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INTERNATIONAL TENDENCY IN THE MARITIME EDUCATION

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ABSTRACT

Working in the maritime industry today as a seafarer is not only achieved by passing scores of examinations for the certificate of competency. In addition to this qualification, seafarers must possess broad knowledge and practical abilities to win the competition in today's world seafarers' market. Currently, there appears to be a shortage of seafarers, especially officers and engineers. A fundamental issue in this regard is what makes a "competent" seafarer? In the world shipping industry the actual level of "competence" is not easy to measure. In order to set down the milestones to be targeted by stakeholders, IMO has formulated the STCW Convention and Code to secure minimum standards for seafarers. In this regard, the WMU and IMLI have been contributing from the academic side. Other than the formal international organizations, the IAMU has been acting as the coordinating association of the maritime universities and institutions around the world. Furthermore, the newly formulated International Mermaid Congress is willing to collaborate with the seafarers' society from the student perspective. At the Manila Conference of STCW2010, Japan addressed the role of the WMU and IMLI in promoting enhanced maritime standards. And then at MSC88 of the IMO, the safety culture of an organization is defined as the product of individual and group values, attitudes, perceptions, competencies, and patterns of behavior that determine the commitment to, and the style and proficiency of, an organization's health and safety management. Of course, this safety culture not only affects the education and training, but also for the organizations concerned; however this concept is very important to the process of education and training.

Keywords: STCW2010, Mermaid Conference, MSC88, Just Culture

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1. INTRODUCTION

The year 2010 was the “Year of the Seafarer” which was discussed by the International Maritime Organization (hereinafter referred to as IMO) and various organizations concerned in the maritime community. In this remarkable year for seafarers, the international conference to adopt amendments to the STCW Convention and Code was held in Manila in June (hereinafter referred to as Manila Conference). Estimates indicate that there are 1.5 million seafarers in the world; therefore it is very important to take safety, security and labour matters into consideration so as to effectively realize the themes of the IMO, such as “Safer Shipping, Cleaner Ocean”.

In the past year, I have participated in three international events, such as the International Mermaid Congress 2010 in Istanbul (hereinafter referred to as Mermaid Congress) hosted by the Piri Reis Maritime University of Turkey, the Manila Conference and the Maritime Safety Committee of the IMO. This report summarizes these milestone events for future maritime education and training.

2. INTERNATIONAL MERMAID CONGRESS 2010

This congress was the first international event in the world for and by students of maritime education and training institutes. It was held at the Piri Reis Maritime University, Istanbul, Turkey, for the purpose of showing that the world’s maritime students work and study side by side on the world’s ships without discrimination based on religion, language, race, ethnicity or nationality. To demonstrate this, students from around the world gathered under a single roof.

The host of this congress was the Rector, Professor Dr. Osman Kamil SAG who had been working as the project manager of the technical cooperation project of the Istanbul Technical University, Maritime Faculty (ITUMF) assisted by the Japan International Cooperation Agency (JICA). For this ITUMF project, the Kobe University, Faculty of Maritime Sciences contributed to enhance research activities from 2000 to 2005 by sending the academicians to Turkey as long-term and short-term experts, receiving the academicians of ITUMF, and also hosting the young doctoral students.

The background of this congress was that the Maritime Students’ Association was established in 1999 in Turkey, known as TUDOB (National Maritime Student Union, Turkey), before it was renamed as DODER in 2007 so as to bring the students of maritime training institutions together in order to discuss problems and issues. The domestic Mermaid Congress has been held annually all over Turkey for the past 11 years. Since 1999, the annual Mermaid Congress has grown to include 18 maritime universities and high schools. The Maritime Students’ Association in Turkey organized the International Mermaid Congress in 2010 to increase worldwide awareness of the congress.

