,003	2,061	Total Miles Covered Time (miles)	25,462	27,820	24,716	26,966	10,170																																																																								
Number of operations	2008	2009	2010	2011	2012 *1																																																																																																								
Number of Port/Harbor Security Operations	5,723	10,456	11,719	13,444	8,417																																																																																																								
Number of Sea Marshals Missions	8,588	16,413	8,061	27,533	4,138																																																																																																								
Number of Patrols of Mission	5,858	28,310	4,918	3,717	981																																																																																																								
Total Steaming Time (hrs.)	22,308	16,768	9,309	8,003	2,061																																																																																																								
Total Miles Covered Time (miles)	25,462	27,820	24,716	26,966	10,170																																																																																																								

## 4.6 Implementation Process

### 1) Communication

According to the results of the questionnaire and interview to Japanese experts and C/P officers, there was a problem in verbal communication among the Project team at the beginning of the Project. At times, this has led to a miscommunication with each other and initially appeared to be a disturbing factor for the progress of the Project in the early part of its implementation. However, everyone adjusted accordingly as the Project progresses with a more conducive atmosphere of communication ensued for all members, allowing for a more relax and spontaneous communication among the members from there on.

Result of the questionnaire / Question NO:9 (12 respondents)

Question	Choices	Number of answers
Have you had any difficulties/problems in communicating with the Project team members?	1. To a fair extent	/ 0 answers
	2. Not so much	/ 4 answers
	3. Not at all	/ 8 answers

### 2) The enactment of the Philippine Coast Guard Law of 2009

The Philippine Coast Law of 2009 has been approved in February 2010. Roles and responsibilities of PCG became more concrete on the new law and this law helps the PCG to maintain and establish the roles of instructors in order to standardize the faculty and education system in the PCG. According to the questionnaire, several C/P officers mentioned that the enactment of the Philippine Coast Guard Law of 2009 is an encouraging factor in achieving the Project purpose.

### 3) Change of PDM

There were several changes on the PDM during the mid-term evaluation. PDM version 2 has been used during the terminal evaluation.

Parts revised on PDM		
	Before revision (PDM ver1)	After revision (PDM ver2)
Output 1	Establishment of <i>Permanent Faculty System</i>	Establishment of <i>Concurrent Instructor System</i> .
Output 1, Indicator 1-3	<i>Distinct career pattern for permanent faculty system is approved</i>	<i>Career Management Plan for PCG personnel is developed</i>
Data collection method, Indicator 1-3	<i>Distinct career pattern circular for PCG faculty</i>	<i>Circular on Career Management for PCG personnel</i>
Activity 1.2.1	Specify the priority areas for the development and establishment of <i>Permanent Faculty System</i> .	Specify the priority areas for the development and establishment of <i>Instructor System</i>
Activity 1.3.1	Review <i>the proposal for a distinct career pattern for PCG faculty</i>	Review <i>the present career pattern for PCG Personnel</i>
Activity 1.3.2	<i>Organize departmental and Command meetings for PCG faculty Career pattern.</i>	<i>Develop and propose Career Management Plan for PCG Personnel.</i>

5. Evaluation by five criteria

Criteria	Evaluation Result	Descriptions
Relevance	High	<p><u>Consistency with Philippine Policies</u></p> <p>The Government of Philippines has approved “The Philippine Coast Guard Law of 2009” in 2010, allowing for the development and maintenance of inter-operability with other armed and uniformed services by including national security-related doctrines in the regular PCG training programs or availing of schoolings and training courses outside of PCG. Likewise, the enhancement of maritime safety and security has been considered as one of the important issues to be tackled in the medium-Term Philippines Development Plan (2004-2010 and 2010-2016). Therefore, the project purpose, “development of PCG Education and Human Resource Management System” and “Improvement of Capacity of PCG as a Law Enforcement Agency” is consistent with national policies.</p> <p><u>Consistency with Japan’s aid policies</u></p> <p>The Government of Japan has adopted three prioritized issues: Continuous economic growth for generating employment opportunities, Self-reliance supports for the poor and improvement of the life environment, and Peace and security in Mindanao. Under the country assistance program for the Philippines in June 2008 and the determined Country Aid Policy in March 2012, continuous economic growth through investment promotion is recognized as a prioritized issue in the medium-term aim, as well as the promotion of maritime safety.</p> <p><u>Contribution for keeping the Regional Security</u></p> <p>The Government of Japan has advocated for the establishment of a “Regional Cooperation Agreement on Combating Piracy and Armed Robbery Against Ship in Asia” (ReCAAP), which has been approved in November 2004. This has been established in September 2006 as an international agreement for countermeasure against piracy and armed robbery. There are 17 countries including the Philippines, which signed the agreement in 2012. PCG is an implementing agency for international Maritime Law Enforcement on that agreement, thus, support for strengthening PCG’s capacity through the Project is very important</p>

2

SS

Effectiveness	High	<p><u>Achievement of the Project purpose</u></p> <p>Eventually, 27 PCG instructors shall have been designated in the faculty system and a few more instructors are expected to be added before the end of the Project. 552 officers and non-officers have been trained in 4 courses on enhanced MARLEN. 153 personnel became eligible for shipboard assignment through the training conducted. 6 instructors on ship operations training are trained in the newly-established courses. Hence, it can be said that the Project purpose has largely been achieved according to the achievement of the indicators and that the Project also understands the need for the completion of the remaining tasks of the Project purpose.</p> <p><u>Contribution of Outputs to the achievement of the Project purpose</u></p> <p>Output 1-3 are contributing to the achievement of the Project purpose. Output 1 aims to establish the Concurrent Instructor System. Furthermore, Output 2 and 3 also aim to enrich the contents of the Concurrent Instructor System in terms of Training programs on MARLEN and Ship Operations. The logic/project approach has been appropriate wherein if Outputs 1-3 shall have been achieved, the PCG Education and Human Resource Management system is developed.</p> <p><u>Factors encouraging to achieve the Project purpose</u></p> <p>As mentioned in the implementation process, the Philippine Coast Law of 2009 has been approved in February 2010. Roles and responsibilities of PCG became more concrete on the new law and this allows the PCG to establish the important roles of instructors in the standardization of faculty and education system in the PCG.</p>
Efficiency	Moderate	<p><u>Achievement of Outputs</u></p> <p>As shown in the achievement of outputs, Outputs 1 to 3 have been partly fulfilled. There are a few indicators not being achieved, however they are likely to be achieved before the end of the Project.</p> <p><u>Correlation among Activities and Outputs</u></p> <p>One of 2 Important assumptions is “Government will allow hiring of civilian instructors.” According to the interview, the PCG has proposed to employ 4 plantilla positions for training specialists (civilian instructors) in the proposed Table of Organization Equipment (TO&amp;E).</p> <p><u>Quality, quantity and timing of inputs to achieve Outputs</u></p> <p>Following results have been found out through the interview, questionnaires to Japanese experts and C/P officers and the Project Report.</p>

2



		<ul style="list-style-type: none"> <li>• PCG has highly appreciated the training in Japan qualitatively and quantitatively-wise. 45 PCG staffs have participated in academic and practical training. 27 PCG staff designated as instructors have participated in the training and became more confident of their improved knowledge and skills.</li> <li>• According to the interview and the project report, the communication between the experts and C/P officers was not that smooth for the 1<sup>st</sup> and 2<sup>nd</sup> year. It sometimes resulted in a miscommunication with each other and appeared to be a disturbing factor for the progress of the Project during that early stage of project implementation.</li> <li>• According to the interview and the results of the questionnaires, frequent changes of C/P officers happened. The transition and transfer of works between a C/P predecessor and successor was not that smooth, it takes too much time for a successor to catch up and understand the overall Project.</li> </ul>
Impact	Relatively High	<p><u>Possibilities to achieve the Overall Goal</u></p> <p>A number of positive impacts have been found through the interviews and Project Report. The increase in the capacity of PCG staff has been evident and they became more confident on their improved knowledge and skills. In addition, the Philippines Coast Guard Law of 2009 has proved to be an encouraging factor to achieve the Overall Goal. In the financial aspect, PCC is certain to secure the necessary budget for sustaining the implementation of the activities being undertaken in the project for the continuous enhancement of staff capacity. However, additional budget for On-the-Job-training needs to be secured.</p> <p><u>Correlation among the Project Purpose and the Overall Goal</u></p> <p>The important assumption “The budget allocation for PCG will be maintained at a sufficient level” is likely to be fulfilled based on the budget plan submitted by PCG. However, for PCG to continue the training being conducted by the Project, it has to allocate additional budget for training after the end of the Project.</p> <p><u>Ripple effects of the Project</u></p> <p>There are a few unexpected positive impacts found through the interview. One of the ripple positive effects is the start of collaboration with PMMA on maritime education, which the Project has promoted. The other positive effect is that awareness of the existence of the Project has somehow led other donors, such as the United States of America, et. al., to also provide support to PCG. Through the interview with C/P officers, one</p>

2

SS

		of C/P officers have started an in-house training, utilizing skills acquired from training in Japan.																																																																																											
Sustainability	Relatively High	<p><u>Policy Aspects</u></p> <p>“The Philippine Coast Guard Law of 2009” allows for the development and maintenance of inter-operability with other armed and uniformed services by including national security-related doctrines in the regular PCG training programs or availing of schoolings and training outside of PCG. Likewise, the enhancement of maritime safety and security has been considered as one of the important issues to be tackled in the medium-Term Philippines Development Plan (2004-2010 and 2010-2016). The establishment of the “Regional Cooperation Agreement on Combating Piracy and Armed Robbery Against Ship in Asia” (ReCAAP) has been advocated by the Government of Japan which has been approved in November 2004.</p> <p><u>Organizational Aspects</u></p> <p>As shown in the table below, the number of currently assigned officers and non-officers has increased. The positive commitment can be seen from this. PCG has recognized the importance of the Project and is willing to continue the activities in the future. Furthermore, C/P officers have taken the initiative in developing reference materials such as textbook since the middle of the project period. On the hand, as to whether PCG is capable of following up the concurrent system or not, cannot yet be measured during the Project.</p> <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012 *1</th> </tr> </thead> <tbody> <tr> <td colspan="7"><u>Current assignment</u></td> </tr> <tr> <td>Officers</td> <td>426</td> <td>426</td> <td>495</td> <td>484</td> <td>529</td> <td>544</td> </tr> <tr> <td>Non-officers</td> <td>3,153</td> <td>3,455</td> <td>4,499</td> <td>4,302</td> <td>4,527</td> <td>5,282</td> </tr> <tr> <td>Total</td> <td>3,579</td> <td>3,881</td> <td>4,994</td> <td>4,786</td> <td>5,056</td> <td>5,826</td> </tr> <tr> <td colspan="7"><u>Retired Personnel</u></td> </tr> <tr> <td>Officers</td> <td>4</td> <td>11</td> <td>11</td> <td>16</td> <td>6</td> <td>8</td> </tr> <tr> <td>Non-officers</td> <td>93</td> <td>220</td> <td>177</td> <td>140</td> <td>126</td> <td>68</td> </tr> <tr> <td>Total</td> <td>97</td> <td>231</td> <td>188</td> <td>156</td> <td>132</td> <td>76</td> </tr> <tr> <td colspan="7"><u>Recruit</u></td> </tr> <tr> <td>Officers</td> <td>0</td> <td>47</td> <td>83</td> <td>50</td> <td>48</td> <td>0 *2</td> </tr> <tr> <td>Non-officers</td> <td>402</td> <td>781</td> <td>782</td> <td>418</td> <td>447</td> <td>455 *3</td> </tr> <tr> <td>Total</td> <td>402</td> <td>828</td> <td>865</td> <td>468</td> <td>495</td> <td>455 *2*3</td> </tr> </tbody> </table> <p style="text-align: right;">(Source : CGETC)</p> <p>*1: From 1<sup>st</sup> Jan to 31<sup>st</sup> May, 2012  *2: 60 staff will be additionally employed on October 2012  *3: 440 staff will be additionally employed on October 2012</p> <p><u>Financial Aspect</u></p> <p>As shown in the possible achievement of the Overall Goal, the budget allocated for PCG will be increased. The likelihood of securing financial</p>		2007	2008	2009	2010	2011	2012 *1	<u>Current assignment</u>							Officers	426	426	495	484	529	544	Non-officers	3,153	3,455	4,499	4,302	4,527	5,282	Total	3,579	3,881	4,994	4,786	5,056	5,826	<u>Retired Personnel</u>							Officers	4	11	11	16	6	8	Non-officers	93	220	177	140	126	68	Total	97	231	188	156	132	76	<u>Recruit</u>							Officers	0	47	83	50	48	0 *2	Non-officers	402	781	782	418	447	455 *3	Total	402	828	865	468	495	455 *2*3
	2007	2008	2009	2010	2011	2012 *1																																																																																							
<u>Current assignment</u>																																																																																													
Officers	426	426	495	484	529	544																																																																																							
Non-officers	3,153	3,455	4,499	4,302	4,527	5,282																																																																																							
Total	3,579	3,881	4,994	4,786	5,056	5,826																																																																																							
<u>Retired Personnel</u>																																																																																													
Officers	4	11	11	16	6	8																																																																																							
Non-officers	93	220	177	140	126	68																																																																																							
Total	97	231	188	156	132	76																																																																																							
<u>Recruit</u>																																																																																													
Officers	0	47	83	50	48	0 *2																																																																																							
Non-officers	402	781	782	418	447	455 *3																																																																																							
Total	402	828	865	468	495	455 *2*3																																																																																							

sustainability is high.

Particulars	2013	2014	2015	2016	2017
Gen Admin Support					
PS *1	67,365	67,365	67,365	67,365	67,365
MOOE *2	6,690	6,762	7,033	7,314	7,606
Support to Operations					
MOOE	10,000	12,000	18,000	15,000	17,000
Operations					
PS	2,252,516	3,063,112	3,363,112	3,363,112	3,363,112
MOOE	1,039,425	2,000,000	2,300,000	2,600,000	2,900,000
CO *3	606,228	500,000	500,000	500,000	500,000
RLIP *4	5,522	5,522	5,522	5,522	5,522
Total	3,987,796	5,654,761	6,257,032	6,558,313	6,860,605

(Source : CGETC)

\*1 : PS- Personnel Cost

\*2 : MOOE-Maintenance and Other Operation Expense

\*3 : CO-Capital Outlay

\*4 : RUP-Retirement Life Insurance Payment

According to the interview with C/P officers, PCG will receive its budget directly from the Department of Budget and Management starting 2013 when it shall have become a Key Budgetary Unit (KBU) by then and as such it also expects to secure higher budgets on the succeeding years.

#### Technical Aspect

Conduct of training for instructors in the same nature and manner as the training provided by the Project would be proved to be a challenge in the future. In order to maintain and continuously enhance the capacity of instructors, PCG has to secure adequate budget for specific training for instructors. Moreover, the assignment plan proposed in Concurrent Instructor System has to be observed and function accordingly to maintain the level of instructors' training capacity.

N

SS



## 6. Conclusion

For more than 30 years since PCG's establishment in 1967 under the Philippine Navy until its transfer to the Department of Transportation and Communications (DOTC), PCG's growth was practically stifled in a large extent. PCG's placement under the DOTC was further reaffirmed in the passage of RA 9993 (the Coast Guard Law) in 2010. It is now technically transformed into a non-military agency and has to adapt to the changes brought forth by the change in its status. The PCG has been struggling to establish its own new systems peculiar to its needs and functions. In relation to this, it has been acknowledged that human factor plays an integral part in any organization. Likewise, the advent of rapid development of modern technologies all the more require for people who are responsible, creative and adaptable. It is on this context wherein Human Resource Development (HRD) matters most especially in these crucial times in the fledging state of the PCG.

