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MARITIME EDUCATION AND TRAINING CONFERENCE

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The Third International Conference on Maritime Education and Training was held at Malmö, Sweden, from 17 to 19 September, 1984.

ORGANISED by the International Maritime Lecturers' Association in co-operation with the World Maritime University, the biennial conference and general meeting of the International Maritime Lecturers' Association (IMLA) was held in Malmö, where its chairman, Captain Gunther Zade, FNI, is vice-rector of the World Maritime University.

The University was established under the auspices of IMO as a centre for advanced study for higher level specialised personnel in developing countries, including maritime teachers, surveyors, inspectors and administrators (see *Seaways* November 1984, page 27).

The inclusion of the conference as the first part of a longer seminar for heads of national and regional maritime training institutes, together with the attendance of students at the World Maritime University, meant that it was one of the largest and most representative assemblies of people involved in maritime education ever held. The 191 participants were drawn from over 50 different countries. Despite the number of heads present, IMLA's objective of providing a forum for the ordinary maritime teacher was maintained through the attendance of a goodly number of conference membership in the latter category.

In his opening address, the Secretary-General of IMO, Mr C. P. Srivastava, emphasised the role of the World Maritime University in training maritime teachers for developing countries and expressed his gratitude for the financial support the University had received from many countries, emphasising especially the contribution of numerous visiting professors who gave their services without charge. Speaking particularly to heads of institutions, he called for plans to be drawn up for the improvement and modernisation of establishments and for the training of teachers.

The first session, devoted to recent developments, contained papers on navigation simulators, passage planning, and computers in maritime education and training. S. J. Singh (Hong Kong) attempted a review of the contribution of the International Radar Simulator Teachers Workshop, linked with the Hong Kong experience. Three themes emerged: the nature of facilities, the applications of simulators, and limitations. Mr Singh was worried that simulators could lead to unjustified bias in favour of one navigation aid, radar, for primary navigation, and that it was not scientifically established that navigating a simulator was likely to be of value in navigating a ship itself.

The paper by F. Arbeider and J. Mulders (Amsterdam) posed the question 'Are theory and practice in passage planning satisfactory?' They sought to answer this through the results of a questionnaire given to students having sea experience, pilots, serving masters and shipping-company management-staff.

Referring to theory, they concluded that the right approach had been adopted because students increased their knowledge about the connection and interaction between different subjects, learned about the collection and selection of data, and learned about the establishment

of a plan's elements, optimising the plan and presenting it to others. The survey showed that in practice passage planning is undertaken, but not always every detail, the owner's view on planning is reflected on board, planning is developing slowly from a one-man job to a team approach.

Mr A. Yakushenkov (Lenigrad), discussing the use of computers in maritime education, drew attention to the need to consider general pedagogical aspects of their use as well as maritime teaching method aspects. He paid particular attention to programmed learning and the relationship between that and traditional learning. The use of computers in simulation was reviewed. Future development at his college would be based on mini-computers as central control units with a spread of peripherals.

Greater use of statistics

Future perspectives was taken as the theme of the second session. J. H. Mulder (Amsterdam) argued the case for a greater use of statistics and statistical concepts in maritime education. To facilitate this research was needed to acquire statistical data: such data needed publication, manufacturers should be obliged to publish statistical data with their products, uniform statistical units must be used, those in the maritime industry must understand the applications of statistics.

In a dramatic, illustrated talk, S. Arvedson (Rector of the World Maritime University) demonstrated the lessons to be learned from casualty analysis, particularly of the most frequent types of casualty: engine-room fires, collision, grounding, cargo-related accident. Do textbooks and audio-visual aids cover casualties productively? Some data is published, but support should be made available for the production of good textbooks for teaching purposes.

Mr P. Houssin (France) argued that management and economics training for marine personnel was of growing importance. Principles must be taught and assimilated, and to achieve this Mr Houssin advocated a French technique of 'complete immersion' in the subject during a week of 12-hour days.

English problems

The conference turned to marine communication language and technology for its third session. K. Opitz (Hamburg) had attempted to quantify the extent of English teaching on a world basis, but was able only to produce inconclusive results owing to a low response to his questionnaire and the great variety of organisational patterns, which made reduction to a comparison standard very difficult.

J. Kelly (Canadian Coastguard College) discussed the problem of maritime English syllabus design, including the suitability of texts, using the language programmes at his own college as examples. An analysis of the work situation revealed those categories of language which were most important and a modular approach, using video pro-

grammes as a component, was developed to cater for this base level. Some of the films made could well stand as standard instructional films distinct from the language purpose (e.g., icebreaking operations). Mr Kelly detected similar language teaching problems in most countries and offered to lead a common front on the problem of constructing a maritime English programme.

