

To promote, develop and support in the spirit of cooperation, the common interests of its members in all matters concerning the development and quality of maritime education and training.

NEWSLETTER

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TRAIN, TRAIN, RETRAIN, RETAIN!



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Editorial

E editing this newsletter is an enjoyable and interesting role. One of the reasons of course is that it endeavours to address developments in a critically important, always changing and fascinating global industry. Another reason is the international group of thinkers prepared to express their thoughts by submitting articles, primarily about MET, but also other aspects of ship operation and life at sea. For example in this and the previous two issues, we've had the privilege of articles from Richard (Australia), George, Iman and Hamzah (Malaysia), Alan (Hong Kong), Chris (UK), Mahendra (India), Boro (Kiribati), Jai (Singapore), myself (New Zealand).

To assist development of an even more interesting and constructive monthly newsletter, an Editorial Board, comprised of Richard Teo, Iman Fiqrie, Chris Haughton and myself as editor, has been formed.

With this issue we are introducing a more critical approach to MET. Chris Haughton, with a doctorate in education and long experience as a leading provider and thinker about MET has set the scene with his *Gaping Gaps* paper: "Expect lots of ticked boxes and wordage but not much substantive change. Worse, we'll all still be wringing our hands in ten years' time in bewilderment that there's been not much substantive change."

Iman Fiqrie in *Corporate, Organizational Governance and the Future of Maritime Education and Training* responds: "this kind of discussion is obviously more than needed and timely, but that isn't new!" He asks "Is MET unduly influenced and crushed by the immense weight of the shipping industry's demands or just complicit in its own plight?" He also quotes Richard Teo's "many people ... fear losing their positions and therefore do not allow anyone to rock the boat".

In *Comment on Gaping Gaps* your editor expresses support for what these contributors have written, describes initiatives GlobalMET has taken and then requests more comment.

The fundamental issue is that MET must change and for us, the providers, the fundamental question is how to ensure there is appropriate change. This newsletter goes to all 100+ GlobalMET member institutions, as well as to a growing number of others interested in MET, many of whom think much of it is in a sorry state. Good contributions are being received. Assuming *Train, Train, Retrain, Retain* is read – and of course we hope it is widely distributed within MET institutions – it provides a facility for expressing thoughts about what is wrong and what to do.

A lot of concern is heard, especially when at GlobalMET gatherings in various countries, including in those which are major providers of seafarers. There are serious issues and the time spent debating them and following up should not be wasted time.

We now look forward to your input in helping us make our GlobalMET newsletter a significant source of interesting, responsible debate about maritime education and training.

Rod Short

Executive Secretary



Gaping Gaps



In a maritime training school recently, the author saw a written assessment for cadets. One question demanded a list of three requirements of the ISM Code. That was it. List three requirements. So the students had each written a couple of words for each requirement and received full marks. No critique, no analysis, no drawing of links between the Code and lived experience, no rationale for the Code in the first place. In short, a pastiche of an assessment designed for the least possible pain and highest possible result. There were other examples of this assessment design.

Now, there may be a genuine need to be able to recall such arcane information: a need to show that you can regurgitate someone else's work without further thought. But it's quite a struggle to find it and so justify this lazy approach to learning.

Shallow questions are easy (and cheap) to set and assess. They show some measure of knowledge acquisition and are tacitly accepted by students, sponsors and regulators. Complex questions (see footnote) are the opposite. They require some planning, research and thought. They need time and effort to assess and feedback needs to be formative and fulsome.

Compounding the problems with thin assessments are the regulators and flag states who condone and allow such travesties to continue. Perversely, we congratulate ourselves that the cadets have been taught well and can prove their knowledge acquisition without asking the most basic 'why?' questions. Schools and colleges seem beset by sound and professional mariners who dictate educational policy, but where some of them don't seem to have the foggiest idea of what education is really about.

How have we got here? How have we reached the stage where students studying in Further and Higher Education towards respected academic qualifications and Certificates of Competence can be (partially) judged on the performance of their short-term memory? The malaise is much wider and much more serious. Let us look deeper and see what is happening with the STCW itself.