There is a pressing need for PCG to keep pace with the prevailing developments both locally and internationally. It has to take the cudgel in embarking on a proactive, aggressive and responsive Human Resource Development, particularly on Education and Training. It is for this compelling reason that PCG's Education and Training family comprising of the Coast Guard Education and Training Command (CGETC) and its satellite training institutions (STIs), especially the Coast Guard Fleet Readiness Evaluation Group of the Coast Guard Ready Force (CGRF) must assume active roles and should take upon themselves to incessantly endeavor for capability enhancement for better delivery of education and training for PCG personnel. Relentless networking with other training institutions, both public and private, maritime and non-maritime alike must be pursued. By these linkages, PCG can optimize education and training for its personnel with the use of available resources not just found on its inventory but also of those of its allies and partners while promoting common objectives.

The education and training of PCG personnel is a continuing process which starts upon a trainee's entry in the PCG and continues throughout his/her Coast Guard service. This practically determines the performance level of discharging a Coastguardsman's assigned duties and responsibilities. Whereas, the PCG is aiming for self-reliance in providing education and training to its personnel with just some augmentation from a number of cross-training and training grants both from local and abroad, the PCG is faced with the challenge of providing appropriate and adequate education and training for its manpower.

The two 5-year projects under the auspices of the Japan International Cooperation Agency which were successively implemented in 2002 until the end of 2012 have tremendously benefitted the PCG in the department of HRD, particularly in education and training with certain emphasis on its core functions, having been addressed separately in each project. The concerted and collaborative efforts of both the JICA experts and their PCG Counterparts have greatly enhanced PCG's capability of its human resources which are acknowledged to be an integral component in any organization amidst the fast-pace development in technology. In the 10 years of the implementation of the JICA projects, responsive HRD systems were instituted, which can very well pave the way for the progress and sustainability of PCG. It is along this

premise wherein JICA reiterates the need for continuous enhancement of PCG's HRD even after the completion of the project.

More so that the future is expected to bring an increase demand for Coast Guard services wrought by the advent of globally interlinked economies, revolutions in maritime transportations and information systems, emerging threats to the marine environment and changing national security concerns. More than ever, the Philippine Coast guard (PCG) would be called upon to save lives and properties at sea, protect the marine environment, enforce maritime laws and serve other national interests on the sea.

N

ff

## 7. Recommendations

### 7.1 Short-term Recommendation

#### Output 1

- The database system, Instructor's Information Management System (IIMS) was created to establish a scheme to identify PCG personnel who can be qualified as concurrent instructor in a specific field of expertise in support of the education and training system development in the PCG. It is necessary that CGETC will constantly coordinate and collaborate with the Headquarters, PCG specifically CG-1 for the enhancement of the entire personnel management database system in PCG.
- The project conducted a study on the career pattern and promotion system for PCG personnel. It came up with a proposed "Specialized Expertise Domain Management System (SEDMS)" for Officers and the proposed Circular on the Career Development pattern for PCG Non-Officers. The proposals were forwarded to the Review Committees for consideration and expected to have their final output submitted to the Commandant before the end of the project.
- 4 out of 15 curricula of various courses have been developed based on RA 9993 (Philippine Coast Guard Law of 2009). As soon as the aforesaid activities shall have been completed, a new and better monitoring and feedback system will be developed, which aimed to provide better evaluation of the training/courses being conducted by CGETC. It is expected that the new system will be completed before the end of the project.

### 7.2 Long and Mid-term Recommendation

#### Output 3

- One instructor's course, the Boat Handling Course, has been developed during the Project. The evaluation team would expect that PCG develops more instructor's courses in the future in order to enhance the quality of training and education on Ship Operations. It has been significantly noted that as the number of instructors increase, the capacity of officers and non-officers are also enhanced in the process.
- During the Project, the Certification System for officers and non-officers has been developed. In order to enhance PCG's institutional capability to operate PCG vessels, a Certification System for instructors needs to be developed.

N

JS

## Schedule of the mission

Date		Schedule for Mr. Murase, Mr. Hisaki and Mr. Kawano	Schedule for Ms. Yamada	Accommodation
Business Trip to Philippine from 2012/7/15 to 2012/7/28				
1	7/16/2012	Mon	09:00 Meeting with JICA Philippine Office 13:30 Courtesy Call to PCG 14:00 Interview with RADM LINOH DABI	Manila
2	7/17/2012	Tue	09:00 Interview with Expert CDR EGUCHI 13:30 Interview with Chief Advisor, VADM ISHIMA 15:30 Interview with LCDR MITZIE S. CAMPO	Manila
3	7/18/2012	Wed	09:00 Interview with CAPT ROLANDO DLEGASPI 10:30 Interview with CDR RUDYARDM SOMERA 13:30 Interview with ENS ARTZELL M ANACAN 16:00 Interview with CDR CHRISTOPHER T VILLACORTE	Manila
4	7/19/2012	Thu	09:00 Interview with Expert Mr. HASEGAWA 14:00 Interview with CAPT. LEOVIGILDO G PANOPIO CDR ALLAN O CORPUZ	Manila
5	7/20/2012	Fri	09:00 Interview with Expert CDR MABUCHI 10:30 Confirmation the project details with Expert Mr. SHIBUKI	Manila
6	7/21/2012	Sat	Preparation for JEC and JCC	Manila
7	7/22/2012	Sun	Preparation for JEC and JCC	Manila
8	7/23/2012	Mon	09:00-12:00 Meeting among the mission members and JICA Philippine Office 13:30-14:00 Courtesy Call to PCG 14:00-17:00 Meeting among the mission members, project experts and JICA Philippine Office	Manila
9	7/24/2012	Tue	09:00-14:30 Workshop for Terminal Evaluation at PCG 15:00-17:00 Meeting on the Next Project at PCG	Manila
10	7/25/2012	Wed	09:00-12:00 Preparation for Minutes of Meetings (M/M) at JICA Philippine Office 14:00-17:00 Meeting on M/M (Draft) at PCG 18:00- Preparation for M/M	Manila
11	7/26/2012	Thu	10:00 Submit M/M(Draft) to PCG 13:30-15:00 Meeting on the next project among the mission member and project experts 16:00-17:00 (if necessary) Meeting on M/M at PCG	Manila
12	7/27/2012	Fri	08:30-13:30 JEC and JCC at PCG 15:00-16:00 Report to EoJ 17:00-18:00 Report to JICA Philippine Office	Manila

PCG: Philippine Coast Guard  
EoJ: Embassy of Japan

*Handwritten marks:*  
A large checkmark-like symbol on the left.  
A stylized signature or initials at the bottom left.

ANNEX2

Project Design Matrix (PDM)

Project Name: Philippine Coast Guard Education and Human Resource Management System Development Project

Philippine Coast Guard Education and Human Resource Management System Development Project

Date: 04/03/2011

Target Area: Nationwide Target Group: PCG Personnel Duration: 2008-2012

Version No. 2

Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Important Assumptions
<p><b>[Overall Goal]</b> The Capacity of PCG as a Law Enforcement Agency is improved.</p>	<p>1. Number of PCG MARLEN missions increased. 2. Days of patrol vessel operations increased.</p>	<p>1. Statistics of the Project 2. Maritime Incident Reports. 3. After Operations Reports 4. Other relevant PCG Records</p>	<ul style="list-style-type: none"> <li>National policy on maritime security will not be changed</li> </ul>
<p><b>[Project Purpose]</b> PCG Education and Human Resource Management system is developed</p>	<p>1. 28 PCG personnel and civilian instructors are assigned to PCG faculty system. 2. 300 junior and middle grade officers, and enlisted personnel are trained in newly established courses on MARLEN. 3. 153 personnel became eligible for shipboard assignment 4. 6 instructors on ship operations training are trained in the newly established courses.</p>	<p>1. PCG Personnel data base. 2. Roster of faculty. 3. Course completion records of the PCG. 4. Certification records of qualified instructors and personnel for ship operations</p>	<ul style="list-style-type: none"> <li>The budget allocation for PCG will be maintained at a sufficient level.</li> <li>Human Resource Development will continue to be PCG's priority policy</li> </ul>
<p><b>[Outputs]</b> 1. Establishment of Concurrent Instructor System</p>	<p>1.1 PCG Personnel data base on Education and Training is built up. 1.2 Master Plan for faculty system is formulated 1.3 Career Management Plan for PCG personnel is developed 1.4 Instructor eligibility system is established 1.5 Monitoring and feedback system is improved.</p>	<p>1. PCG Personnel data base 2. Faculty System Master Plan 3. Circular on Career Management for PCG personnel 4. Project progress reports 5. PCG Training programs</p>	<ul style="list-style-type: none"> <li>Number of PCG recruitment will be maintained sufficiently.</li> </ul>
<p>2. Training programs on MARLEN are developed and strengthened.</p>	<p>2.1 A new training course on MARLEN for Junior and middle grade officers is developed and intensified. 2.2 New training courses on MARLEN for Enlisted personnel are developed and intensified. 2.3 International MARLEN seminar is integrated to PCG training programs. 2.4 6 instructors are trained on MARLEN</p>		
<p>3. Training programs on ship operations are developed and strengthened.</p>	<p>3.1 Qualifications courses on ship operations for officers and enlisted personnel are developed. 3.2 PCG Certification system for ship's crew is established 3.3 Standard operation procedures for ship evolutions are developed. 3.4 Fleet management procedures are Developed</p>		

[Activities]	[Inputs]	
<p>1. Concurrent Instructor System</p> <p>1.1.1 Review the existing Personnel Data Base</p> <p>1.1.2 Design new personnel data base on education and training</p> <p>1.2.1 Specify the priority areas for the development and establishment of Instructor System</p> <p>1.2.2 Identify necessary and feasible areas to be outsourced among training courses of PCG.</p> <p>1.2.3 Identify the required number of instructors and their fields of specialization</p> <p>1.2.4 Indicate the resources and means for assignment of faculty.</p> <p>1.3.1 Review the present career pattern for PCG Personnel.</p> <p>1.3.2 Develop and propose Career Management Plan for PCG Personnel.</p> <p>1.4.1 Develop and design the eligibility system for PCG faculty.</p> <p>1.5.1 Develop the evaluation methods on trainings courses.</p> <p>2. MARLEN Training</p> <p>2.1.1 Identify subjects to be included in the new training course on MARLEN for junior and middle grade officer.</p> <p>2.1.2 Identify subjects to be included in the new training courses on MARLEN for enlisted personnel.</p> <p>2.2.1 Conduct seminars, lectures and trainings on identified subjects</p> <p>2.3.1 Train trainers through the conduct of seminars, lectures and trainings.</p> <p>2.4.1 Develop curricula, syllabi and training materials for the new training course on MARLEN for junior and middle grade officer</p> <p>2.4.2 Develop curricula, syllabi and training materials for the new training courses on MARLEN for enlisted personnel.</p> <p>2.5.1 Plan, coordinate and conduct the International seminars on MARLEN In collaboration with other concerned agencies.</p> <p>3. Ship Operation Training</p> <p>3.4.1 Identify issues of trainings on ship operations to be included in the instructor's course.</p> <p>3.4.2 Identify the trainings areas on ship operations to be outsourced</p> <p>3.4.3 Conduct trainings on ship operations</p> <p>3.4.4 Develop curricula, syllabi and training materials for the new training courses on ship operations.</p> <p>3.2.1 Study and draft the proposal for the PCG ship's crew certification System.</p> <p>3.3.1 Study, review and draft the appropriate ship operations procedures.</p> <p>3.4.1 Study, review and draft proposal for PCG fleet management procedures.</p>	<p>&lt;Philippine side&gt;</p> <p>1. Personnel Assignment of counterpart personnel and administrative personnel</p> <p>2. Facility and Equipment Provision of land, buildings, facilities, machinery and equipment necessary for the Project.</p> <p>3. Finance Operating and incidental expenses necessary for the implementation of the Project.</p> <p>&lt;Japanese side&gt;</p> <p>1. Personnel</p> <p>(1) Long term experts: 4 persons</p> <p>a.) Chief Advisor/Faculty System.</p> <p>b.) Education system</p> <p>c.) Maritime law enforcement</p> <p>d.) Ship operations/ Coordinator</p> <p>(2) Short-term experts will be dispatched in accordance with the needs for the effective implementation of the Project.</p> <p>2. Trainings in Japan</p> <p>3. Equipment Provision of machinery and equipment necessary for the project</p>	<ul style="list-style-type: none"> <li>• Government will allow hiring of civilian instructors</li> <li>• Necessary Department / HPCG Circulars will be Promulgated.</li> </ul> <hr/> <p>[Pre-conditions]</p>

cf. Definition

In this PDM, "Concurrent Instructor" shall mean PCG personnel who is assigned as a staff of CGETC, concurrently be assigned as an instructor on specific subject to teach and can devote a large part of his/her time for instructor duties.



**PLAN OF OPERATION (PO : 5 years) : Faculty - Education system**

Project Name: Philippine Coast Guard Education and Human Resource Management System Development Project

Project Period: 5 years (Jan. 2008 ~ Dec. 2012)

Date: 12/2007

	Responsible persons in the Project (Experts & C/Ps)	1 st Year												2nd Year												3rd Year												4th Year												5th Year												Target & expected output	Input
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12		
<b>1. Permanent Faculty System</b>																																																															
<b>1-1-1 Review the existing Personnel Data Base</b>																																																															
	Suzuki	→																																																Review the PDB, identify the problems and propose the improvements, especially operation and managements system including the logistics													
1-1-1-1	Review the contents such as items of the data of the existing PDB (Qualification, educational background, experience, etc)	→																																																													
1-1-1-2	Review the operation and management system of the existing PDB	→																																																													
1-1-1-3	Identify the problems of PDB and propose the improvements	→																																																													
<b>1-1-2 Design new personnel data base on education and training</b>																																																															
	Suzuki	→												→																																																	
1-1-2-1	Determine a specification of NPDB based on 1-1-1-3	→																																																Study a specification of NPDB according to the requirements of the PCG (Continues 2009)	Local consultant or short-term expert												
1-1-2-2	Design and develop the NPDB	→												→																																																	
1-1-2-3	Design and develop the NPDB based on the specification	→												→																																																	
1-1-2-4	Install the NPDB hardware													→																																																	
1-1-2-5	Test the NPDB operation and improve the system																									→																																					
1-1-2-6	Start the NPDB operation																																					→																									
<b>1-2-1 Specify the priority areas for the development and establishment of permanent faculty system</b>																																																															
	Chief Advisor	→																																																Specify areas which require the PCG instructors													
1-2-1-1	Study the long term plan and external situation of the PCG and identify the task requirements of the PCG in future	→																																																													
1-2-1-2	Concretely specify the teaching areas that will be conducted by the PCG personnel in order to establish the permanent faculty system	→																																																													
<b>1-2-2 Identify necessary and feasible areas to be outsourced among training courses of PCG</b>																																																															
	Chief Advisor	→												→																																				Make preparation between the PCG and educational organizations facilities regarding outsourcing (Continues 2009)													
1-2-2-1	Choose academies, schools which are similar to the CGETC, and study curriculum, course, cost, etc	→												→																																																	
1-2-2-2	Consider necessity of PCG and human recourses and identify appropriate outsourcing areas													→																																																	
<b>1-2-3 Identify the required number of instructors and their fields of specialization</b>																																																															
	Chief Advisor	→												→																																				Identify areas and number of instructors (Continues 2009)													
1-2-3-1	Specify areas for the PCG instructors from the existing curriculum and the results of studies from 1-2-1-1 and 1-2-2-1	→												→																																																	
1-2-3-2	Check number of the PCG instructors from an increasing plan of PCG	→												→																																																	
<b>1-2-4 Indicate the resources and means for assignment of faculty</b>																																																															
	Chief Advisor													→												→												→												Implement in 2009													





**PLAN OF OPERATION (PO : 5 years) : Marlen**

Project Name: Philippine Coast Guard Education and Human Resource Management System Development Project

Project Period: 5 years (Jan. 2008 ~ Dec. 2012)