L. A. Holder (Liverpool) moved the emphasis to modern telecommunication and information systems in maritime operations, and the teacher's task in preparing his students to meet the challenge of new technology. The potential of Inmarsat, the human element, information on ships, were amongst items discussed.

Forecasting the trend of development was full of pitfalls; nevertheless, the maritime educator must work to the best estimate of future requirements, make sure that current systems were thoroughly understood (a basis for absorbing future change), and accept that it is likely that predictions will turn out to be wrong.

The author of this report contributed a paper to the fourth session of the conference, on information and learning resources in maritime education, in which he argued the case for well developed literature bases in all maritime colleges and for the development of information awareness in students through the proper integration of library based work in studies at all levels.

J. Femenia (New York) gave the only presentation specifically devoted to marine engineering, in which he discussed the art of teaching marine engineering. He also outlined the programmes of instruction offered at his college, in which the aim was to achieve a balance of basic scientific principles allied with professional training.

John Read (Canadian Coastguard College) addressed the thorny topic of measuring training efficiency raising questions such as, is the right information being taught and is the quality of instruction sufficiently high? The process of evaluation requires a proper statement of aims and objectives which could then be related to responses to a survey amongst graduate students now at sea. To

keep abreast of developments such an examination must be undertaken at frequent intervals.

Developing countries

In the final session the emphasis was on developing countries, with papers on the role of a maritime administration, and on building up a maritime academy. P. S. Vandiswar (WMU) emphasised the importance of the national context in maritime training, certification, manning and crew matters, dealing with the various facets in detail; inevitably the paper had a legislative tone. H. P. Preito (Argentina) described the development of the Argentine Maritime Academy under the auspices of an IMO/UNDP development programme to increase capacity to 1,000 students.

IMLA biennial conferences are deliberately wide ranging, and provide something of a review of the 'state of the art' for its members, and others attending the meeting. It is for this reason that each of the papers has been outlined in this report. There were undoubtedly a number of very interesting papers which will benefit this writers's own work. The benefits do not end there or with the creation of new contacts and the cementing of old ones.

Following the biennial general meeting of IMLA, its new chairman, Captain P. van den Driest, MNI, was able to announce IMLA workshops on some of the topics raised at the conference. The Association set up a sub-committee on maritime English under the chairmanship of Jim Kelly, and this would make its first report to a workshop on maritime English, in Italy in May 1985.

A workshop on statistics was planned for Amsterdam in 1986, while a number of other topics including casualty analysis and sea training vessels were under consideration. The presence in Malmö of a Dutch power-driven and a Polish square-rig training ship, with the opportunity to make visits, emphasised the place given by many countries to this approach to maritime training. □

MR SRIVASTAVA RE-ELECTED AS SECRETARY-GENERAL

THE FIRST MEETING of the newly-enlarged Council of the International Maritime Organization re-appointed Mr Chandrika Prasad Srivastava as Secretary-General for another four-year term, beginning on 1 January 1986.

The Council is IMO's governing body between the biennial sessions of the 126-member Assembly. It normally meets twice a year and it now consists of 32 member States. Previously it consisted of only 24 but was increased in size to ensure that all sections of the maritime community are fully represented.

Mr Srivastava became Secretary-General of IMO on 1 January 1974 and has now been re-appointed for a record fourth term of office. His career with IMO has coincided with some of the most important developments in the Organization's work in improving safety at sea and eliminating pollution of the sea from ships.

Perhaps the most significant has been the gradual change of emphasis from the adoption of new legislation to the more effective implementation of existing measures. IMO's technical assistance programme has grown considerably, with a major highlight being the opening in July 1983 of the World Maritime University at Malmö in Sweden. Mr Srivastava is Chancellor of the University and chairman of its Board of Governors.

Mr Srivastava joined IMO after a distinguished record of public service in India. After education at Lucknow University, where he gained degrees in law as well as becoming a Master of Arts, he began his career as Under-Secretary to the Government of India, Ministry of Commerce, in 1948. He first became associated with maritime activities when he served as an officer on special duties with the Directorate-General of Shipping in 1953. The following year he was appointed Deputy Director-General of Shipping and became Senior Deputy Director-General in 1959.

In 1961 Mr Srivastava was appointed managing director of the Shipping Corporation of India and held this post until 1964 when he was appointed Joint Secretary to the Prime Minister of India. In 1966 he resumed his association with the Shipping Corporation of India when he was appointed chairman of the board of directors as well as managing director and remained in this post until joining IMO.

Mr Srivastava has represented his country on many occasions; perhaps the most important was in 1973-74 when he was elected president of the United Nations Plenipotentiary Conference on a Code of Conduct for Liner Conferences. □