Perhaps the key is the Convention. One of the so-called four pillars of maritime oversight (the others being, of course, SOLAS, MARPOL and MLC) the STCW has been with us for nearly forty years. With the very best of intentions it offers a framework that administrations, educators and practitioners must use to design education and training schemes to develop competent seafarers. The STCW Code may be over-prescriptive in parts and less than adequate in others but, in general, it's not a bad template to work from.

No, in the author's view, it's not the Convention itself, but rather what the Convention has spawned: the IMO Model Course. Model Courses (and its domestic counterparts in administrations around the world) are designed to amplify and give guidance to colleges, companies and regulators on how the provisions of the STCW Code should be realised. The trouble is with Model Courses that they are simply top-down, input-driven syllabi and curriculum lists. They even stipulate academic references in a world where academic references are being produced continuously. In a college this state of affairs is just about manageable since Course Teams can keep things up to date: but once they're written into a Model Course they could sit there for years untouched.

Theory, practice, technology and the shelf-life of knowledge is now moving so fast and telescoping so quickly that an overly-prescriptive curriculum is bound to be out of date in no time at all. The level of prescription is so high that the Model Courses are sometimes redundant before their ink is dry. This wouldn't (and doesn't in some places) matter where course teams and colleges work from the Convention and design their offerings accordingly. But in many places the Model Course has become a de facto requirement. They have replaced course design teams; obviated the need for home-grown assessment strategies and provided a neat one-stop-shop for those wanting to show how compliant they are with the regulations. There are even some short course certificates (required by industry end-users) which must state that whatever course it is has been conducted in accordance with Model Course such-and-such.

So the Model Course is beginning to replace the Convention as the measure of worth. Its turgid design process means it cannot possibly respond to curriculum change, new technology, revised practices or industrial need.

It's ironic that the very instrument industry is leaning towards in order to guarantee currency has obsolescence written into its DNA. And this realisation is all the more painful for the author since he was involved in writing IMO Model Course 1.39 (Leadership and Teamwork). In that case the writing team made great efforts to lessen the prescription, open up new ideas and to challenge the way Model Courses are presented: the final result is far from that aspiration and 1.39 is, regrettably, a majorly missed opportunity.

There is currently (2014) a review underway into how Model Courses are initiated, developed and monitored which surely must be a positive move. However, early drafts of the proposals seen by the author still appear to be missing a major point – which is the need to keep curriculum fresh. This may not be important in all areas of the maritime curriculum but are certainly so in mine: a couple of examples will suffice to illustrate the point:

Example (a): new perspectives in organisational learning and teamwork (Edmondson, 2012) have been identified. These are interesting, have some bearing not only on the Leadership and Teamwork curriculum but also in management studies generally, and therefore may merit inclusion in any discussion on teamwork. There are numerous other examples in many referred publications being produced all the time. If Model Courses include suggested bibliographies which are then updated only every five years we can never counter their systematic hysteresis. The curriculum becomes stuck in a time warp peculiar to this industry. What's more we run the risk of stultifying any possibility of nurturing and encouraging the enquiring mind;

Example (b): Model Course 6.09. It was published in 2001 and is woefully out of date (for example, it talks about OHPs and acetates). This is the 'train the trainer' course and is ironically used widely as a benchmark for initial instructor training.

The conclusion is clear: if Model Courses insist on micro-prescription then they can never deliver the dynamism we

need. The answer is to reduce the prescription not compound it in yet another layer of systems, checklists, review bodies and bureaucracy. Keep the requirements high level and give local administrations and curriculum the responsibility for interpreting them in the light of STCW, industry need, cultural influence and current research.

If the industry insists on pressing ahead with its (usual) legislative approach to a problem we should look perhaps to Senge (2006). He describes graphically what organisations sometimes do when faced with systems they don't like. They appear to comply while simultaneously inventing sub-systems to subvert the espoused one! So expect lots of ticked boxes and wordage but not much substantive change.

Worse, we'll all still be wringing our hands in ten years' time in bewilderment that there's been no discernible movement.