Date: /10/2007

	Responsible persons in the Project (Experts & C/Ps)	1 st Year												2nd Year												3rd Year												4th Year												5th Year												Target & expected output	Remarks																								
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12																										
<b>2. MARLEN Training</b>																																																																																							
2-1-1 Identify subjects to be included in the new training course on MARLEN for junior and middle grade officer		→																																																												Identification of subjects for the new training course on MARLEN for junior and middle grade officer																									
2-1-1-1 Review curricula, syllabi and educational materials of current		→																																																																																					
2-1-1-2 Reexamination of effects as needed through whole period														-----→																																																																									
2-1-2 Identify subjects to be included in the new training courses on MARLEN for enlisted personnel		→																																																																								Identification of subjects for the new training course on MARLEN for enlisted personnel													
2-1-2-1 Review curricula, syllabi and educational materials of current courses, actual condition on MARLEN		→																																																																																					
2-1-2-2 Reexamination of effects as needed through whole period														-----→																																																																									
2-2-1 Conduct seminars, lectures and trainings on identified subjects		→																																																																																					
2-2-1-1 Settle year-round schedule		→																																																																																					
2-2-1-2 Identify object persons for each seminars, lectures and trainings		→																																																																																					
2-2-1-3 Conduct seminars, lectures and trainings as trials for fixedness of		→																																																																																					
2-2-1-4 Reexamination of effects as needed through whole period														-----→																																																																									
2-3-1 Train trainers through the conduct of seminars, lectures and trainings		→																																																																																					
2-3-1-1 Identify logical candidates as		→																																																																																					
2-3-1-2 Train candidates through the conduct of seminars, lectures, trainings, etc. as participants or		→																																																																																					
2-3-1-3 Train candidates through the conduct of seminars, lectures,		→																																																																																					
2-3-1-4 Reexamination of effects as needed through whole period														-----→																																																																									
2-4-1 Develop curricula, syllabi and training materials for the new training course on MARLEN for junior and middle grade		→																																																																																					
2-4-1-1 Gather information for development of curricula, syllabi and training materials on identified subject		→																																																																																					
2-4-1-2 Develop trial productions of curricula, syllabi and training materials		→																																																																																					



**PLAN OF OPERATION (PO : 5 years) : Ship Operation**

Project Name: Philippine Coast Guard Education and Human Resource Management System Development Project

Project Period: 5 years (Dec. 2007 ~ Nov. 2012)

Date: 17/04/2008

JICA EXPERTS' PLAN	PCG PLAN	Responsible persons in the Project (Experts & C/Ps)	1 st Year	2nd Year	3rd Year	4th Year	5th Year	Target & expected output	Remarks
			***	***	***	***	***		
<b>3. Ship Operations Training</b>									
<b>3-1-1 Identify issues of trainings for instructors and to be included in the instructor course/seminar.</b>	Identify additional training activities to be established or improved the current training on ships operations by gauging performance of participants who have undergone the training.	CDR GABISAN HASEGAWA	→	→				Improvement Plan of Ship Operating Training is drafted.	
3-1-1-1 To study and verify current Ship Operation Training curricula.(Deck Department, Engine Department and other related courses.) to include Instructors knowledge on this training.	Review, evaluate and validate current ships operations training, curricula, manuals and procedures covering all departments vis-à-vis effectiveness. As needed, establish and determine additional training courses for		→						
3-1-1-2 To review and study the competence and qualification of the current and candidate instructors for Ship Operation. (background, training achievement, present assignment, etc)	Study and evaluate previous training participants concentrating on performance, knowledge and application of training received in their field of specialization.		→						
3-1-1-3 To review and study Instructors development program, training materials and others	Study and evaluate instructor's performance, knowledge and competency to teach and impart knowledge. Seek more rooms for enhancement as warranted.		→						
3-1-1-4 To draft the improvement plan for Ship Operation Training curricula.(Deck Department, Engine Department and other related courses.) including para 3.1.1.3.	Determine shipboard operations training and introduce additional training as needed or enhance existing once.			→					
<b>Input Plan(equipment, short term expert, others)</b>									
<b>3-1-2 Identify the training areas on ship operations to be outsourced</b>	<b>Identify the training areas and institution for the outsourcing requirements</b>	CDR GABISAN HASEGAWA	→	→				* A training agreement with an outsource is made * Training Curriculum which fused by internal training and outsourcing training is made	
3-1-2-1 To verify and study the curricula of outsource.	Conduct survey (MAAP, NMP, PHILCAMSAT, ETC) and identify training course not available within the command but would substantial for the enhancement of performance of personnel.		→						
3-1-2-2 To select and determine the subject to be outsourced.	Verify subjects/courses and coordinate with maritime schools on courses offered not conducted by the command and come-up with MOA/MOU with schools not covered in this			→					
3-1-2-3 To discuss with outsource to make a cooperation/ agreement	Arrange MOA/MOU with outsource and identify conditions and requirement for the agreement.			→					
<b>Input Plan(equipment, short term expert, others)</b>									
<b>3-1-3 Conduct trainings on ship operations</b>	<b>Conduct ship operation training</b>	CDR GABISAN HASEGAWA	→	→	→	→	→	* Exist appropriate certified instructors * Authorized certificate are issued	
3-1-3-1 To conduct Instructor development training	Identify potential instructors for the training to be conducted and develop their skills on teaching method. Qualification should center on competence and skills of the instructors. Likewise identify training to be conducted to the instructors as prescrib		→		→	→	→		

JICA EXPERTS' PLAN	PCG PLAN	Responsible persons in the Project (Experts & C/Ps)	1 st Year	2nd Year	3rd Year	4th Year	5th Year	Target & expected output	Remarks	
			***	***	***	***	***			
3-1-3-2 To conduct Officers and Enlistedmen training	Both Officer and Enlisted Personnel must undergo IMO 6.09 (Instructor's Course) and other advance training development to be a responsible and competent			➤	➤	➤	➤	* Conduct station drills (maneuver, communication, watch keeping, anchor, etc)		
3-1-3-3 To conduct Enlisted training	Designate Officers to Board on KOJIMA for one month/ year same as with Enlisted personnel.			➤	➤	➤	➤			
Note- When it is possible to make mutual agreement among JICA, JCG and PCG to carry out "KOJIMA" onboard training each year (3-4 CPs)/ 1 month / year. Long term expert escorting is necessary for this activity. )									1week onboard training and 3weeks study for JCG facilities.	
<b>Input Plan(equipment, short term expert, others)</b>			Marine VHF Radio ▲		▲Charts, tools, lifejacket, hard hat, etc					
<b>3-1-4 Develop curricula, syllabi and training materials for the new training courses and enhance improve the current one's on ship operations (to reflect to 3-1-1)</b>		CDR GABISAN HASEGAWA								
3-1-4-1 Review current taining curricula and syllababi	Review related curricula and syllabi currently existing and introduced/develop new one's concentrating primarily to enhance/improve their competence and professionalism of the personnel.			➤						
3-1-4-2 Review current training materials	Review training materials and determine those that are needed to improved in the conduct of training. This should concentrate more on the effective operation and maintenance of the ship.			➤						
3-1-4-3 To standardize the level that should be achieved	Conduct assessment, validation and set standards of competence.				➤					
3-1-4-4 Develop curricula and syllabi for new training course	Come up with an improve training curricula and syllabi and develop a new course which would enhance the performance of the personnel.					➤	➤			
3-1-4-5 Develop teaching materials for new training course.	Determine the training materials, equipments and other requirements for the conduct of training to include new courses.						➤			
<b>Input Plan(equipment, short term expert, others)</b>										
<b>3-2-1 Study and review PCG ship's crew certification system. Draft new system as necessary and propose to improve current system as warranted</b>		CDR GABISAN HASEGAWA		➤				Establish ship's crew certification system	Shipboard Instructor Deck specialist Engine specialist others	
3-2-1-1 To study and discuss a level of qualification standard needed by Officers and crews	Review qualification standards currently being followed and determine its effectiveness. /recommend as needed more improvement.		➤							
3-2-1-2 To study and discuss the method to qualify	Evaluate the method currently being followed and set parameters as needed or adopt the existing method but improved.			➤						
3-2-1-3 To institutionalize qualification process	Amend or introduced new policies/guidelines for the qualification of Officers and crew and set as standard to all seagoing personnel.			➤						
<b>Input Plan(equipment, short term expert, others)</b>										
<b>3-3-1 Study, review and draft the appropriate ship operations procedures</b>		CDR GABISAN HASEGAWA						* Watch keeping manual are revised and drafted		
3-3-1-1 To review and study current watch keeping system.	Review WQSB (Watch Quarter and Station Bills)/ and determine its effectiveness for the ships operation.		➤							

JICA EXPERTS' PLAN	PCG PLAN	Responsible persons in the Project (Experts & C/Ps)	1 st Year	2nd Year	3rd Year	4th Year	5th Year	Target & expected output	Remarks	
			***	***	***	***	***			
3-3-1-2 To review and study current system of the Coast Guard duties enforcement (or operation) on the patrol vessel.	Review onand study the Rules of engagement and policies on the conduct of maritime patrols			→						
3-3-1-3 To draft revise version of watch keeping manual	Review/study the current procedure on WQSB and as needed proposed/for its revision or introduced new method when deemed				→			* Basic operation manual are revised and drafted		
3-3-1-4 To draft revise version of the basic Coast Guard duties enforcement (or operation) on the patrol vessel.	As deemed necessary, propose a revised Roles of Engagement and policies on the conduct of Maritime Patrol.					→				
<b>Input Plan(equipment, short term expert, others)</b>										
<b>3-4-1 Study, review and draft proposal for PCG fleet management procedures on ships</b>		CDR GABISAN HASEGAWA		→					Proposal for improvement of fleet management is drafted	
3-4-1-1 To study verify current fleet management system then clarify problem or improvement points.	Review policies, procedures and guidelines on fleet management, taking into considerations on the employment of materials, personnel and resources. Identify problems and issues affecting the effective system for fleet management.			→				*maintenance plan *operation plan *supply plan *crew assignment plan		
3-4-1-2 To draft proposal to improve material and resorces.	Identify Problems				→	→				
3-4-1-3 To draft the improvement proposal for operations	Draft circular/ SOP's (Ship's Operation Procedure) for management				→	→				
3-4-1-4 To draft the improvement proposal for human resources management	Develop a database for HR Management for human resource management.				→	→				
3-4-1-5 To draft the improvement proposal for Fleet management system.	Proposed policies,procedures and guidliens for effective fleet management.						→			
<b>Input Plan(equipment, short term expert, others)</b>										



Achievement of Inputs ( Philippine side/ Human Resource as of 31st May 2012)

Year			2008	2009	2010	2011	2012	Remarks
Month			1 7	1 7	1 7	1 7	1 7	
Assign.	Name	Position						
Project Director	ALEJANDRO N FLORA JR	Vice Commandant for Adm.	→					
	EDMUND C TAN	Vice Commandant for Adm			→			VCO(2011)=>Commadant(2012)
	LINO H DABI	Vice Commandant for Adm				→		
Project Manager	GILBERT S RUERAS	Commander CGETC	→					
	JOEL S GARCIA	Commander CGETC			→			
	ROLANDO D LEGASPI	Commander CGETC				→		
Faculty System	GILBERT S RUERAS	Commander CGETC	→					
	MITZIE S SILVA-CAMPO	Director DDRI CGETC			→			Training in Japan (Aug 16 - Nov 16, 2011)
Education system	GILBERT S RUERAS	Commander CGETC	→					
	MITZIE S SILVA-CAMPO	Commander DDRI			→			Training in Japan (Aug 16 - Nov 16, 2011)
	ROSALIE ABILA	OIC-CGBS CGETC			→			
Marine Law enforcement	OSCAR C. ENDONA JR	Deputy commader CGETC	→					
	JOSE B. LUSPO	Deputy commader CGETC			→			
	NORMAND D REYES	Deputy commader CGETC			→			double assign with Superintendent PCG school
	RUDYARD M SOMERA	Deputy commader CGETC				→		Training in Japan (Oct 16 - Nov 12, 2011)
Ship Opeartion	ENRICO E.A.EVANGELISTA	Commander CGFleet (=CGRF)	→					Now Chief of Coast Guard Staff : HPCG
	GEORGE V. URSABIA	Commader CG Ready Force	→					Now District Commader Northern Luson
	JOSELITO F. DELA CRUZ	Deputy Commander CGFleet			→			
	LEOVIGILDO G PANOPIO	Commader CG Ready Force				→		
	Sub Counter Part of Ship Operation							
	ANILITO D. GABISAN	Deputy Commander CGRF	→					
	ALLAN O. CORPUZ	Deputy Commander CGRF		→				
	ROLANDO LIZOR N. PUNZALAN	Commader CGFREG			→			
	GENITO B. BASILIO	Commader CGFREG			→			
LEOPOLDO V. LAROYA	Commader CG Ready Force			→				

## Achievement of Inputs( Japanese Experts Dispatched as of 31st May 2012)

		Year			2008		2009		2010		2011		2012						
		Month			1	7	1	7	1	7	1	7	1	7					
	Name	Field	Term																
Long-Term	KOZO TANAKA	Chief Advisor / Faculty system	2008/1/7	-	2009/1/6	→													
	TOSHITAKA ISHIMA	Chief Advisor / Faculty system	2009/6/15	-	2013/1/6(Planned)	→													
	MOTONORI SUZUKI	Education system	2008/1/7	-	2010/1/6	→													
	FUKUSI KAMADA	Education system	2010/1/7	-	2011/3/31	→													
	SOSUKE HAMAGUCHI	Marin Law Enforcement	2008/1/7	-	2012/01/06	→													
	KEIZO EGUCHI	Marin Law Enforcement	2009/12/14	-	2013/1/6(Planned)	→													
	MASAHIRO HASEGAWA	Coordinator/Ship Operation (SO) =>SO/Coordonator=>SO	2008/1/7	-	2013/1/6(Planned)	→													
	KEITA SHIBUKI	Coordonator	2012/1/7	-	2013/1/6(Planned)	→													
					2008		2009		2010		2011		2012						
		Month			1	7	1	7	1	7	1	7	1	7					
	Name	Field	Term																
Short-Term	Kazuhiro ICHIMARU	International Maritime Police	2008/10/6	-	2008/10/11	↔													
	Toshifumi IIBOSHI	Arresting Techniqe	2008/10/6	-	2008/10/23	↔													
	Noriaki MATSUMOTO	Initial Investigation	1) 2008/10/13 2) 2009/9/21	-	1) 2008/10/23 2) 2009/9/25	↔													
	Seiki ABE	Arresting Technique	2009/9/7	-	2009/9/25	↔													
	Kouichi KAWAGOE	International Law Enforcement Operation	2009/9/14	-	2009/9/18	↔													
	Ryuji OKU	Initial Investigation	2010/9/12	-	2010/9/22	↔													
	Kojyun ISHIKI	Search & Supprretion Management	2010/9/26	-	2010/10/7	↔													
	Makoto GUSHIKEN	Search & Supprretion Management	2010/9/26	-	2010/10/7	↔													
	Masahiro KUNIKUBO	Team management / vessel Inspection	2011/11/20	-	2011/11/27	↔													
	Akio YOSHIMOTO	Arresting technique with portable weapon	2011/11/20	-	2011/11/27	↔													
	Hitoshi SETOGUCHI	Arresting technique with portable weapon	2011/11/20	-	2011/11/27	↔													
	Isao HONDA	Finger Print Technique	2011/11/27	-	2011/12/3	↔													
	Toshikazu IMIZU	Team Management, Photo Technique	2011/11/27	-	2011/12/3	↔													
		Finger Print Technique	2012/9/24	-	2012/9/28	↔													
		Team Management, Photo Technique	2012/9/24	-	2012/9/28	↔													
		Search & Supprretion Management	2012/11/14	-	2012/11/27	↔													
		Search & Supprretion Management	2012/11/14	-	2012/11/27	↔													
	Anti-International Crime	2012/10/21	-	2012/11/27	↔														
	Anti-International Crime	2012/10/21	-	2012/11/27	↔														
	ASEAN International Cooperation	2012/11/25	-	2012/11/27	↔														