The participants were affiliated with 37 institutes around the world as listed in Table 1. The topics raised and discussed by students during brainstorming workshops are as follows:

- (1) Shortage of seafaring officers
- (2) Shortage of academicians with seafaring background

Table 1 Institutional Participants to the Mermaid Congress

Country	Institute	Country	Institute
Australia	Australian Maritime College	Korea	Korea Maritime University
Belgium	Antwerp Maritime Academy	Northern Cyprus	Gime American University
Bulgaria	Nicola Y.Vaptsavov Naval Academy	Philippines	Mapua-PTC College of Maritime Education and Training
Bulgaria	Varna Technical University	Poland	Gdynia Maritime University
Canada	Fisheries and Marine Institute of Memorial University of Newfoundland	Poland	Szczecin Maritime University
China	Shanghai Maritime University	Romania	Constanta Maritime University
Croatia	University of Rijeka	Romania	Ovidius University
Denmark	Danish Maritime University	Romania	Romanian Naval Academy
Egypt	Arab Academy for Science and Technology and Maritime Transport	Russia	Admiral Makarov State Maritime Academy
Finland	Satakunta University of Applied Sciences	Russia	Admiral Ushakov Maritime State Academy
France	L'ecole Nationale de la Marine Merchande de Nantes	Russia	The Baltic Fishing Fleet State Academy
Georgia	Batumi State Maritime Academy	Slovenia	University of Ljubljana
Germany	Hochschule Wismar University of Applied Sciences	Spain	University of Cantabria
Germany	University of Applied Sciences OOW	Spain	Polytechnic University of Catalonia
Germany	University of Rostock	Ukraine	Odessa National Maritime Academy
Greece	University of Athens	Ukraine	Ukrainian Maritime High School
Italy	Italian Maritime High School	United Kingdom	Newcastle University
Japan	Kobe University	United Kingdom	University of Strathclyde, Glasgow
		USA	Massachusetts Maritime Academy

- (3) Standardization in onboard training
- (4) Standardization in simulator utilization
- (5) Campus facilities
- (6) Regimental System
- (7) Expectations from ship owner/company
- (8) Employment Procedures
- (9) Seafarers' Examinations

- (10) Different MET systems
- (11) Short courses, Refreshment courses
- (12) Curriculum development
- (13) Maritime English
- (14) Quality standard system in MET
- (15) Developing WEB-based networks of MET institutions

The distinctive approach of this Congress is that the students of the Piri Reis Maritime University took the lead to entirely plan and organize the Congress. Of course, the academicians and staff of the Piri Reis Maritime University assisted and provided behind-the-scenes support; however, almost everything was managed by the students.

This congress has discussed, in connection with the IMO STW 41, current work on the Comprehensive Review of the STCW Convention, and the code that culminated at the Manila/Philippines Diplomatic Conference of June 2010. Congress participants also expressed their support for and acknowledgement of the Sub-Committee's submission to the Manila Conference 2010 of a thirteen-point resolution relating to:

- (1) The contribution of the International Labour Organization (ILO);
- (2) The development of guidelines to implement international standards of medical fitness for seafarers;
- (3) Revision of model courses published by the International Maritime Organization;
- (4) Promotion of technical knowledge, skills and professionalism of seafarers;
- (5) Attracting new entrants and retaining seafarers for the maritime profession;
- (6) Promotion of technical cooperation;
- (7) Transitional provisions and early implementation of the revised STCW Convention and Code;
- (8) Promotion of the participation of women in the maritime industry;
- (9) Accommodation for trainees aboard ships;
- (10) Verifications of certificates of competency and endorsements;
- (11) Standards of training and certification and ship manning levels;
- (12) Future amendments and review of the STCW Convention and Code;
- (13) Recommendation of measures to ensure the competency of masters and officers on ships operating in polar waters.

This congress was declared to be held continuously on a rotation basis among the member institutions to improve awareness of maritime education and training based on the initiative by the students. Such student-based international activity should be appreciated very much because it opens up possibilities for students in the maritime fields to gain a better understanding of the actual work of shipping and seafaring before they graduate. Moreover, the horizontal connection between maritime students worldwide will also grow as high-level experience is

gained at the Master of Science program of the World Maritime University (WMU) in Sweden.