But all is not gloom and doom! In an initiative to try and identify gaps between STCW requirements and actual practice the author was part of a workshop earlier this year (2014) in the Philippines. The week was electric in its enthusiasm and energy. Participants were eager to pull apart the Convention and examine it closely

to see where they might meet its philosophy and intent more closely. It was a privilege to work on the project.

It was the *Code* that defined the delegates' work that week and there wasn't even as much as a sniff of a Model Course. How refreshing was that! Let us give the Code back to the colleges and educators; let them talk closely with the professionals at sea and with the managers ashore; let them design curriculum which is focussed more on outcomes and deliverables; let them keep the work alive and let's above all, assess more than memory.

References

Edmondson, A.C., (2012). *Teaming: how organisations learn, innovate, and compete in the knowledge economy*. San Francisco. Jossey-Bass.

Senge, P. M., (2006). *The Fifth Dimension. The Art and Practice of the Learning Organisation*. London. Random House.

By

Dr Chris Haughton

Edd MA BA QTLS Master Mariner FltL FNI

Footnote: some ideas for ISM Code Assessment:

- Q. Why did the maritime industry perceive the need to introduce a Safety Management Code? Give a brief account and comment on the circumstances that led to the Code's introduction.
- Q. To what extent is the ISM Code relevant to 21st century shipping? Illustrate your answer with examples from personal experience and/or your research.

- Q. Has the ISM Code been effective in reducing accident rates at sea? Discuss.
- Q. In your own experience, how effectively was safety on your last vessel managed? Discuss against the framework of the ISM Code.
- Q. Working in sets, design and deliver a fifteen minute presentation to your peers on the key aspects of the ISM Code.



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Corporate, Organizational Governance and the Future of Maritime Education and Training



After reading Dr. Haughton's article on *Gaping Gaps*, the author's first response on basically the state of Maritime Education and Training (MET) and relevant issues like cadet assessment schemes - is that this kind of discussion is obviously more than needed and timely, but that it isn't new! Observations in the article range from wanting cadet assessment schemes; complicit sponsor and regulator involvement or lack thereof; demanding maritime lecturers who themselves may be lacking in the application and use of education methodologies (e.g., refer DNV GL standards DNVGL-ST-0024:2014-04 and ST-0025, Competence for maritime teaching professionals and simulator instructors respectively); and finally, misunderstanding of the use of IMO Convention frameworks in the teaching of cadets.

Sadly at this point, seems no manner of article, conference or summit will fix the aforementioned problems in the near term as those in position to do so it may themselves be complicit; maybe not actively, but passively. When one looks back at this period some 10, 20 or 30 years from now, how will it be perceived? A missed opportunity? How will history judge the industry as a whole? Can it be said that both MET and the shipping industry had the will power and appropriate attitude to do the right thing? The bottom line is that the talk doesn't seem to match the splintered behaviour, feedback and implementation systems!

Ultimately, however, there must be a reason and full accounting why these same topics and issues always seem to be on the table, up for debate and the subject of major discussions from time to time about MET progress, address of new technologies and future as frequently as they are? Do relevant decision makers condone the present behaviour? The suggestion here being that the aforementioned issues are mere symptoms of a likely bigger picture or problem squarely belonging at the feet of corporate and organizational governance in MET! As the author learned it, if there's chaos in a system involving governance, leadership or organization-- one must look directly at its leadership as the source of the problem (accountability); there can be no other way as "the buck must stop somewhere"! As harsh as this may seem, MET institutions have their leadership, corporate and organizational structures and if there are multiple issues in those systems - then one must draw the needed conclusions and affix accountability squarely where it belongs and then address them instead of cloaking them in side issues because it's easier!

Thanopoulos (2014) makes the point that a number of global corporations-- in comparison with world countries, rank in the top 25 as far as GNP and that, over 80 countries have smaller revenues than the 500th largest corporation (Chpt 1)! He goes on to suggest that given their size and large impact, suggests that both countries and corporations are "responsible for the well-being of their people as well as for any living organization on the planet, sustainable future of our tiny planet and the equitable and fair management of the organization it happened to govern" (Chpt 1). Importantly, what is the message that MET is currently sending and teaching the next generation (especially seafarers)? Is it more or less that the accumulation of revenue and profits at all costs are the ultimate aim of the institution and all else secondary or even tertiary? That the cultivation of soft skills and corporate social responsibility is mere lip service only and takes a back seat to profits? And, that you can't have both profits and develop character, life-long learning, ethics and morals?