★

## Achievement of Inputs( Equipment provided by the Project)

No.	Registration Date at JICA	Description/Name of Equipment/Goods	Specification - Standard	Qty	Unit Price	Total	User	Receiver	Reference
1	June 17, 2011	Training Rubber mat	1m x 1m x 1 inch	500	PHP 1,030	PHP 515,000	CGETC	KEIZO EGUCHI and CDR SOMERA	CGETC =200pcs, TAGUIG = 300pcs
2	July 7, 2011	PC	GEMS Intel-R Core™ i3-2100	2	PHP 25,200	PHP 50,400	CGETC, DDRI	TOSHITAKA ISHIMA and ENS ARTZELL M ANACAN	CGETC DDRI, DB system
		PC monitor	Samsung 23" LED	1	PHP 9,100	PHP 9,100			
		Printer	HP Color Laserjet P2025N	1	PHP 33,900	PHP 33,900			
		UPS	Phoenix 720VA	1	PHP 2,300	PHP 2,300			
		Switch HUB	Dlink DGS-1008 8 port	1	PHP 2,600	PHP 2,600			
					Total	PHP 98,300			
3	August 23, 2011	MaeLen manual	436 pages, color, offset printing with plastic lamination	700	PHP 1,580	PHP 1,106,000	CGETC DDRI	KEIZO EGUCHI and CDR RUDYARD SOMERA	CGETC DDRI
4	August 24, 2011	Training Life vest and Hard Hat	Printed Logo and serial number, with mesh bag	20	PHP 2,450	PHP 49,000	CGRF	MASAHIRO HASEGAWA and CAPT LAROYA	CGRF
5	September 28, 2011	Ship Operation reference books		16		PHP 73,680	CGRF	MASAHIRO HASEGAWA and CAPT LAROYA	CGRF
6	September 28, 2011	Chart work equipments and Chart tables	Chart Table, CDivder (8"), Chart brush (UCHIDA), Parallel Ruler, Paper weight, INOUE triangle ruler, Dressmaking Compass	15set		PHP 30,720	CGRF	MASAHIRO HASEGAWA and CAPT DELA CRUZ	CGRF
7	October 10, 2011	Nautical charts		214		PHP 534	CGRF	MASAHIRO HASEGAWA and CAPT DELA CRUZ	CGRF
8	October 10, 2011	Chart cabinet	with 10 drawers	1		PHP 45,000	CGRF	MASAHIRO HASEGAWA and CAPT DELA CRUZ	CGRF
9	October 10, 2011	IMO reference books	IMO standard	42		PHP 4,095	CGRF	MASAHIRO HASEGAWA and CAPT DELA CRUZ	CGRF
10	November 8, 2011	Arresting technique BOUGU	Face Protector; Model : JT-1	40		PHP 6,100	CGETC	KEIZO EGUCHI and CDR RUDYARD SOMERA	CGETC Taguig
11			Body Protector; Model : JT-2A	40		PHP 6,000			
12			Arm Guard; Model : JT-3	40		PHP 4,800			
13			Groin Guard; Model : JT-4A	40		PHP 1,600			
14			Equipment Bag; Model : #22-107	40		PHP 900			
15			Short Night Stick; Model : JT-11	40		PHP 1,300			
16			Long Night Stick; Model : JT-14	40		PHP 1,500			
17			Under Cap; Model : JT-22	40		PHP 700			
18			Shoulder Pad; Model : JT-23	40		PHP 1,200			
19			Shoes; Model : JT-6 Size 26cm (20pcs) Size 27cm (20pcs)	40		PHP 2,100			
					Total	PHP 26,200			
20	January 12, 2012	FRP Boat	Fiberglass molded utility boat, etc	2		PHP 425,250	CGRF	MASAHIRO HASEGAWA and CAPT DELA CRUZ	CGRF
21			Fiberglass molded center console	2		PHP 25,000			
22			Fiberglass molded Pilot seat for two person	2		PHP 25,000			
23			Fiberglass passenger side seats	2		PHP 45,000			
24			Outboard motor 50Hp YAMAHA F50FETL	2		PHP 341,250			
25			Teleflex mechanical steering system	2		PHP 20,000			
26			Navigation light set	2		PHP 8,000			
27			Automatic bilge pump	2		PHP 7,500			
28			Fuel tank with fuel line	4		PHP 3,995			
29			Potable Plastic Fuel tank 6 gallons	2		PHP 6,500			
30			12v battery complete with tray and terminal	2		PHP 6,500			
31			Boat Trailer	2		PHP 125,000			
32			Collapsible Boat canopy	2		PHP 55,000			
33			Rubber fender	8		PHP 1,975			
34			Life Vest - medium	12		PHP 1,295			
35			Life Vest - large	12		PHP 1,395			
36			Danforth anchor 12lbs	2		PHP 3,595			
37			Anchor rope	2		PHP 2,885			
38			Anchor chain with shackle	2		PHP 4,780			
39			Mooring / Dock line rope	4		PHP 695			
40			T-Paddle	4		PHP 1,595			
41			Aluminum propeller	4		PHP 7,360			
42			Tool kit	2		PHP 4,500			
					Total	PHP 1,124,070			
43	February 24, 2012	Armor Protection	Helmet, Vest, and Visor	8		PHP 932,276	SOG	KEIZO EGUCHI and CDR RUDYARD SOMERA	SOG
					Grand Total	PHP 4,004,875			



## Achievement of Inputs (Training in Japan)

**(1) "KOJIMA"**Training Periods: 11<sup>th</sup> -16<sup>th</sup> August 2008

NO	Name of participation
1	LTJG RESTITUTO P CONCIO JR PCG
2	LTJG ELIEZAR G IBARRIENTOS PCG
3	LTJG ROLANDO L LORENZANA PCG
4	LTJG EUGENE A FEDERICO PCG

**(2) MARITIME LAW ENFORCEMENT FOR EAST ASIA COUNTRIES**Training Periods: 18<sup>th</sup> October – 14<sup>th</sup> November 2009

NO	Name of participation
1	LT XERXES PROCESO N FERNANDEZ PCG

**(3) MARITIME SEARCH & RESCUE AND DISASTER PREVENTION FOR POLICY PLANNERS**Training Periods: 16<sup>th</sup> August – 6<sup>th</sup> November 2010

NO	Name of participation
1	CDR JOSELITO B QUINTAS PCG
2	CDR JUAN MANUEL D RAMOS JR PCG
3	CDR EDGARDO HERNANDO PCG
4	CDR NORMANDO D REYES PCG
5	LCDR HOSTILLO ARTURO CORNELIO PCG

**(4) MARITIME SAFETY CAPABILITY FOR COASTGUARD OFFICERS IN THE ASEAN REGION**Training Periods: 17<sup>th</sup> August 2010– 10<sup>th</sup> March 2011

NO	Name of participation
1	LCDR ALGUIERO D RICAFFRENTE PCG
2	LCDR ELIEZER O DALNAY PCG
3	JOSELITO A MALUYO PCG

**(5) COUNTERPART COURSE OF ARRESTING TECHNIQUE COACHING**Training Periods: 30<sup>th</sup> August – 10<sup>th</sup> September 2010

NO	Name of participation
1	ENS EDGARDO R AGUILAR PCG
2	PO2 GARY C LIZARDO PCG

**(6) MARITIME LAW ENFORCEMENT FOR ASIA AND MIDDLE EAST**Training Periods: NO.1; 7<sup>th</sup> November – 13<sup>th</sup> November 2010NO.2; 17<sup>th</sup> October – 13<sup>th</sup> November 2010

NO	Name of participation
1	CDR JOSE BALBINO M LUSPO PCG
2	ENS EDGARDO R AGUILAR PCG

**(7) ADVANCE MARITIME EDUCATION ON INFORMATION TECHNOLOGY**Training Periods: 21<sup>st</sup> June – 12<sup>th</sup> November 2011

NO	Name of participation
1	LT DIONILETT A AMPIL PCG
2	LTJG ANATACIO P BAGAWA PCG
3	LTJG MARILYN M LABASAN PCG

**(8) JCG KOJIMA ONBOARD TRAINING**Training Periods: 1<sup>st</sup> – 16<sup>th</sup> August 2011

NO	Name of participation
1	LT GLENN ABELARDO G PACHECO PCG
2	LT ALEJANDRO L ARICA PCG
3	SN2 Daniel S Galinato III PCG
4	SN2 Julhapas H Tantong PCG

**(9) MARITIME SEARCH AND RESCUE AND DISASTER PREVENTION FOR POLICY PLANNERS**Training Periods: 4<sup>th</sup> August – 28<sup>th</sup> October 2011

NO	Name of participation
1	CDR LYNDON SM CENDREDA PCG
2	LT ADRIAN C VARGAS PCG
3	LTJG HECTOR R RAFIN PCG

**(10) INTERNATIONAL MARITIME CONVENTION AND SHIP SAFETY INSPECTION**Training Periods: 16<sup>th</sup> August – 16<sup>th</sup> November 2011

NO	Name of participation
1	LCDR MITZIE SILVA-CAMPO PCG

**(11) REINFORCEMENT OF MARITIME SAFETY CAPABILITY FOR COAST GUARD OFFICERS IN ASEAN REGION**Training Periods: 23<sup>rd</sup> August 2011 – 8<sup>th</sup> March 2012

NO	Name of participation
1	LTJG MARLOWE O ACEVEDO PCG
2	LTJG GEORGE P MAGANTO PCG
3	LT JEFFERSON L RICO PCG
4	ENS LEOPOLDO DG APILLANES PCG

**(12) ARRESTING TECHNIQUE**Training Periods: 25<sup>th</sup> August – 13<sup>th</sup> September 2011

NO	Name of participation
1	P02 Deno S Sampong PCG
2	P02 Ronnie P Cabural PCG

**(13) MARITIME LAW ENFORCEMENT (ANTI-PIRACY MEASURES FOR COUNTRIES IN ASIA AND SURROUNDING SOMALIA)**Training Periods: 16<sup>th</sup> October – 12<sup>th</sup> November 2011

NO	Name of participation
1	CDR RUDYARD M SOMERA PCG
2	LT ARVIN D LIWANEN PCG
3	LTJG LABERNY M IKAN PCG
4	ENS HAVELINO A SALIH PCG

**(14) MARITIME ENGINEERING COACHING**Training Periods: 16<sup>th</sup> October – 2<sup>nd</sup> December 2011

NO	Name of participation
1	LT GLENN ABELARDO G PACHECO PCG
2	LT JANE J GESULGON PCG

N

SS

3	P02 Jesus Nazareno R Repizo PCG
4	SN2 Daniel S Galinato PCG

**(15) INTERNATIONAL MARITIME CONVENTION AND SHIP SAFETY INSPECTION**Training Periods: 13<sup>th</sup> May – 11<sup>th</sup> August 2012

NO	Name of participation
1	LT DANN AUGUST A CARINO PCG

**(16) ADVANCED MARITIME EDUCATION ON NAVIGATION TECHNOLOGY**Training Periods: 18<sup>th</sup> June – 29<sup>th</sup> November 2012

NO	Name of participation
1	LT JULIAN S BAYAWA JR PCG
2	SN1 Loue Joemar C Anico PCG

## Achievement of the Activities

(Output 1) Establishment of a permanent faculty system	Current Status on the Activities in PDM Legend: Δ: to be achieved by the Project ends ●: Completed
1-1 PCG Personnel data base on Education and Training is built up	<p>● <u>Reviewed the existing DB</u></p> <p>Reviewed the existing DB in 2008 and 2009. It was disclosed that Seniority Lineal List (SLL) composed by CG-1 using Excel sheet was only personnel Data Base which PCG had at the period. The SLL include only data of some 500 officers, and the data of non-officers, which is mainstay of the PCG, are not included. The data of SLL is limited to basic information and do not include enough data for personnel management.</p> <p>Hence, the need for development of new DB is identified.</p> <p>● <u>Developed Personnel data base on Education and Training</u></p> <p>Initially, the project intended to develop the new personnel DB in collaboration with CG-1 (personnel section in HQs). However, CG-1 had been proceeding their original DB development plan and that hampered the collaboration with the project. Hence the project had to develop it by ourselves concentrating for the management of instructors.</p> <p>The DB was intended to develop using the on-market software (Microsoft Access) in the beginning. However, as the result of consultation to out-sourced learned person, some problem on versatility and weakness of the security are indicated. Hence the way of DB development was changed to using software such as PHP, MySQL which has a high versatility and security.</p> <p>The DB program was developed by project counterpart who had basic IT technology. The project sent him to external private software development company to study the software.</p> <p>In Feb.2011, the workshop seminar on DB was held to conclude the development of the DB program.</p> <p>The procurement of the hardware for the Data-Base: Server PC, Client PC and Printer, was delayed and too late to the termination of assignment term of the JICA expert in charge of the DB.</p> <p>The hardware is procured in Aug.2011. And the software and program were installed by the counterpart with the assistance of said company.</p> <p>Δ <u>Further Development of the DB in collaboration with CG-1</u></p> <p>It is identified that closer communication and cooperation with the personnel section (CG-1) would be vital for the input and maintenance of the personnel data.</p> <p>And it is recognized that CG-1 should be the leading section for the development of personnel DB system including the data for management of PCG instructors.</p> <p>Therefore, the developed DB program is expected to further enhance to come up with the need of total personnel management of CG-1 by the cooperation between CGETC and CG-1 in the near future.</p>
1-2 Master Plan for faculty system is formulated	(General outline) According to the Initial Project Design Matrix (PDM) of the Project,

	<p>this project aim to establish a permanent faculty system which is composed of full-time and life-time professors and instructors under the common recognition on the present deficiencies of CGETC instructor system which is unstable and inconsistent because of the absence of experienced instructors .</p> <p>However, the project member has recognized difficulty and unreality of such kind of permanent faculty system establishment after the consideration of the present political and financial circumstances surrounding the PCG.</p> <p>Therefore the project had no choice other than try to find other attainable and realistic way to improve present problem of CGETC instructor system.</p> <ul style="list-style-type: none"> <li>● <u>Consideration on applicability to CGETC of the faculty system which is applied to existing Academies and/or similar education and training schools in the Philippines.</u></li> </ul> <p>The project member visited PMMA, PMA, PNPA and PDEA Academy to study their faculty system in 2008 and 2009. It became clear that there need a legislation arrangement and creation of a promotion and salary system together with the budgetary arrangement to establish permanent faculty system.</p> <ul style="list-style-type: none"> <li>● <u>Seminar and Workshop on the establishment of Faculty</u></li> </ul> <p>Convened the Seminar/Workshop in 2008 inviting guest lecturer from PMA and PMMA and discussed desirable and/or requisite faculty system in PCG. As a result, the necessity of the present instructor system in CGETC is recognized.</p> <p>After the Seminar, DDRC(Doctrine Development and Research center) of the CGETC compile the opinions and made the document named 「A Concept Paper On The Coast Guard Education Service」 .</p> <ul style="list-style-type: none"> <li>● <u>Fact-finding survey and analysis of the education and training in CGETC under the present instructor system</u></li> </ul> <p>The Fact-finding Survey and hearing to CGETC personnel revealed as follows:</p> <ul style="list-style-type: none"> <li>➢ There are no full-time instructors for academic modules either in CGETC Falora or in Basic School in Taguig.</li> <li>➢ Academic subject are taught by CGETC personnel who have not enough trained as an instructor on the specific subject.</li> <li>➢ Guest instructors who belong to other unit than CGETC are expected to teach their expertise but scheduled class is frequently cancelled because of the inconvenience or priority of the expected instructors.</li> <li>➢ Such environment on instructor is hampering stable and effective education and training in PCG.</li> <li>➢ Therefore the HRMSD project initially aim to establish permanent, meaning full-time and Life-time, faculty which is equivalent to other similar Academies or Universities.</li> <li>➢ However, it became clear that PCG is still not in the circumstances that allow creating such faculty system because of the following situation.</li> </ul> <p>① Total number of PCG officer is only 500 that cannot afford to</p>
--	--