3. MANILA CONFERENCE

The second Diplomatic Conference of the IMO was held in Manila, Philippines from 21st to 25th, June 2010. The Manila Conference followed the one in Hong Kong in 2009 to promote Asia's contribution to international trade and its growing role on the world economic stage. Since 2010 was designated as the "Year of the Seafarer" by the IMO, the Philippines was the best choice as the host country because of its capacity and responsibility as a seafarers' supply state. This Diplomatic Conference was attended by more than 500 delegates from 85 IMO Member States, as well as by observers from three Associate Members, the International Labour Organization (ILO), the European Commission (EC), one other intergovernmental organization, and 17 non-governmental organizations. The primary goal of participants was to achieve the second all-inclusive revision of the STCW Convention and Code since it was last revised in 1995.

Among the amendments adopted, there are a number of important changes to each chapter of the Convention and Code, including:

- improved measures to prevent fraudulent practices associated with certificates of competency and strengthen the evaluation process (monitoring of Parties' compliance with the Convention);
- revised requirements on hours of work and rest and new requirements for the prevention of drug and alcohol abuse, as well as updated standards relating to medical fitness standards for seafarers;
- new certification requirements for able seafarers;
- new requirements relating to training in modern technology such as electronic charts and information systems (ECDIS);
- new requirements for marine environment awareness training and training in leadership and teamwork;
- new training and certification requirements for electro-technical officers;
- updating of competence requirements for personnel serving on board all types of tankers, including new requirements for personnel serving on liquefied gas tankers;
- new requirements for security training, as well as provisions to ensure that seafarers are properly trained to cope if their ship comes under attack by pirates;
- introduction of modern training methodology including distance learning and web-based learning;
- new training guidance for personnel serving on board ships operating in polar waters; and
- new training guidance for personnel operating Dynamic Positioning Systems.

In relation to the maritime education and training, Japan has submitted the “Proposal to amend the draft resolution on the role of the World Maritime University (WMU) and IMO International Maritime Law Institute (IMLI) in promoting enhanced maritime standards”. This amendment aims to express Japan’s appreciation to Malta and Sweden by addressing the role of the WMU and IMLI in promoting enhanced maritime standards. The Japanese amendment expressed gratitude for the generous contribution by both host countries in the preamble. The amendment confirms Japan’s attitude regarding the importance of maintaining a common approach in educational programs by other academic organizations and institutes, in coordination with the WMU and IMLI, for global implementation of the enhanced standards of the STCW Convention and Code, taking into account the global nature of these instruments as unified standards.

The purpose of the STCW is to establish basic requirements on training, certification and watchkeeping for seafarers on an international level. Previously the standards of training, certification and watchkeeping of officers and ratings were established by individual governments, usually without reference to practices in other countries. As a result, standards and procedures varied widely even though shipping is the most international of all industries. In order to achieve standardization, the role of maritime educational institutions is very important to establish the basic and advanced levels of seafarers. From the educational point of view, therefore, other nations appreciate that Japan has submitted amendments on matters related to the importance of maritime education and training.

Kobe University, Faculty of Maritime Sciences is one of the founders of the International Association of Maritime Universities (IAMU). The purpose of the IAMU is to develop a comprehensive Maritime Education System, to establish an effective Maritime Safety Management System for the international maritime community, and to develop standardized undergraduate curricula, as well as an International Certification System for Competency. At present, the member universities number 52 institutions of the world's maritime education and training universities/faculties. This association, IAMU, is also contributing the same approach as the WMU and IMLI for the necessary standards of education and training to develop the seafarers’ level.

4. MSC88

The 88th session of the IMO Maritime Safety Committee (MSC) was held from 24th November to 3rd December, 2010 in London, the United Kingdom. This session of the MSC dealt with subjects such as lifeboat release mechanisms, future work to implement goal-based standards (GBS), follow up to the 2010 Manila Conference to revise the STCW Convention and Code following in 1995, and general cargo ship safety.

The following four agenda items from this MSC session were related to maritime education and training: 1) Agenda item 11: Safety of navigation, 2) Agenda item 13: Training and watchkeeping (information under STCW regulations I/7 and 8), 3) Agenda item 16: Role of the

human element, and 4) Agenda item 23: Work programme. These agenda items are detailed below.