Clearly corporate governance is about more than just head counts, revenue and profit taking? The idea that revenue generation at all costs is the only road to success (at least in the short term) may itself have costs and repercussions far beyond those previously calculated, e.g., may go to the very long term existence of the organization itself, branding, or worse yet-- the future of the planet or our children's future! As for MET and corporate body; clearly compassion, ethics and morals do matter, but they must be in the form of actual behaviour instead of just slogans; and are also not necessarily mutually exclusive with lofty goals, missions and profit taking. Most people intuitively know this so why not act accordingly? Maybe the MET moral and ethical leadership compass has deviations and is unduly skewed and not aligned with the "needed" future of MET and has gone far astray from a global corporate social responsibility point of view; indeed that compass may be irreparably skewed!

As much, if one is being realistic-- any discussion of "fixes" or "way ahead" with reference to MET is ultimately pre-mature and not in sync with Dr. Haughton's article; a sad way destined for foundering without first addressing the leadership issues, for which there seems to only be a fragile framework as the IMO framework is voluntary in nature and subject to multiple constraints! It is, however, easy for corporations and institutions to point the finger at other aspects, but even harder to admit leadership set backs.

In the interest of fairness and clarity, according to Williams (2014),

"Corporate governance is the structure through which companies are directed and managed. Good corporate governance requires effective and clearly detailed processes for ensuring accountability, transparency, documented policies and procedures and sound decision-making. It should ensure that a company is performing at or near its peak and that all stakeholders are playing a role in the company's success".

It is clear then, or at least should be-- that all determinants of direction, success or failure of the institution lie firmly with the governing body or organization of that educational institution and if the bulk of the institutions are not following this MET path, e.g., the subject of Dr. Haughton's observations-- then a systemic leadership problem in MET may indeed exist? Again, it's easy to point to those secondary or tertiary persons and systems charged with the execution of policy, but ultimately, the buck has to stop with the governing body! Is MET unduly influenced and crushed by the immense weight of the shipping industry's demands or just complicit in its own plight? Stated another way, maybe there are two heads or visions to this complex issue-- one educational and the other corporate; yet, it seems clear which heading is set here! So in that sense, there may not be the perceived "problem" with MET previously mentioned as the corporate compass may indeed be "pointing correctly" and suggest little problem from a corporate money making point of view, vision or mission! All is well?

Lastly, in the words of Capt Richard Teo,

"The CG [Corporate Governance] in many jurisdictions is pretty poor. There are many reasons, some of which are poor resources, lack of knowledge, skills, management and leadership. In some of the more established ones, mind sets, ethnocentrism, organizational culture, face -saving and...egos are the issues and problems. Not uncommon as many people working in such establishments fear losing their positions and therefore do not allow any one to rock the boat," R. Teo (personal communications, July 28, 2014).

As such, no person or entity is perfect, yet instill spirited leadership and a firm hand will be required to lead the kind of MET espoused in Dr. Haughton's article. There has yet to be mention of the Marine Department's or Education Ministry's/Department's role in all of this, but it will surely be monumental! Whichever of the two aforementioned visions lie on the "right path," it is clear that overarching IMO themes and frameworks are wanting for both MET and the shipping industry. These shortcomings ultimately impact greatly on safety, energy-efficiency, security and environment! Looking forward and integrating new technologies into MET for the future of shipping, resolving long standing international issues as articulated through the IMO for a more sustainable future and planet will continue to be ongoing and challenging at best!

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- Haughton, Chris (2014). *Gaping Gaps*.
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 Williams, Oneil (2014). *Small Business Chron*. Retrieved from <http://smallbusiness.chron.com/core-principles-good-corporate-governance-72364.html>

By

Iman Fiqrie Bin Muhammad (LCDR, USN ret)
 Lecturer, Malaysian Maritime Academy

Comment on Gaping Gaps



In response to an invitation extended in Gen Memo 24/14 for comment on Dr Chris Haughton's *Gaping Gaps* paper, a similarly critical and much appreciated paper was received from frequent correspondent Iman Figrie at the Malaysian Maritime Academy.