	<p>create life-time faculty and/or PCG's own academy.</p> <p>② Line officers cannot stay instructor's post for much long time because of their present promotion system.</p> <p>③ Law or equivalent legislation will be needed to create corps of professors. Budgetary arrangement with the Department of Budget and Management (BDM) will be needed to include in the General Appropriation Act (GAA) for employment or procurement of civilian professors for CGETC faculty.</p> <p>● <u>Consideration consultation and proposal of practicable new instructor system.</u></p> <p>Considering the above-mentioned situation, the project proposed practicable and pragmatic new instructor system which is named as "Concurrent Instructor System".</p> <p>Proposed Concurrent Instructor system is composed of CGETC personnel who are assigned instructor duty as his/her main duty. The instructor should have special field of teaching subject. Term of the instructor is 3 years or longer which is still not hamper the present promotion system.</p> <p>The proposal was supported by the then Commander, CGETC and was brought forward to Education and Training Board (ETB). There was no particular objection on the proposal. ETB decided to continue the consideration on the related issues such as Incentives to the Instructors, Applicability to other Satellite Training unit, etc.</p> <p>Through the consideration in ETB, the idea of the proposal had been approved. Therefore, the project decided to amend the initial PDM from the creation of Permanent Faculty system to Concurrent Instructor System at the Joint Coordinating Committee held within the Midterm Evaluation of the Project, in March 2011.</p> <p>● <u>Drafting of PCG Circular on the Concurrent Instructor System and its approval</u></p> <p>The project drafted the Circular document for implementation of the Concurrent Instructor System.</p> <p>The circular include as following:</p> <ol style="list-style-type: none"> <li>① Reference documents</li> <li>② Purpose of the system</li> <li>③ Definition of term</li> <li>④ Policy and procedure</li> <li>⑤ Rescission</li> <li>⑥ Effectiveness</li> </ol> <p>The item on "Policy and procedure" in the circular include as following:</p> <ol style="list-style-type: none"> <li>a. Sources of Pool of Concurrent Instructors</li> <li>b. Qualifications</li> <li>c. Instructors Development Training</li> <li>d. Subjects of Field of Specialization</li> <li>e. Tenure of the Concurrent Instructor</li> <li>f. Duty of the Concurrent Instructor</li> </ol>
--	---

	<p>g. Incentives/Benefits</p> <p>The draft circular was adopted and endorsed by ETB on May, 2012 and accordingly approved by the commandant of PCG.</p> <p>The Concurrent Instructor System was promulgated by PCG circular 06-12 on 28 May 2012</p> <p>● <u>Identification of educational areas to be outsourced</u></p> <p>It was identified that PCG had not enough capable instructors/trainers on Ship operation (Navigation, Marine engineering), On the other hand, a lot of maritime academies/ institutes are existing in the widespread area of the Philippines, hence some qualified academies/institutes could provide good qualified education on ship operation to PCG personnel.</p> <p>Furthermore, their instructors could be good source of instructors for PCG education on Ship operation, if appropriate arrangement could be made between PCG and the academy/institute.</p> <p>In this regard, series of meetings and consultations with PMMA were held under the initiative of the then Secretary of DOTC, and Memorandum of Understanding (MOU) on the Cross training between PCG-PMMA has been agreed on 2009. As a result, PCG has started to send its 15 cadets with PCG scholarship to PMMA in 2010. , 13 cadets in 2011 and 26 cadets in 2012 respectively.</p> <p>The training system could be tentative alternative or substitution for the establishment of PCG's own academy. Hence great improvements are expected for the education and training in Ship operation and maritime affairs for PCG cadets.</p> <p>△ <u>Consideration of the establishment of further effective training facilities of PCG with the further collaboration with PMMA</u></p> <p>Even though, PCG-PMMA Cadetship program contribute great improvement for maritime education for certain PCG cadets, there still be many more cadets who were directly recruited from various university or college without any maritime education. They still could not be provided enough training on maritime education in the present CGOC training.</p> <p>For tackling the said problem, the project is considering the possibility of further collaboration with PMMA, with the transfer of training and education facility adjacent to the location of the PMMA.</p> <p>Master plan will be proposed by the end of the project, which would include the proposal on establishment of new training facility and necessary equipment for strengthening the cooperation and collaboration with the PMMA.</p>
<p>1-3 Career Management Plan for PCG Personnel is developed. (revised PDM)</p>	<p>(General Outline)</p> <p>Initial PDM aim to create permanent faculty system and to develop new career pattern for the permanent instructors, however due to the abolition of the idea, the project do not need to consider particular career system for the instructors.</p> <p>On the other hand, it is pointed out that PCG should create New Career Development system for General Line Officers to strengthen their Expertise in various fields of its duties including in maritime Knowledge as well as education and training.</p>

N

SS



	<p>Therefore the project decided to conduct to develop general career management plan instead of career pattern for faculty .</p> <ul style="list-style-type: none"> <li>● <u>Study and Analysis of career pattern and promotion system for present general line officers. Clear up the problem of present system which hamper cultivation of a expertise in specific fields of PCG functions.</u></li> </ul> <p>Present general line officers of PCG are repeatedly assigned to various posts with relatively short term. This system is derived from the need to produce and select high-ranking flag officers from 500 of present PCG officers. Hence this system is meaningful in the context and unavoidable.</p> <p>On the other hand, this system, hampering the long-term assignment for certain post, stands in the way of development of expertise in each PCG officers including Instructors development.</p> <p>There are so-called technical officers who have expertise in certain specific field such as legal, medical, dental area.</p> <p>However, the fields of the technical officer are prescribed in the law and could not be expanded to other fields without the amendment of the Law. So the establishment of the instructor as a technical officer is neither easy.</p> <p>Therefore, it is concluded that the establishment of permanent faculty with corps of professors and their own promotion system should be considered when establishment of PCG Academy are approved with the amendment of the PCG Law.</p> <ul style="list-style-type: none"> <li>△ <u>Consideration, Proposal and implementation on the New Career Development Plan for PCG line officers</u></li> </ul> <p>The project has proposed the introduction of the Specialized Expertise Domain Management System (SEDMS) and increase of shipboard assignments.</p> <p>The SEDMS is practically a "Job Specialization System" wherein PCG personnel have to choose a particular field of duty ( e.g. Maritime Law Enforcement, Marine environment Protection, Maritime Safety Administration ) where they can specialize at by threading on said functional specialization throughout their career thereby acquiring an expertise through repeated performance of one specific area of PCG duty. The system is also expected to contribute the upbringing of instructors.</p> <p>The latter proposal will provide for more exposure to actual shipboard experience which is considerably a must for sea-going organization such as the PCG.</p> <p>The proposal on SEDMS were submitted to and endorsed by ETB through project manager and project director. The idea of the proposal is approved by the commandant, and now it is under-consideration in the Promotion Committee which was created by the order of the commandant of PCG</p> <p><u>SUBMITTED THE PROPOSED CIRCULAR ON CAREER PATTERN FOR PCG-NON OFFICERS</u></p>
--	--

N

SS



	<p>The project formulated/proposed a Circular on career pattern for PCG non-officers. The said proposal prescribes policies and procedures that will govern the career management of non-officers in the PCG from the time of enlistment into the regular force until retirement.</p> <p>The proposed Circular aims to ensure that PCG non-officers have proper education and training to prepare them for greater duties and responsibilities commensurate to their rank. Furthermore, it will establish a career pattern that will serve as tool to rationalize the training, assignment and promotion of PCG non-officers. The proposal aims to enhance the level of knowledge and skills of PCG non-officers for their professional development, which also in keeping with the mandates of the PCG as provided under RA 9993.</p> <p>The proposals were forwarded to the review committees for consideration. The committees are expected to submit their final output before the end of the project.</p>						
<p>1-4 Instructor eligibility system is established</p>	<p>(General Outline)</p> <p>It is neither practical nor realistic to establish strict requirement for being Instructor, because instructor job has not many advantage or incentives hence it is unpopular job.</p> <p>Therefore, it was understood that enthusiasm should be considered as the most important factor to be good instructor other than qualifications or capabilities</p> <p>•<u>Study and Analysis on the present Personnel Assignment System to CGETC.</u></p> <p>The minimum qualification required to be assigned as instructor are:</p> <ul style="list-style-type: none"> <li>· Graduate of the course or must have specialized training on the particular subject that he will teach</li> <li>· And have completed the IMO instructor Model Course 6.09</li> <li>· Knowledgeable of the relevant training policies</li> </ul> <p>All those who will undergo foreign/ local scholarships and training are required to undertake to render faculty/instructor duty at CGETC commensurate to the period of training as follows:</p> <table style="margin-left: 40px;"> <tr> <td>1year or more</td> <td>2 years</td> </tr> <tr> <td>Six mos or less than one year</td> <td>1 year</td> </tr> <tr> <td>Less than six mos</td> <td>serve as faculty</td> </tr> </table> <p>•<u>Study and analysis on the present Selection system of Guest instructor to CGETC</u></p> <p>It becomes clear that:          Guest Instructor is selected under the consideration of educational background such as major in the Academy/University, attendance of foreign/local courses, and experience of the related job to the subject, present position and rank etc.</p> <p>•<u>Correct/improve present selection standard of Guest instructor to CGETC if any, and reflect it to Education Data-Base system.</u></p> <p>Present selection standard of Guest instructor are considered to</p>	1year or more	2 years	Six mos or less than one year	1 year	Less than six mos	serve as faculty
1year or more	2 years						
Six mos or less than one year	1 year						
Less than six mos	serve as faculty						

N

SS

	<p>be appropriate and reasonable in general. The project reflected the selection system for the establishment of the Data Base system on the Education and training</p> <ul style="list-style-type: none"> <li>● <u>To define new Qualifications and Procedure for the selection of the Concurrent Instructor</u> Based on the present qualification required to be assigned as instructor, mentioned above, the project has defined the following new qualifications and procedure in the Circular document for implementation of the Concurrent Instructor System.:             <ol style="list-style-type: none"> <li>a. Sources of Poll of Concurrent Instructors</li> <li>b. Qualifications</li> <li>c. Instructors Development Training</li> </ol> </li> </ul>
<p>1-5 Monitoring and feedback system is improved</p>	<ul style="list-style-type: none"> <li>● <u>Review of the present evaluation system</u> It was revealed that PCG already had Circular 00-07 entitled as "PCG Integrated Education and Training Evaluation System". The system supposed to apply for all courses conducted in CGETC and other Unit training. It consist of 4 phases to complete one cycle as follows:             <ol style="list-style-type: none"> <li>A) Upon Course Convening evaluation Phase</li> <li>B) Mid-course Evaluation Phase</li> <li>C) Course Completion Evaluation Phase</li> <li>D) Post Assignment Evaluation Phase</li> </ol> <p>However, the system has not been continuously implemented since 2008, after conducted in CGOC and CGMC because of the complication of the system.</p> </li> <li>● <u>Amendment of the evaluation sheets</u> The project consider the amendment of the present evaluation sheet of the system, and proposed it to the superintendent of CG school.</li> <li>△ <u>Conduct of Curriculum review and Session Planning</u> Instead of the consideration of the Evaluation System, the project, in cooperation with DDRI, decided to conduct fundamental modification of the training courses conducted in CGETC through the Curriculum review and Session Planning which is guided and assisted by outsourced advisor from National Maritime Polytechnic (NMP).  The project has already reviewed 4 Courses namely CGMC, SPOC, MAREP and MARSAD, and compiled Instructors Guide, Instructional Material etc. The review will continue for the rest of all courses of CGETC and expected to be finished until the end of this year.</li> </ul> <p>As soon as the aforesaid activities have been completed, a new</p>



	<p>and better monitoring and feedback system will be developed which aimed to provide better evaluation of the training/courses being conducted by CGETC. It is expected that the new system will be completed before the end of the project.</p>
--	---

N

SS

## Achievement of Activities

(Output 2) Training programs on MARLEN are developed and strengthened	Current Status on the Activities in PDM Legend: Δ: to be achieved by the Project ends ●: Completed
2-1 A new training course on MARLEN for Junior and middle grade officers is developed and intensified	<p>(General Achievement)</p> <p>As the result of the study in the first and second years, to meet the needs and situation of CGETC, the outputs indicator were discussed to be interpreted as follows;</p> <p><b><i>“To enhance training courses on MARLEN for junior and middle grade officers by embedding new subjects or enhancing the existing subjects to the existing courses.”</i></b></p> <p>The reasons are as stated below;</p> <ul style="list-style-type: none"> <li>- It is more effective to add new subjects or enhance the existing subjects in the existing courses than newly-established courses. Because the student number is expected more.</li> <li>- It is difficult to divide the subjects from existing courses because the existing courses have already similar subjects.</li> <li>- It is difficult to allocate any extra budget.</li> <li>- It is difficult to rearrange schedule for the newly-established courses.</li> </ul> <ul style="list-style-type: none"> <li>● <u>Decision of the targeted subjects</u> Target subjects are as follows; <ul style="list-style-type: none"> <li>- International Law of the Sea</li> <li>- Non-Compliant Boarding at Sea</li> <li>- Initial Investigation</li> <li>- Control of Offender Technique</li> <li>- Maritime Law Enforcement Operation</li> </ul> </li> <li>● <u>Decision of the targeted existing courses</u> Target existing courses are as follows; <ul style="list-style-type: none"> <li>- CGOC(Coast Guard Officer’s Course: about 50 students/year)</li> <li>- CGSCC(Coast Guard Station Commander’s Course: about 40 students/year)</li> <li>- CGCSC(Coast Guard Command Staff Course: about 45students/year)</li> </ul> </li> <li>● <u>Revision of the Teaching Syllabus of MARLEN of CGOC</u> The Teaching Syllabus of MARLEN of CGOC was revised, such as subjects, number of hours. The contents of revision are as follows; <ul style="list-style-type: none"> <li>- Readjustment of subjects</li> <li>- Newly-established “Initial Investigation”</li> <li>- Enhancement of the number of hours of the class</li> </ul> <p>(The above mentioned matter has been approved by Education and Training Board. It has been embedded from 2010)</p> </li> <li>● <u>Making Reference books</u> Reference books on the following subjects were provided; <ul style="list-style-type: none"> <li>- International Law of the Sea</li> <li>- Non-Compliant Boarding at Sea</li> <li>- Initial Investigation</li> <li>- Control of Offender Technique</li> <li>- Digital Single-Lens reflex camera Training Text</li> </ul> </li> <li>● <u>Making Standard Textbook</u> <ul style="list-style-type: none"> <li>- <b>Maritime Security and Law Enforcement Manual</b></li> </ul> </li> <li>● <u>Revision of the Teaching Syllabus of MARLEN of CGSCC</u></li> </ul>
2-2 New training courses on MARLEN for Enlisted personnel are developed and intensified	<p>(General)</p> <p>As the result of the study in the first and second years, to meet the needs and situation of CGETC, the outputs indicator were discussed to be interpreted as follows;</p> <p><b><i>“To Enhance training courses on MARLEN for Junior and middle grade officers by</i></b></p>