- (1) The Agenda item 11 dealing with “Safety of navigation” was the report of the fifty-sixth session of the Sub-Committee on Safety of Navigation (NAV) mainly related to the following points:
 - new interim recommendatory measure in the Singapore Strait;
 - maintenance of Electronic Chart Display and Information Systems (ECDIS) software;
 - and, progress in the development of an e-navigation strategy implementation plan and the re-establishment of a Correspondence Group to advance the work.
- (2) The Agenda item 13 dealing with “Training and watchkeeping” was the outstanding matter emanating from the forty-first session of the Sub-Committee (STW) mainly related to the following subjects:
 - principles of Minimum Safe Manning;
 - and, draft amendments to regulation V/14 of the International Convention for the Safety of Life at Sea, 1974.
- (3) The Agenda item 16 related to the “Role of the Human Element” expressed the view that it would be prudent and appropriate to incorporate the human element principles into the guidelines on the organization and method of work of the Maritime Safety Committee and the Maritime Environment Protection Committee and their subsidiary bodies through INTERTANKO and ITF.
- (4) The Agenda item 23 related to “the outcome of the 2010 Conference of Parties to the 1978 STCW Convention” mainly dealt with senior electro-technical officers in Part B of the STCW Code, Development of Guidelines to Implement International Standards of Medical Fitness for Seafarers, and the revision of existing model courses published by the International Maritime Organization and development of new model courses.

Regarding the Agenda item 16 “Role of the Human Element,” the results of a major human element research program, commissioned by the United Kingdom, on the development of a “just” safety culture was discussed so as to inject interesting insights into various cultural influences and human behavior in the shipping industry. Discussions included how such a “just culture” can be effectively utilized to benefit safety and reduce the potential for accidents in today’s increasingly globalized maritime world with its rapid technological changes and other complex developments.

“Just Culture” was introduced as follows:

- Definition of Just Culture

An environment that clearly defines acceptable behavior in a consistent manner, with an atmosphere of mutual trust that encourages people to provide essential safety-related information without fear of retribution, sure in the knowledge that their actions are approved. Unacceptable behavior can expect to be punished.

- Relationship to Safety Culture

Just culture is a subset of safety culture. It is the part concerned with the organization giving clear guidance on acceptable and unacceptable behavior, and generating mutual trust so that people know that (providing their behavior is acceptable) they will be treated fairly when they report near misses and other safety-related problems. It is the part of the safety culture that encourages people to bring potential safety problems out into the open. Safety culture has many other facets to it, such as emergency preparedness.

- Definition of Safety Culture

The safety culture of an organization is the product of individual and group values, attitudes, perceptions, competencies, and patterns of behavior that determine the commitment to, and the style and proficiency of, an organization's health and safety management.

5. CONCLUSIONS

Shipping and seafarers' environment have changed drastically in the past few decades and the method to manage seafarers' skill and proficiency has also changed. The responsibility of institutes for maritime education and training has become heavier and more complicated because of various international obligations for seafarers and requirements from the private shipping companies around the world. Sometimes, the shipping industry makes demands for the new graduates from maritime university or institutes to possess adaptable working potential, especially in the case of small and medium companies or in developing countries as a way to reduce the cost of fostering the new comers. Working today in the maritime industry means to work globally in a borderless situation from the nationality of company, operator, ship-management, owner of ship, flag of ship, seafarer, etc., therefore it is necessary to coordinate such stakeholders. What this means is that the demands of industry and the capacity of universities and institutes both from domestic and international points of view need to be synchronized.

As we all know, the IMO has been contributing to secure the safety and security of navigation and its affiliated universities, WMU and IMLI, have been playing an important role from the academic side. So as to support such efforts by the International Organization, IAMU was inaugurated to collaborate closely with the leading maritime universities around the world. Then, the International Mermaid Congress was institutionalized to give the students a voice. In my view, such coordinating activities amongst the various stakeholders will act not only for the development of seafarers' skill and competency, but also for the seafarers' welfare and shipping productivity.

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