Chris Haughton's refreshingly frank look at modern MET, particularly the model course concept, makes some strong points:

- On a written assessment – "a pastiche of an assessment designed for the least possible pain and highest possible result ... a lazy approach to learning."
- MET providers - "seem beset by sound and professional mariners who dictate educational policy, but ... don't seem to have the foggiest idea of what education is really about."
- It's not STCW itself – "the trouble is with Model Courses that they are simply top-down, input-driven syllabi and curriculum lists."
- "... input prescription is so high that the Model Courses are sometimes redundant before their ink is dry."
- With the Model Course beginning to replace STCW as the measure of worth, STCW has "obsolescence written into its DNA."

Chris concludes by commenting on the refreshingly different approach taken during the recent GlobalMET organised workshop, supported by TKF and hosted by GlobalMET Member MAAP (Maritime Academy for Asia and the Pacific) in Bataan, Philippines.

It is stirring stuff, indicative of the malaise affecting much of MET.

Iman Figrie, in referring to a reason and full accounting as to why these same topics and issues always seem to be on the table and up for debate:

- sees the issues as: "mere symptoms of a likely bigger picture or problem squarely belonging at the feet of corporate and organizational governance in MET."
- and suggests: "Maybe the MET moral and ethical leadership compass has deviations and is unduly skewed and not aligned with the 'needed' future of MET ... indeed that compass may be irreparably skewed! [deviated!]"

After quoting GlobalMET Director Richard Teo's "corporate governance in many jurisdictions is pretty poor", a call is made for the spirited leadership and firm hands required to lead us to the kind of MET espoused in Chris Haughton's article.

There needs to be mention of the roles of marine safety administrations in allowing the ongoing lack of learner-centred teaching and assessment, of the industry's inability to provide adequate training berths and effective on-board teaching, as well as of some MET providers commercial approach churning out far too many 'graduates' who then can't get the sea-service essential to qualify.

In addition to normal networking, conferences, seminars, workshops and interacting with members, GlobalMET has taken two major initiatives:

At STW 42 in 2011 GlobalMET expressed the serious need to form a group of knowledgeable stakeholders in global shipping,

representative of and supported by each area of the industry. The primary role of these experts would be to clarify relevant issues and to provide leadership, direction and advice concerning the development of training strategies affecting the short, medium and long term, paying particular recognition to:

- the development of maritime education and training appropriate to the needs of current and future generations of seafarers;
- the role of technology in shipboard and maritime operations generally;
- the utilization of technology and state-of-the-art methodologies in the delivery of maritime education and training;

and thereby assist IMO in the development of maritime education and training that meets the needs of an efficient, safe, clean and secure shipping industry.

Resultant advice was that this would require a new IMO Work Program. So far the support expressed has been disappointing, with the leader of one major delegation saying it is too soon after the Manila Amendments were agreed. The GlobalMET approach is that the sooner such a review starts the better!

In late 2012, in response to an initiative by GlobalMET, the Asian Development Bank commissioned Fisher Associates of the United Kingdom to prepare a high level Strategic Review of seagoing human resource needs for the maritime sector in Asia Pacific. The Fisher Report, with its four outputs and 12 actions, was well received when submitted in June 2013. In September GlobalMET wrote to maritime administrations in the Asia Pacific region requesting submissions for a proposed Asian Development Bank Maritime Sector Project. The response was also disappointing, with many administrations not replying.

We now have a situation in which the ADB is willing to consider a proposal for inclusion in its Country Office Business Plan (COPB), either as a Technical Assistance (TA) Project or as an Investment Project, but far more effort needs to go into generating essential industry support before decisions to move ahead to the next phase are made.

GlobalMET is now looking at what now needs to be done to bring into effect either or both of these two major initiatives.

There is no doubt that current MET is in serious need of development if it is to play its proper role in providing the competence needed by an industry undergoing major change as a result of technological and other development.