	<p><i>embedding new subjects or enhancing the existing subjects to the existing courses."</i></p> <p>The reasons are as stated below;</p> <ul style="list-style-type: none"> <li>- It is more effective to add new subjects or enhance the existing subjects in the existing courses than newly-established courses. Because the student number is expected more.</li> <li>- It is difficult to divide the subjects from existing courses because the existing courses have already similar subjects.</li> <li>- It is difficult to allocate any extra budget.</li> <li>- It is difficult to rearrange schedule for the newly-established courses.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Decision of the targeted subjects</u> Target subjects are as follows; <ul style="list-style-type: none"> <li>- International La of the Sea</li> <li>- Non-Compliant Boarding at Sea</li> <li>- Initial Investigation</li> <li>- Control of Offender Technique</li> <li>- Maritime Law Enforcement Operation</li> </ul> </li> <li>• <u>Decision of the targeted existing courses</u> Target existing courses are as follows; <ul style="list-style-type: none"> <li>- CGMC(Coast Guard Man's Course: about 400 students/year)</li> <li>- MARSEC(Maritime Security Course: about 50 students/year)</li> </ul> </li> <li>• <u>Revision of the Teaching Syllabus of MARLEN of CGMC</u> The Teaching Syllabus of MARLEN of CGOC was revised, such as subjects, number of hours. The contents of revision are as follows; <ul style="list-style-type: none"> <li>- Readjustment of subjects</li> <li>- Newly-established "Initial Investigation"</li> <li>- Enhancement of the number of hours of the class</li> </ul> <p>(The above mentioned matter has been approved by Education and Training Board. It has been embedded from this year)</p> </li> <li>• <u>Making Reference books</u> Reference books on the following subjects were provided; <ul style="list-style-type: none"> <li>- International Law of the Sea</li> <li>- Non-Compliant Boarding at Sea</li> <li>- Initial Investigation</li> <li>- Control of Offender Technique</li> <li>- Digital Single-Lens reflex camera Training Text</li> </ul> </li> <li>• <u>Making Standard Textbook</u> <ul style="list-style-type: none"> <li>- <b>Maritime Security and Law Enforcement Manual</b></li> </ul> </li> </ul>
2-3 International MARLEN seminar is integrated to PCG training programs	<p>(General)</p> <ul style="list-style-type: none"> <li>• The International MARLEN seminar was conducted in the first year. However, as of the study, to meet the needs and situation of CGETC, and for continuity, embed the divided contents of this seminar into existing courses of CGETC. The reasons are as stated below; <ul style="list-style-type: none"> <li>- It is more effective to add new subjects or enhance the existing subjects in the existing courses than newly-established courses. Because the student number is expected more.</li> <li>- It is difficult to conduct the International seminar by PCG at the present capacity.</li> <li>- The target subjects of International seminar are same as existing MARLEN courses.</li> </ul> </li> </ul> <p>The activities are same as 2-1 &amp; 2-2 mentioned.</p> <ul style="list-style-type: none"> <li>• International Maritime Law Enforcement Workshop(Be planning in Oct. 2012)</li> </ul> <ol style="list-style-type: none"> <li>1. Title: JICA-ASEAN International Law Enforcement Workshop in the Philippines</li> </ol>

	<p>2. Duration of the program From October 15, 2012 to October 26, 2012 (a) For Search and Suppression Training From October 15, 2012 to October 26, 2012 (b) For Anti-International Crime workshop From October 22, 2012 to October 26, 2012</p> <p>3. Venue Philippines Manila (Philippine Coast Guard)</p> <p>4. Target Countries (a) For Search and Suppression Training Host: Japan, Philippines Participants: Cambodia, Myanmar, Thailand, Vietnam (b) For Anti-International Crime Workshop Host : Japan, Philippines Participants : Indonesia, Cambodia, Malaysia, Myanmar, Thailand, Vietnam</p> <p>5. Eligible / Target Organization This program is designed for members of the coast guard or maritime police agencies.</p> <p>6. Total Number and Rank of Participants (a) Search and Suppression Training Total Number Host : Japan 2P, Philippines 6P Participants: 16P (4P/Each Country) Rank : Junior Officer or Enlisted Personnel (b) Anti-International Crime Workshop Total Number Host : Japan 2P, Philippines 10P (PCG6P, PDEA2P, NBI2P) Participants: 18P (3P/Each Country. One is the international affairs personnel, interpreter concurrently.) Rank : Commander or LT Commander</p> <p>7. Language to be used in this program English</p> <p>8. Program Objective The program aims to enhance the enforcement capacity of coast guard and maritime police agencies of ASEAN countries, draw up an Improvement Plan for the participating organizations, and strengthen the regional network for Maritime Law Enforcement.</p> <p>9. Overall Goal The overall goal for the program is to establish a Maritime Safety Cooperation System in ASEAN, and to reduce the incidents of smuggling, terrorism, armed robbery against ships and other cross-border crimes.</p>
2-4 Six (6) of instructors are trained on MARLEN	<p>During the first two years of the Project, Several activities were conducted to select the candidate of instructor on MARLEN and improve the candidates. From the third year, several activities were also conducted to improve the skills and knowledge of instructors and candidates of instructor.</p> <p>[2008-2009]</p> <ul style="list-style-type: none"> <li>• <u>Implementation of "International Maritime Law Enforcement Course-2008"</u> (Objective) <ul style="list-style-type: none"> <li>- Transfer skills and knowledge on Law Enforcement</li> <li>- Transfer skills and knowledge on planning, preparation, implementation on education courses</li> <li>- Making and verification teaching materials</li> <li>- Scouting candidates of instructor on MARLEN</li> <li>- Enhancement of Cooperation with the domestic bodies concerned and neighboring countries</li> </ul> </li> </ul> <p>(Term) 7.October.2008-22.October.2008</p> <p>(Participants) 33person</p>

	<p>(PCG 23p, Domestic related organization 7p, Indonesia 1p, Vietnam 1p, Cambodia 1p)</p> <p>(Target Subjects)</p> <ul style="list-style-type: none"> <li>- International Law of the Sea</li> <li>- Non-Compliant Boarding at Sea</li> <li>- Initial Investigation</li> <li>- Control of Offender Technique</li> <li>- International Maritime Law Enforcement Operation</li> <li>- Assuming training</li> </ul> <p>(Result)</p> <ul style="list-style-type: none"> <li>- Skills and knowledge on Law Enforcement and how to plan were transferred, and such education courses were prepared and implemented very well.</li> <li>- Target subjects were refined.</li> <li>- Validity of draft of textbook was confirmed.</li> <li>- Scouting candidates of instructor on MARLEN was proceeded.</li> <li>- Enhancement of Cooperation with the domestic body concerned and neighboring countries was secured.</li> </ul> <p>• <u>Implementation of "Maritime Law Enforcement Course-2009"</u></p> <p>(Objective)</p> <ul style="list-style-type: none"> <li>- Transfer skills and knowledge on Law Enforcement</li> <li>- Transfer skills and knowledge on Planning, preparation, implementation on Education Courses</li> <li>- Making and verification of teaching materials(Draft of Textbook)</li> <li>- Scouting candidates of instructor</li> <li>- Verification of embedding the target subjects to the existing courses.</li> <li>- Enhancement of Cooperation with the domestic bodies concerned</li> </ul> <p>(Term)</p> <p>8-24.september 2009</p> <p>(Participant)</p> <p>26persons (PCG 23p, Domestic related organization 3p)</p> <p>(Target Subjects)</p> <ul style="list-style-type: none"> <li>- International Law of the Sea</li> <li>- Non-Compliant Boarding at Sea</li> <li>- Initial Investigation</li> <li>- Control of Offender Technique</li> <li>- International Maritime Law Enforcement Operation</li> <li>- Authority of PCG</li> <li>- Maritime Security</li> <li>- Assuming training</li> <li>- Intelligence</li> </ul> <p>(Result)</p> <ul style="list-style-type: none"> <li>- Comparing to the previous year, the more fruitful results were made on transfer skills and knowledge on Law Enforcement and such education courses were prepared and implemented very well.</li> <li>- Target subjects were refined and lacking contents were added.</li> <li>- Validity of draft of textbook was confirmed.</li> <li>- List of candidates of instructor on MARLEN were made.</li> <li>- The consensus to embed the target subjects to existing courses was obtained.</li> <li>- Enhancement of Cooperation with the domestic body concerned was secured.</li> </ul> <p>• <u>Dispatch MARLEN Instructor to "MRITIME LAW ENFOCEMENT COURSE" in Japan. (JICA conducted)</u></p> <ul style="list-style-type: none"> <li>- During 20. October 13.Norvember 2010, one law enforcement instructor was dispatched to "MARITIME LAW ENFOCEMENT COURSE" in Japan. (JICA conducted)</li> <li>- General knowledge of International Law Enforcement Operation was obtained.</li> </ul> <p><b>[2010]</b></p> <p>• <u>Implementation of "Initial Investigation Seminar-2010"</u></p> <p>(Objective)</p>
--	---



	<ul style="list-style-type: none"> <li>- To improve the skills and knowledge on Initial Investigation of instructor candidate.</li> <li>- To improve the draft of textbook.</li> </ul> <p>(Term) 13-21.September 2010</p> <p>(Participant) 10 persons (CGETC:8p, CG12:2p)</p> <p>(Result)</p> <ul style="list-style-type: none"> <li>- Skills and knowledge on Initial Investigation of candidates for instructor are to be improved.</li> <li>- Instructor on Initial Investigation was selected.</li> <li>- Textbook on Initial Investigation was confirmed.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Implementation of "Search &amp; Suppression management Seminar-2010"</u></li> </ul> <p>(Objective)</p> <ul style="list-style-type: none"> <li>- To improve skills and knowledge on Search &amp; Suppression of Instructor candidate.</li> <li>- To improve the draft of textbook.</li> </ul> <p>(Term) 27.September 2010-5.October 2010</p> <p>(Participant) 10persons (CGETC:3p, SOG:7p)</p> <p>(Result)</p> <ul style="list-style-type: none"> <li>- Skills and knowledge on Search &amp;Suppression of candidates of instructor were improved.</li> <li>- Instructor on Search &amp; Suppression was selected.</li> <li>- Textbook on Search &amp; Suppression was confirmed.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Dispatch the Control of Offender Technique Instructors to "Japan Coast Guard Arresting Technique Instructor's Course" in Japan-2010</u></li> </ul> <ul style="list-style-type: none"> <li>- During 30. August 2010 -10.September 2010, two law enforcement instructors were dispatched to "Japan Coast Guard Arresting Technique Instructor's Course" in Japan.</li> <li>- High level skills and how to teach of the Control Offender Technique as well as confidence and awareness were instructed.</li> <li>- The instructors participated the Course, in actual, have been teaching the Control Offender Technique to the PCG personnel in existing courses of CGETC.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Dispatch MARLEN Instructors to "MARITIME LAW ENFOCEMENT for Asia and Middle East" in Japan. (JICA conducted)-2010</u></li> </ul> <ul style="list-style-type: none"> <li>- During 17. October - 13.November 2010 and 7-13. November 2010, two law enforcement instructors were dispatched to "MARITIME LAW ENFOCEMENT for Asia and Middle East" in Japan. (one each respectively) (JICA conducted)</li> <li>- General knowledge of International Law Enforcement Operation was transferred.</li> <li>- The instructors participated in the Course, in actual, have been teaching the Law Enforcement subjects to the PCG personnel in existing courses of CGETC.</li> </ul> <p><b>[2011]</b></p> <ul style="list-style-type: none"> <li>• <u>Implementation of "Search &amp; Suppression management Seminar-2011"</u></li> </ul> <p>(Objective)</p> <ul style="list-style-type: none"> <li>- To improve skills and knowledge on Search &amp; Suppression of Instructor candidate.</li> </ul> <p>(Term) 21.-25.November 2011</p> <p>(Participant) 16persons (CGETC:8p, SOG:8p)</p> <p>(Result)</p> <ul style="list-style-type: none"> <li>- Skills and knowledge on Search &amp;Suppression of candidates of instructor were improved.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Implementation of "Initial Investigation Seminar-2011"</u></li> </ul> <p>(Objective)</p> <ul style="list-style-type: none"> <li>- To improve the skills and knowledge on Initial Investigation of instructor candidate.</li> </ul>
--	--



	<p>(Term) 28.November -2.December 2011</p> <p>(Participant) 18 persons (CGETC:8p, CG12:8p)</p> <p>(Result)</p> <ul style="list-style-type: none"> <li>- Skills and knowledge on Initial Investigation of candidates for instructor are to be improved.</li> <li>• <u>Dispatch the Control of Offender Technique Instructors to "Japan Coast Guard Arresting Technique Instructor's Course" in Japan-2011</u> <ul style="list-style-type: none"> <li>- During 25. August 2011 -13.September 2011, two law enforcement instructors were dispatched to "Japan Coast Guard Arresting Technique Instructor's Course" in Japan.</li> <li>- High level skills and how to teach of the Control Offender Technique as well as confidence and awareness were instructed.</li> <li>- The instructors participated the Course, in actual, have been teaching the Control Offender Technique to the PCG personnel in existing courses of CGETC.</li> </ul> </li> <li>• <u>Dispatch MARLEN Instructors to "MARITIME LAW ENFORCEMENT (Anti Piracy Measures) for countries in Asia and surrounding Somalia" in Japan. (JICA conducted)-2011</u> <ul style="list-style-type: none"> <li>- During 16. October - 12.November 2010 , three law enforcement instructors were dispatched to "MARITIME LAW ENFORCEMENT (Anti Piracy Measures) for countries in Asia and surrounding Somalia"</li> <li>- General knowledge of International Law Enforcement Operation was transferred.</li> <li>- The instructors participated in the Course, in actual, have been teaching the Law Enforcement subjects to the PCG personnel in existing courses of CGETC.</li> </ul> </li> </ul> <p><b>[2012]</b></p> <ul style="list-style-type: none"> <li>• <b>Convening of Martial Art Train the Trainers Course in CGETC</b> <ul style="list-style-type: none"> <li>*On going, 3months</li> <li>*12personel</li> </ul> </li> <li>• <b>Maritime Law Enforcement Joint Training with JCG Vessel</b> <ul style="list-style-type: none"> <li>*28-30, August, 3days</li> <li>*many</li> </ul> </li> <li>• <b>Initial investigation Seminar (Taking picture)</b> <ul style="list-style-type: none"> <li>*24-28, September, 5days</li> <li>*20personnel</li> </ul> </li> <li>• <b>JICA-ASEAN International Law Enforcement Workshop in the Philippines</b> <ul style="list-style-type: none"> <li>✓ <b>Search and Suppression Joint Training</b> <ul style="list-style-type: none"> <li>*15-26, October, 2weeks</li> <li>*24personnel</li> </ul> </li> <li>✓ <b>Anti International Crime Workshop</b> <ul style="list-style-type: none"> <li>*22-26, October, 1week</li> <li>*30personnel</li> </ul> </li> </ul> </li> <li>• <b>Maritime Law Enforcement (Anti Piracy Measures) for countries in Asia and surrounding Somalia</b> <ul style="list-style-type: none"> <li>*November ~ December, 1month</li> <li>*3persons</li> </ul> </li> <li>• <b>Arresting Technique Coaching</b> <ul style="list-style-type: none"> <li>*8-23,November, 16days</li> <li>*14persons</li> </ul> </li> <li>• <u>Other Activities</u> <p>In addition to the above-mentioned activities, the following activities were conducted;</p> <ul style="list-style-type: none"> <li>- Lecture in existing courses by Long Term Experts</li> <li>- Improvement of skills and knowledge of instructors in the process of making textbook.</li> </ul> </li> </ul>
--	---

	- Individual training on Arresting Technique
--	--

*N*

*SS*

## Achievement of Activities

(Output 3) Training programs on ship operations are developed and strengthened	Current Status on the Activities in PDM Legend: Δ: to be achieved by the Project ends ●: Completed
3-1 Qualification courses on ship operations for officers and enlisted personnel are developed.	<p><b>3-1-1: Identify issues of trainings on ship operations to be included in the instructor' course</b></p> <ul style="list-style-type: none"> <li>● Developed Boat handling training course and Instructor development course.</li> <li>● Some training course curriculum such as Ship familiarization Co. Boat handling training Co. <b>Coastal Navigation course</b>, Ship module of CGMC and CGOC, etc., were developed.</li> </ul> <p><b>3-1-2 : Identify the training areas on ship operations to be outsourced</b></p> <ul style="list-style-type: none"> <li>● Visited PMMA, MAAP, PHILCAMSAT, EXACT Review Center and others, and discussed about curriculum which is necessary for PCG. Finally the items which are necessary for PCG were decided.</li> <li>● The meeting is being held about the Institute (or agency, companies) for out-sourcing. <b>MOA for out-sourcing training with PMMA, EXACT were done. MOU with PHILCAMSAT was renewed.</b></li> </ul> <p><b>3-1-3: Conduct trainings on ship operations.</b></p> <ul style="list-style-type: none"> <li>● KOJIMA (JCG training ship) Training. This training was operated once.</li> <li>● Conducted 4 times of Boat handling training Courses in several district and 1 Instructor development course. Qualified 2 training instructors, 4 lecture instructors and 3 assistant instructors. These activities will be continuing.</li> <li>● Conducted Operation Readiness Training for all PCG vessels (SARV 56m, SARV35m, MCS30m).</li> </ul> <p>Δ Conduct Sail training. Trained 21 candidates already. Will be qualify sail training instructors.</p> <p><b>3-1-4 Develop curricula, syllabi and training materials for the new training courses on ship operations.</b></p> <ul style="list-style-type: none"> <li>● Developed Boat handling training curriculum and text, revised Boat captain course curriculum and text, revised ship familiarization course curriculum and text.</li> <li>● Developed Coastal Navigation training course curriculum and teaching guide. Train 45 students already.</li> <li>● Developed Operation Readiness Evaluation (ORE) Manual Book-1 and Book-2 (Book-8 will be completed in total) as follows; <ul style="list-style-type: none"> <li>- Book-1 : Basic Evolution for 56m SAR Manual : finished</li> <li>- Book-2 : Mission Evolution for 56m SAR Manual : finished</li> <li>- Book-3 : Basic Evolution for 35m SAR Manual : finished</li> <li>- Book-4 : Mission Evolution for 35m SAR Manual : finished</li> <li>- Book-5 : Basic Evolution for 30m SAR Manual : finished</li> <li>- Book-6 : Mission Evolution for 30m SAR Manual : finished</li> <li>- Book-7 : Basic Evolution for Buoy Tender : drafting</li> <li>- Book-8 : Mission Evolution for Buoy Tender : drafting</li> </ul> </li> </ul>
3-2 PCG certification system for ship's crew is established	<p><b>3-2-1-1 To study and discuss a level of qualification standard needed by Officers and crews.</b></p> <p>Δ CGRF has drafted circular on Shipboard Rating System for Non-Officers which will be the basis for the conduct of particular course and subsequent certification of the ship's crew.</p> <p><b>3-2-1-2 To study and discuss the method to qualify</b></p> <p>Δ CGRF has drafted circular on Shipboard Rating System for</p>

	<p>Non-Officers that specify qualification for ship's crew.</p> <p><b>3-2-1-3 To institutionalize qualification process</b></p> <p>Δ Conducted Boat Handling Training Instructor Development Course, and then qualified Instructor (refer to 3-1-3). Through this training, Instructor Badge System has been realized. Award of the badge is now on process.</p> <p>Δ The discussion of the qualification standard, the method of qualify and institutionalize process are being continued regularly with Commander CGETC, CGFleet and CGRF.</p> <p>Δ Integration of Sailing Course in the regular conduct of Shipboard Familiarization Course/ Surface Officer Course (OOD/OOW) was done.</p>
3-3 Standard operation procedures for ship evolutions are developed	<p><b>3-3-1-1 To review and study current watch keeping system.</b></p> <p>Δ Drafting of Watch Officer's Guide for shipboard officers.</p> <p>● Developed ORE manual and established Standard Operation Procedure for ship Evolution of 56-m SAR vessel (Book 1&amp;2), 35-m SAR vessel (Book 3&amp;4) and MCS vessels (Book 5&amp;6). This activities will be continue in 4<sup>th</sup> year for develop other class of PCG vessels.</p> <p>Δ Drafting of ORE manual for Bouy Tender (Book 7&amp;8).</p> <p><b>3-3-1-2 Identify the training areas on ship operations to be outsourced.</b></p> <p>Δ Started of training course in PHILCAMSAT, EXACT and number of students) EXACT : 172 students, PHILCAMSAT : 281 students, NYK : 30 students. (Detail refers to CGFERG STATUS for TRAINING).</p> <p><b>3-3-1-3 Conduct trainings on ship operations</b></p> <p>Δ Started Sail training : trained 21 students already, Built 3 sail boat already.</p> <p><b>3-3-1-4 Develop curricula, syllabi and training materials for the new training courses on ship operations</b></p> <p>Δ Drafting of Program of Instructions for shipboard ratings.</p>
3-4 Fleet management procedures are developed	<p><b>3-4-1-4 To draft the improvement proposal for human resources management section</b></p> <p>● Developed human resource management database in CGRF.</p> <p>Δ Developing fleet management database system (inventory, ship maintenance and procurement, etc.,) in CGFLEET and CGRF.</p>

**“Results of Questionnaire”**

This is the result of the questionnaires responded by only C/P officers.

**Philippine Coast Guard  
Education and Human Resource Management  
System Development Project**

**Questionnaire for the Terminal Evaluation  
(For Counterpart)**

This is a questionnaire for the Terminal evaluation of the “Philippine Coast Guard Education and Human Resource Management System Development Project” being implemented from January 2008 to January 2013. This Questionnaire is designed with the JICA evaluation methodology which is regularly utilized to evaluate technical cooperation projects funded by JICA. Your individual data collected through this questionnaire will be handled confidentially only for this project evaluation. However, only the final results from these anonymous individual data, are subject to disclosure to the public in the Project Termination Report.

An evaluation mission will visit the project site between July 16<sup>th</sup> and July 27<sup>th</sup>, 2012 to conduct the project evaluation. In order to evaluate the project efficiently and adequately, we would appreciate it very much if you might be able to fill out the questionnaire in advance.

The evaluation mission has already received the overall Project information through the Project documents and so on, however we would need the progress information at the point of the Terminal Evaluation. We would appreciate for your cooperation whereas there might be some duplication of the work you might have done for the previous Project progress evaluation. When you completed, you are kindly requested to pass the questionnaire to the JICA expert, Mr. Shibuki, due to July 4<sup>th</sup>, 2012. For your reply, either hard copy or soft copy would be fine at your convenience.

Thank you very much for your cooperation.

June 25<sup>th</sup>, 2012

Chiaki Yamada, Appointed Evaluator, Terminal Evaluation Mission

Name	
Organization	
Title	
Period of working for your organization	
Period of working for the JICA Project	

2

SS

<b>1. Achievement of the Project</b>		
Whereas detailed review on the project's achievement is to be done in a report, "The Project Achievements (Indicator and important assumptions)", which is to be submitted to the evaluation mission, in this questionnaire we would like to hear from you concerning general aspects on achievement of the project.		
1	Will the Project Purpose (PCG Education and Human Resource Management system is developed) be achieved by the end of the Project (January 6 <sup>th</sup> , 2013)?	<input type="checkbox"/> .1 Already achieved <input type="checkbox"/> .2 Will be achieved within the Project period (8) <input type="checkbox"/> .3 Difficult to be achieved
	If you chose 3, please describe specific reasons.	
2	Will the Overall Goal (The Capacity of PCG as a Law Enforcement Agency) be expected to be achieved within 5 years after the project?	<input type="checkbox"/> .1 Expected to be achieved enough <input type="checkbox"/> .2 Expected to be achieved with additional activities/measures (8) <input type="checkbox"/> .3 No expectation to be achieved
	If you chose 3, please describe specific reasons.	
3	Has output 1 been achieved by the end of the Project (January 6 <sup>th</sup> , 2013)?	<input type="checkbox"/> .1 Already achieved <input type="checkbox"/> .2 Not yet but will be achieved before the end of the Project (4) <input type="checkbox"/> .3 Difficult to be achieved
	If you chose 3, please describe specific reasons.	
4	Has output 2 been achieved by the end of the Project (January 6 <sup>th</sup> , 2013)?	<input type="checkbox"/> .1 Already achieved <input type="checkbox"/> .2 Not yet but will be achieved before the end of the Project (4) <input type="checkbox"/> .3 Difficult to be achieved
	If you chose 3, please describe specific reasons.	
5	Has output 3 been achieved by the end of the Project (January 6 <sup>th</sup> , 2013)?	<input type="checkbox"/> .1 Already achieved <input type="checkbox"/> .2 Not yet but will be achieved before the end of the Project (5) <input type="checkbox"/> .3 Difficult to be achieved
	If you chose 3, please describe specific reasons.	
<b>2. Implementation Process</b>		
6	Has the Project been implemented as planned?	<input type="checkbox"/> .1 Implemented faster than planned <input type="checkbox"/> .2 Implemented as planned (8) <input type="checkbox"/> .3 Implemented behind the schedule
7	Were there any encouraging or disturbing factors for the	<input type="checkbox"/> .1 Yes, there was encouraging factor <input type="checkbox"/> .2 Yes, there was disturbing factor (1)



	progress of the Project?	<input type="checkbox"/> .3 Yes, both factors have happened. (7) <input type="checkbox"/> .4 Not at all
	If you chose 1, 2 or 3, please describe specific reasons.	<ul style="list-style-type: none"> <li>• Encouraging factors to have the project progress as planned are the enthusiasm and dedication of the project team members. They all believe that the project is really very important in developing professional competence of each PCG personnel for the PCG to bring quality service to the maritime community and stakeholders.</li> <li>• The enactment of the Coast Guard Law in 2010 has conceptualized PCG's role as a MARLEN agency. At one point the Project Objective has to be amended due to implausibility of its attainment.</li> <li>• The project is timely with the enactment of the Coast Guard Law that strengthens the PCG's power and functions as Maritime Law Enforcers and now plays important roles in the country.</li> <li>• The encouraging factor was the timely enactment of RA 9993. The activities under output 1 (Faculty &amp; Education System) is in line with the doable project of the PCG such as the career pattern for officers and non-officers, promotion system, curriculum review considering the new mandates in RA 9993 etc.</li> <li>• The disturbing factor on the other hand is the provisions of the career pattern for PCG officers where the permanent faculty system is difficult to attain.</li> </ul>
8	Have you had any problems with members related to the Project?	<input type="checkbox"/> .1 Yes, I have <input type="checkbox"/> .2 No, I have not (8)
	If you chose 1, what kind of problems have you had, and with whom have you had a problem?	
9	Have you had any difficulties/problems in communicating with the Project team members?	<input type="checkbox"/> .1 To a fair extent <input type="checkbox"/> .2 Not so much (2) <input type="checkbox"/> .3 Not at all (6)
	If you chose 1, please describe specific difficulties/ problems.	<ul style="list-style-type: none"> <li>• Communicating with project team members in terms of "getting in touch" is not a problem. Each member is always available if needed. A slight problem is on oral communication among PCG-JICA counterparts where accent sometimes leads to different understanding. This is however manageable as point of interest during discussion is clearly explained.</li> </ul>



		<ul style="list-style-type: none"> <li>• There are problems in communicating with the Project Team members but all are also raised and addressed during the regular meeting conducted.</li> </ul>
10	Have you participated in the process of decision - making during the Project?	<input type="checkbox"/> .1 Yes, I have (7) <input type="checkbox"/> .2 No, I have not (1)
	If you chose 1, please describe the number of any meetings you have participated in and missed as long as you can remember.	<u>The number of meeting participated in : TWELVE (12)</u> <u>Meetings from January 2010 to present including the mid-term evaluation.</u> <u>The number of meeting missed : NONE</u> <u>Meetings prior January 2012</u> <ul style="list-style-type: none"> <li>• I cannot recall how many meetings. But I was always present in meetings I have to preside as Project Director, where decision making has to made.</li> <li>• Meeting of the different committee were those I do not attend unless they need my presence for guidance.</li> <li>• I have practically participated in all meetings so far.</li> <li>• I have attended in all scheduled meetings since I am a Head Secretariat and later become the Project Coordinator.</li> </ul>
11	Were there any difficulties/problems to participate in the Project activities?	<input type="checkbox"/> .1 Yes, there were <input type="checkbox"/> .2 No, there were not (8)
	If you chose 1, please describe specific difficulties /problems and how to cope with/sort out them.	
12	Has the monitoring been implemented during the Project?	<input type="checkbox"/> .1 Yes, it has (8) <input type="checkbox"/> .2 No, it has not
13	Have you participated in the monitoring during the Project period?	<input type="checkbox"/> .1 Yes, I have (8) <input type="checkbox"/> .2 No, I have not
14	If you chose 1, please describe the number of any monitoring you have participated in and missed as long as you can remember	<u>The number of monitoring participated in : TWELVE (12)</u> <ul style="list-style-type: none"> <li>• We regularly conducted the monthly steering committee meetings wherein the Project Director and Project Manager monitored the implementation of the project. Moreover, I am the Chairman of the Technical Working Group (TWG) on Curriculum Review and</li> </ul>

2  




		<p>preparation of training manuals (MARSLEN and others) which part of the major activities of the project.</p> <ul style="list-style-type: none"> <li>• Likewise, I monitored the implementation of the Instructor's Information Management System (IIMS) and the passage of the CGETC Concurrent Instructor Circular as well as the conduct of the evaluations to the courses being conducted in CGETC</li> </ul> <p><u>The number of monitoring missed : NONE</u></p> <ul style="list-style-type: none"> <li>• I cannot recall any monitoring activity I have missed. Being Project Director, members are readily available and accessible whenever I want to check progress of the project.</li> <li>• I have practically participated in the close monitoring of the project.</li> <li>• I have actively participated in the monitoring of the Project being the Project Coordinator.</li> <li>• Prior January of 2010 and from 04 August 2011 to 04 December 2011 when I attended the course on International Maritime Safety Conventions and Ship Safety Inspection in JICA, Yokohama Center.</li> </ul>
15	Have you reflected the monitoring results on the Project?	<input type="checkbox"/> .1 Yes, I have (8) <input type="checkbox"/> .2 No, I have not
16	Were there any problems on the cooperation between Philippine and Japanese sides during the Project?	<input type="checkbox"/> .1 No problem (2) <input type="checkbox"/> .2 No serious problem although there were some problem (6) <input type="checkbox"/> .3 The Project was disturbed due to the serious problem
	If you chose 2 or 3, please describe what kind of problems happened.	<ul style="list-style-type: none"> <li>• The problems were mostly those at the start of the project where ideas or priorities among counterparts how to achieve the project's objectives were quite different based primarily on their exposures, experience and understanding of the PCG organization. However, adjustments and cooperations were ultimately made towards one direction to achieve the project's objectives.</li> <li>• Whereas some minor problems on coordination were noted in the past, this was threshed out during the period when I have become a participant as CP in the Project</li> <li>• There are problems on the cooperation between Philippine and Japanese sides but also resolve in discussion during regular meetings.</li> </ul>
17	Were roles and responsibilities	<input type="checkbox"/> .1 Yes, they were (8)

N

SS

	of each C/P clear?	<input type="checkbox"/> .2 No, they were not
<b>3. 5 evaluation criteria</b>		
<b>1) Relevance</b>		
18	Is the project appropriate as a mean to improve the capacity of PCG as a law enforcement Agency?	<input type="checkbox"/> .1 To a fair extent (8) <input type="checkbox"/> .2 Not so much <input type="checkbox"/> .3 Not at all
19	Were there any changes of importance and priorities of the Project caused by any international subjects, Philippine policy, law or domestic subject, or any changes in PCG and DOTC since the beginning the Project?	<input type="checkbox"/> .1 Higher than before (8) <input type="checkbox"/> .2 No change (important and high priority as before) <input type="checkbox"/> .3 Lower than before
	Importance and priorities of the Project becomes more significant (higher) than before particularly on Law Enforcement Training with the enactment of the New Coast Guard Law in 2009 and the present situation in West Philippine Sea.	
<b>2) Effectiveness</b>		
20	Was there influence in the process from "Outputs" to "Project Purpose" by the important assumption?	<input type="checkbox"/> .1 No problem (7) <input type="checkbox"/> .2 Partial problem has been existed (1) <input type="checkbox"/> .3 The Project has been disturbed because the important assumptions were not secured
	<b>[Important assumption]</b> 1.Number of PCG recruitment will be maintained sufficiently)	
	If you chose 2 or 3, please describe specific reasons.	
21	Were there any encouraging factors for the achievement of the Project purpose (PCG Education and Human Resource Management system is developed.)?	<input type="checkbox"/> .1 Nothing <input type="checkbox"/> .2 Existed partially <input type="checkbox"/> .3 The Project has been encouraged due to issues (8)
	If you chose 2 or 3, please describe specific reasons.	<ul style="list-style-type: none"> <li>•The need for PCG personnel to specialize on its core functions, particularly as a law enforcement agency, as a result of the enactment of PCG Law.</li> <li>•The project has been encouraged more with the enactment of the New Coast Guard Law in 2009 and the present situation in West Philippine Sea. The PCG as a Law Enforcement Agency faces new and additional challenges with its expanded responsibility in the new law and protecting its sovereignty and sovereign rights in West</li> </ul>