Chris Haughton and Iman Figrie have provided welcome and valuable responses to the request for comment for publication in this newsletter. Effective leadership in bringing about the changes to MET that must be achieved needs more input and debate. GlobalMET members are well aware of the situation – let's also have more contributions from our readers and a healthy debate.

By

Rod Short

Executive Secretary, GlobalMET

Over Prescriptions from the IMO

Development of plans and procedures for recovery of persons from the water, this is what is sought, without realizing who is going to read this. Even the normal instructions and procedures under ISM code are rarely read by any one. In spare time the Third or Second officer lays out these manuals on the bridge and spreads the word by mouth, when you come up, please come and sign the manuals on the index pages. 95% of the crew sign them even without knowing the title of the manual they are signing (indulging only in some small talk or a joke while signing). This is not to say that they are bad or they don't work, it is just psychological.

Such techniques can more effectively be taught during safety meetings, training drills and by showing and discussing a video. We like to see and learn rather than read and learn. Are you aware that training manuals (safety manuals) on board are the least read books on the ship, though these are ship specific. These can be read by taking them to your cabin, keeping for 3-4 days, then put it back in place. You can also read them in ECR and on Bridge in open seas during long voyages and then co-relate the information during the drills.

We already have SCBA compressors on board but generally it is left to the Third Officer and the Third Engineer to be familiar with it and handle it (only their baby) but the right thing is to operate it and familiarize with it during the drills. Also, think, if some one asks you about air quality, don't get stumped.

Less and less paper on board and more and more CBT and its effective monitoring.

I have spent a lot of years at sea but if you ask me to write out the certificates required to be carried by a vessel, even I may miss 2 or 3 of these.

When you go to the recruiting office, they take your certificates for scanning, there are 14-15 of them these days and unless you are careful, the last original will remain stuck with the machine, so count before you leave the office. Half

of these certificates may be bogus, issued without adequate training and signed by gentlemen who may themselves not be up to date with correct knowledge.

There are COCs and CDCs issued by Panama, Liberia, Cayman Island, Marshall Island, Norwegian, Belize etc; and probably you will require another briefcase to hold all these. Same applies to Oil record books. One of our oilers (Mr Good), whenever he saw me coming to ECR with this, he will be seen wiping his hands and entering ECR saying, Chief, let us write Panama. Writing 07 is no good, you must write "July" but most of us will agree that half of what is written there is all simple mathematics. I am not saying that we pump out bilges wrongfully and write, no, not at all, but evaporation and burning in incinerator is almost always not correct (again please don't take it to mean we discharge any sludge, we do discharge only some times but never to sea but at times to some bunker tank with fixed pipe line provided originally in some cases).

That is why, I wrote elsewhere, and repeat it here, IACS must ask its members to make a study to find out how many bunker tanks on board are really in use. One or two of them may be found not in use due to sludge in it or heating coils leaking and not repaired due to economic constraints.

IMO have been doing a very good job beyond doubt but they must do introspection to see if, inadvertently, they have burdened only the seamen with documentation and opened avenues for others to make money and force indulgence. A seafarer, obviously likes, but is afraid of making port these days because of PSC, Quarantine, Security, port, labor, Class inspection etc; while carrying out maintenance within limited port stay.

By **Mahendra Singh**
Chief Engineer





Builder of Trust for 150 Years



"Celebrating the 150th anniversary of Det Norske Veritas provides an opportunity both to understand and acknowledge our history better, and to use a deeper grasp of the past as knowledge and inspiration for our meeting with the future," says Henrik O. Madsen, President & CEO of the DNV GL Group.

It was a delight to receive and read *Building Trust: the History of DNV 1864-2014*, describing how the organisation developed from a minor Norwegian classification society into the large and very significant DNV GL in 2013. Covering 150 years and following *Anchor and Balance*, written to mark the initial 125 years, this quality book is one result of a four-year research project in the Department of Historical Studies at the Norwegian University of Science and Technology.