		<p>Philippine Sea.</p> <ul style="list-style-type: none"> <li>•The enactment of RA 9993 (Coast Guard Law) and its IRR has paved the way for the review of all existing policies to include HRD which prompted adjustments in the project implementation.</li> <li>•The project is timely with the enactment of the Coast Guard Law that strengthens the PCG's power and functions as Maritime Law Enforcers and now plays important roles in the country.</li> <li>• Yes, the enactment of the Circular on CGETC Concurrent Instructors System helps the PCG to maintain and establish a pool of instructors in order to standardize the faculty and education system in the PCG.</li> <li>•Moreover, the enactment of RA 9993 and its IRR is a great factor for the project lined – up activities and recommendations specifically on HRD policies were considered by the PCG leadership for review by a Committee created and eventually to be implemented before the end of the project.</li> </ul>		
22	Were there any disturbing factors for the achievement of the Project purpose?	<input type="checkbox"/> .1 Nothing (8) <input type="checkbox"/> .2 Existed partially <input type="checkbox"/> .3 The Project has been disturbed due to serious issues		
	If you chose 2 or 3, please describe specific reasons.			
<b>3) Efficiency</b>				
(1) Inputs from Japanese side				
JICA's Long Term / Short term Experts				
23	Number of experts	<input type="checkbox"/> 1. Appropriate (2)	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	Matching of experts' specialties	<input type="checkbox"/> 1. Appropriate (2)	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	Timing of assignment	<input type="checkbox"/> 1. Appropriate (2)	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	Period of assignment	<input type="checkbox"/> 1. Appropriate (2)	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	Level of experts' capacities in specialties	<input type="checkbox"/> 1. Appropriate (2)	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	Communication skill (including language)	<input type="checkbox"/> 1. Appropriate (2)	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	If you chose 2 or 3 at any of	(Evaluation is only for shipboard operation counterpart)		

	questions above, please describe specific reasons.	3(Evaluation for Mr. Hasegawa only)		
Training in Japan				
24	Training timing	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	Training period	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	Training field	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	If you chose 2 or 3 at any of questions above, please describe specific reasons.			
Equipment provided				
25	Quantity of equipment	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	Type of equipment	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	Timing of provision	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate	<input type="checkbox"/> 3. Something to be improved
	If you chose 2 or 3 at any of questions above, please describe specific reasons.			
(2) Inputs from Philippine side				
C/P personnel				
26	Numbers of C/P assigned	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate (8)	<input type="checkbox"/> 3. Something to be improved
	Matching of C/P's specialties assigned	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate (8)	<input type="checkbox"/> 3. Something to be improved
	Timing of assignment	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate (2)	<input type="checkbox"/> 3. Something to be improved (6)
	Period of assignment	<input type="checkbox"/> 1. Appropriate	<input type="checkbox"/> 2. Nearly appropriate (2)	<input type="checkbox"/> 3. Something to be improved (6)
	Communication skill (including language)	<input type="checkbox"/> 1. Appropriate (1)	<input type="checkbox"/> 2. Nearly appropriate (7)	<input type="checkbox"/> 3. Something to be improved
	If you chose 2 or 3 at any of questions above, please describe specific reasons.		<ul style="list-style-type: none"> <li>• Due to the existing policy of the PCG for a regular rotation/reassignment of personnel, the designated counterparts are not permanent; this include the instructors.</li> <li>• Number of JICA counterparts is nearly appropriate for the whole PCG-JICA Team to be able to accomplish their respective tasks. It should have been better if the Education and Faculty working</li> </ul>	

		<p>committee is two separate committees with corresponding counterpart experts so as more could have been done on Training Curriculum and Evaluation and Improvement of Faculty/Instructor System.</p> <ul style="list-style-type: none"> <li>• Communication skills of counterpart experts are nearly appropriate as their language is a slight barrier observed but quite manageable for the team to understand and agree points of interest during meeting discussions.</li> <li>• The assignment/designation of CP were made from the start of the project, thus the changes of CP designation wrought by changing assignments of some concerned officers is per vacancy basis wherein matching of CP's specialties may not have been optimized.</li> <li>• Number of CP were nearly appropriate because in Faculty and Education System there should be separate counterpart and in matching CP specialties not all CP were experts in the respective fields. In the timing and period of assignment, it needs to be improved because of PCG Officers' rotation policy. The communication skill is nearly appropriate but manageable.</li> <li>• The numbers of counterparts assigned were nearly appropriate by the appointment of the assistant counterpart on each category.</li> <li>• We have a little adjustment as to the timing and the period of assignment. Because of the existing rotation policy of the PCG most of the counterparts before were relived and replaced that somehow affect the implementation of the project.</li> <li>• The faculty and education system were separate and were assigned originally to two counterparts, but upon reassignment of the former C/Ps both were given to me upon my assumption in the project last January 2010. Nevertheless, we manage it with the able assistance of the Japanese expert, VADM ISHIMA and with the guidance of the project Director and Manager.</li> </ul>
27	<p>Are you satisfied with the trainings provided by the project in Japan, in terms of trainee purpose, contents of the training, time period and type of knowledge and skills acquired through the training?</p>	<p><input type="checkbox"/>.1 To a fair extent (8)  <input type="checkbox"/>.2 Not so much  <input type="checkbox"/>.3 Not at all</p>

*N*

*SS*

	If you chose 2 or 3, please describe specific reasons you are not satisfied with trainings.	
28	Were there any influences in the process from "Activities" to "Outputs" by the important assumption?	<input type="checkbox"/> .1 Yes, there were (8) <input type="checkbox"/> .2 No, there were not
	<b>【Important assumption】</b> 1. Government will allow hiring of civilian instructors 2. Necessary Department/HPCG Circulars will be promulgated.	
	If you chose 2 or 3, please describe how the important assumption has been changed.	I believe there are positive influences in the process to improve efficiency in the implementation of the project as PCG considers in its proposed TOE positions for civilian instructors to constitute permanent faculty and promulgation of necessary Department /HPCG circulars as recommended in the project. <ul style="list-style-type: none"> <li>•Hiring of civilian instructors (training specialists) is one of the identified sources of pool of instructors under the Circular on the CGETC Concurrent Instructor System, which was proposed by the project and was eventually approved by the PCG.</li> <li>•Under the proposed PCG Table of Organization there are four (4) training specialist (civilian instructors) positions than can be filled up upon its approval.</li> </ul>
29	Has the assistance for the Project by JICA Philippine Office been enough?	<input type="checkbox"/> .1 Yes, it has (8) <input type="checkbox"/> .2 No, It has not <input type="checkbox"/> .3 No idea
<b>4) Impacts</b>		
30	Were there any unexpected positive impacts found through the Project implementation?	<input type="checkbox"/> .1 Yes, there were (8) <input type="checkbox"/> .2 No, there were not
	If you chose 1, please describe the details of positive impacts.	<ul style="list-style-type: none"> <li>• The significance of PCG as a law enforcement agency, especially with the enactment of PCG law. Lately, with the West Philippine Sea issue, the PCG is relied upon by the national government to enforce maritime law. As such, the training of PCG personnel on maritime law enforcement under this project is of great help.</li> <li>• On the course of the project implementation, certain ideas to improve crop up HRD as a result of the continuous assessment and conceptualization of activities/schemes for adoption into the project.</li> </ul>



		<ul style="list-style-type: none"> <li>• It will improve the PCG MARLEN capability at the same time its Human Resource Management.</li> <li>• Yes, in the process of curriculum review, CGETC realized the need to consider the core competence based on the general learning objectives at the end of the course/training in line with the PCG law (RA 9993).</li> <li>• In the process of review, it acknowledge the need to come up with the instructors manual containing the program of instruction with specific learning objectives, instructors guide as well as the training materials needed in the conduct of the course. This is to standardize the conduct of trainings in CGETC.</li> <li>• Likewise, some HRD policies which is a part of the project activities were formulated and submitted to Higher Headquarters, which were made as their working document for review and consideration prior to its implementation.</li> </ul>
31	Were there any unexpected negative impacts found through the Project implementation?	<input type="checkbox"/> .1 Yes, there were (6) <input type="checkbox"/> .2 No, there were not (2)
	If you chose 1, please describe the details of negative impacts.	<ul style="list-style-type: none"> <li>• In the implementation of the Instructors Information System, there were problems encountered specifically on the gathering and updating of data in the database. But the same problem was threshed out with the assistance of concerned staffs (CG-12 and CG-1) in HPCG.</li> </ul>
32	Were there / Will be there any disturbing factors for the achievement of the Overall goal?	<input type="checkbox"/> .1 Yes, there were / Yes, it will be there (3) <input type="checkbox"/> .2 No, there were not / No, it will not be there (5)
	If you chose 1, please describe specific disturbing factors.	
33	Were there / Will be there any encouraging factors for the achievement of the Overall goal?	<input type="checkbox"/> .1 Yes, there were / Yes, it will be there (8) <input type="checkbox"/> .2 No, there were not / No, it will not be there
	If you chose 1, please describe specific encouraging factors.	<ul style="list-style-type: none"> <li>• The continuing support of JICA for the development of PCG's human resources is recognized not only by those who are directly involved with the Project, but especially the leadership of the PCG and the national government. There is the desire to improve the Coast Guard service and it is our hope that the success of this</li> </ul>



		<p>Project, JICA will grant another Project for the PCG.</p> <ul style="list-style-type: none"> <li>• I see that the enactment of the New Coast Guard Law of 2009 and the increasing public appreciation on the relevance of the PCG are encouraging factors that will help achieve the overall goal of the project.</li> <li>• The acquisition of more appropriate knowledge and competency enhancing skills of personnel will redound to the overall improvement of PCG's delivery of services to the Maritime Public, especially on MARLEN.</li> <li>• The project is timely with the enactment of the Coast Guard Law that strengthens the PCG's power and functions as Maritime Law Enforcers and now plays important roles in the country.</li> <li>• The education and human resource in the PCG was developed and established in order to have capable, equipped and professional PCG personnel that will be in the forefront in the enforcement of the mandated functions of the organization and the realization of its mission.</li> </ul>
34	Were there any influences in the process from "Project purpose" to "Overall goal" by the important assumptions?	<input type="checkbox"/> .1 Yes, there were (5) <input type="checkbox"/> .2 No, there were not (3)
<p><b>[Important assumption]</b></p> <p>1. The budget allocation for PCG will be maintained at a sufficient level.            2. Human Resource Development will continue to be PCG's priority policy</p>		
	If you chose 1 please describe how the important assumption has been changed.	<ul style="list-style-type: none"> <li>• Available budget for the PCG would always determine the extent of its aggressiveness in its operations and conduct of core business. In like manner, Human Resource continue to be the greatest assets of the organization which could spell the difference in PCG's performance of its mandates.</li> <li>• The conduct of the courses and other training activities are incorporated in the Annual Plan Budget of the PCG.</li> <li>• Likewise, the aggressive recruitment of new personnel (at least 1,000 personnel per year) until it reached the needed personnel is one of the primary priority of the PCG.</li> </ul>
<p><b>5) Sustainability</b></p>		
<p>Financial aspects</p>		
35	Will you (PCG) be secured the support from the Philippine	<input type="checkbox"/> .1 Yes, it will (8) <input type="checkbox"/> .2 No, It will not



	government in order to maintain and promote the project activities after the end of the Project?	<input type="checkbox"/> .3 Difficult to estimate a possibility in this financial aspects
	If you chose 2 or 3, are there any specific actions to be taken.	
Institutional aspects		
36	Will you (PCG) have/had the Institutional capacity to continue activities in order to maintain and enhance Project's effects by the end of the Project?	<input type="checkbox"/> .1 Yes, it will (8) <input type="checkbox"/> .2 No, it will not <input type="checkbox"/> .3 Difficult to estimate a possibility in this institutional aspects
	If you chose 2 or 3, please describe what necessary to improve the Institutional capacity is.	
37	Will you (PCG) have allocated the staff properly by the end of the Project?	<input type="checkbox"/> .1 Yes, it will (3) <input type="checkbox"/> .2 No, it will not <input type="checkbox"/> .3 Difficult to estimate a possibility in this institutional aspects (5)
Technical aspects		
38	Will you (PCG) have had the capacity to held training and seminars for staff by the end of the Project?	<input type="checkbox"/> .1 Yes, it will (8) <input type="checkbox"/> .2 No, it will not <input type="checkbox"/> .3 Difficult to estimate a possibility in this technical aspects
	If you chose 2 or 3, do you think that training and seminars are necessary for PCG staff in the future? Please describe your opinion.	
39	Will you (PCG) havehad the capacity to maintain and utilize skills / techniques acquired by the end of the Project?	<input type="checkbox"/> .1 Yes, it will (8) <input type="checkbox"/> .2 No, it will not <input type="checkbox"/> .3 Difficult to estimate a possibility in this technical aspects
	If you chose 2 or 3, please	

ss

	describe specific reasons.	
40	Will skills / techniques have been established into PCG staff?	<input type="checkbox"/> .1 Yes, it will (8) <input type="checkbox"/> .2 No, it will not <input type="checkbox"/> .3 Difficult to estimate a possibility in this technical aspects
Maintenance and management of equipment provided by the Project		
41	Will you (PCG) have maintained and managed the equipment provided by the Project after the end of the Project?	<input type="checkbox"/> .1 Yes, it will (8) <input type="checkbox"/> .2 No, it will not <input type="checkbox"/> .3 Difficult to estimate a possibility in this aspects
	If you chose 2 or 3, please describe specific reasons.	

Thank you for your corporation

# ATTACHMENT 2

## OUTLINE OF THE NEXT TECHNICAL COOPERATION PROJECT FOR PCG (DRAFT AS OF 24JULY 2012)

---

### 1. Overall Goal

The Capacity of PCG as Law Enforcement Agency is improved

### 2. Project purpose

Practical Seaborne Operation on MARLEN is promoted

### 3. Outputs and Activities

- 1) Capability for practical Seaborne Operation on MARLEN is strengthened.
  - 1-1) Assessment of Capacity on Seaborne Operation
  - 1-2) Holding seminars and lectures for the improvement of Practical Seaborne Operation
  - 1-3) Implementing other matters in related activities, such as training of PCG personnel in Japan, as mutually agreed upon.
- 2) Education and Training in PCG is further improved.
  - 2-1) Facilitation of future plans of PCG on the establishment of appropriate education and training organizations and facilities.
  - 2-2) Assist for training courses of CGETC and other satellite training Units, if any.
  - 2-3) Promoting cooperation between PCG and other related educational institutions.
  - 2-4) Implementing other matters in related activities, such as training of PCG personnel in Japan, as mutually agreed upon.
- 3) Regional Cooperation with ASEAN Countries is enhanced.
  - 3-1) Developing of ASEAN Regional Cooperation Activities in coordination with JICA
  - 3-2) Implementing other matters in related activities, such as training of PCG personnel in Japan, as mutually agreed upon.

### 3. Main Input from Japan

Long Term Expert (2)

(1) MARLEN (2) Coordinator

### 4. Project Head Office

PCG Headquarters or CG Ready force (CGRF)

fs