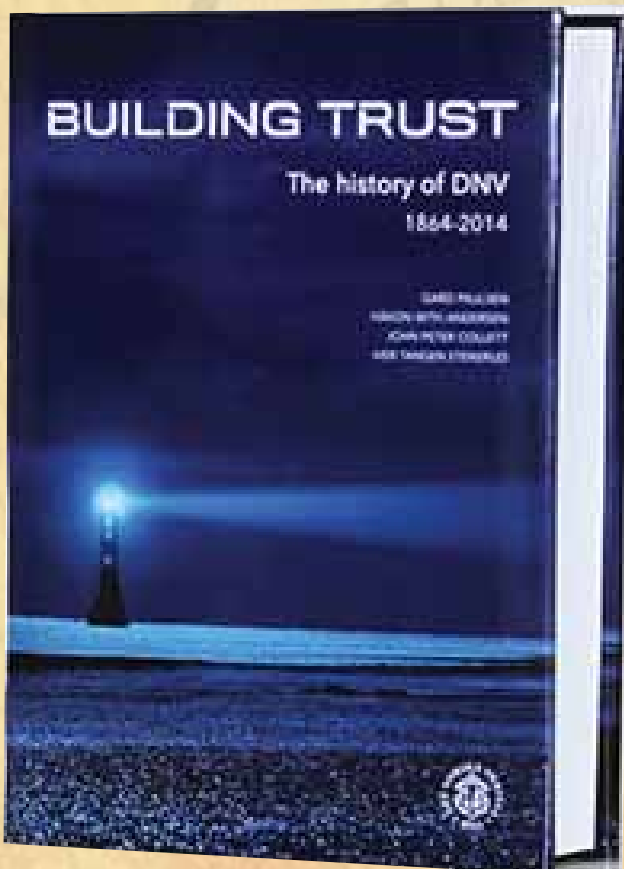
In six parts of varying lengths, the text clearly describes development from founding as a "membership organisation with the aim of providing 'reliable and uniform classification and taxation of Norwegian ships' to 'The history of DNV illustrates the flexibility of the classification institution. The ability to adapt and change has been a constant element in the history of DNV."

The very interesting selection of photographs, mainly sourced from DNV archives, ranges from wooden sailing ships of the second half of the 19th century to modern energy-efficient offshore supply and large container vessels. The contrasts depicted between ships of the time when steam was replacing sail and the specialised, hi-tech ships of today are remarkable.

Communication with foreign ports was largely dependent on the ships themselves, which were largely out of touch when at sea. The 'Marconi man' was not yet a member of the crew and radio communication over long distances wasn't available. The person in command was very much 'Master under God'. Survival, safety on board and efficient delivery of the cargo were fundamentally dependent on the 'ordinary practices of seamen'. Trust in the competence of regulators, naval architects, ship builders and fellow seafarers, was essential.

Classification societies arose in response to the need for NGO establishment and maintenance of technical standards for the construction and operation of ships and offshore structures, validation that construction accords with these standards and in-service surveys to ensure compliance with these standards. In addressing this need, the societies verify the structural strength and integrity of essential parts of the ship's hull and its appendages, and the reliability and function of the propulsion and steering systems, power generation and other features and auxiliary systems which have been built into the ship in order to maintain essential services on board.

This was recognised in the early 19th century, with the formation of Bureau Veritas and Lloyd's Register. To ensure focus and clear limitations of liability, the societies excluded responsibility for the safety, seaworthiness and fitness for purpose of ships.



Awareness in Norway of the need for an independent, trusted body able to assess technical risks associated with ships, led to mutual marine insurance clubs establishing an independent society with the value statement “We build trust and confidence”. Although established 40 years after BV and LR, DNV soon found opportunities for development, including widening its operations internationally in response to changing technologies and markets, both in the global shipping and offshore industries and in facilities such as oil refineries ashore. Corporatisation and cultivation of a ‘commercial mindset’ marked development in recent years.

There are now some 50 classification societies, however the principal ones are grouped as members of the International Association of Classification Societies (IACS), with DNV a leading member. The merger with GL in 2013 created the DNV GL Group AS, the largest ship classification society and a big challenge to the long stable industry oligopoly.

As they should, changes in DNV over 150 years, have been in response to changes in a critical global industry experiencing major impacts as a result of technological changes. These changes have brought changes in risk and its management and the history of DNV includes a focus on risk management as a speciality reflecting the changes in shipping and other maritime activities and society generally.

The book concludes with a chapter describing the merger with Germanischer Lloyd. Strengthened requirements for free competition between European classification societies through changes in EU regulations removed GL’s privileged, sheltered status and forced a commercial approach. After various initiatives, a merger with DNV was agreed and announced in December 2012. The world’s largest classification society has four large units – maritime, oil and gas, energy and business assurance – each with a separate head office. It has a presence in 100 countries.

In response to concern expressed about classification societies acting more commercially and their non-commercial roles being taken over by others and of how DNV GL could act as an independent third party certifying and verifying vessels, systems and installations in accordance with safety standards while at the same time delivering expert advice and engineering support to its customers, CEO Henrik Madsen stated: “We are very clear on our roles and the importance of our integrity and independence. One of the first things we tell all of our own staff is that we don’t certify our own work. Second we tell them that we don’t design, build or operate our customers’ structures or management systems. These two simple but powerful principles serve to ensure that our integrity is protected.”

In the concluding section, *Building Trust* comments on recent theory that modern technology has so enlarged the scope of human action that risk is global and threatens future generations. Safeguards against the consequences of technological accidents are no longer adequate. Modern shipping accidents are indicative of the risks to society. In contrast, the history of DNV and fellow classification societies demonstrates how, recognition and understanding of historical development can lead to rules for dealing with risk being developed and followed in moving ahead.

In doing so, DNV has strengthened trust in shipping and other industry sectors, including the highly demanding oil and gas and offshore sectors. Through inspections, certification, norm and standard setting, it has facilitated maritime transport, which is responsible for the carriage of over 90% of international trade.

“The history of DNV is also the story of risk management as a speciality and a precondition for technological development in society.”

By**Rod Short**

Executive Secretary, GlobalMET



Anglo Eastern Maritime Academy Sets Another Bench Mark for the Indian Maritime Industry

June 9 and 10 of 2014 will be remembered as landmark dates for Anglo Eastern Maritime Academy. It is on these 2 dates that DNV-GL conducted Comprehensive Inspection Program (CIP) Audit on behalf of the Maritime Administration of Govt. of India. At the conclusion of the Audit, AEMA was awarded the highest "A1- OUTSTANDING" grade.

In 2013, the Maritime Administration of the Govt. of India had formulated detailed guidelines for the CIP grading of Maritime Institutes taking into account various parameters. This would integrate all the existing inspection processes and introduce an effective grading mechanism for all the pre-sea maritime training institutes approved by the Administration.

Anglo Eastern Maritime Academy was awarded "A1- OUTSTANDING" grade with 96.04% not only in the overall grading, but also in each of the individual training programmes viz., Graduate Marine Engineering (GME), Diploma in Nautical Science (DNS) and Electro-Technical Officer (ETO) courses conducted by AEMA at its Karjat campus. The various categories

for assessment included Infrastructure setup and Maintenance, Faculty & HRD, Student Development Program, On-board Training records and overall performance of the College.

The Audit report was in particular highly appreciative of the dedication of faculty members and commitment of the management which got reflected in the overall grooming of the cadets and the vibrant ambience of the campus.

Principal Capt. Pawan Kumar Gupta stated "Outcome of this inspection has underlined the high standards maintained at AEMA vis-à-vis other Maritime Training Institutes and encourages us to raise our bar even higher".

In response to the growing needs of the maritime industry, Anglo Eastern Ship Management started this pre sea Academy in 2009 in a pristine location recreating the atmosphere of a ship. The Academy has so far placed almost 1000 trainees on board their ships. These trainees are in various stages of sea going career and some of them are already sailing as officers after obtaining their Certificates of Competency.



IMO Model Courses



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In the present day IMO Model Courses have become guidelines followed by training institutes and centres, as well as by their lecturers. Though Model Courses were basically created through the need to equalize the training of seafarers and establish the same world-wide level of training, following them blindly and bringing teaching to just fulfilling the requests provided in the Model Courses will not produce the desired aim – well trained seafarers able to perform high quality work. Yet, they are necessary and play an unavoidable part in the preparation of training.

In the present day training of seafarers, many of their former colleagues decide to continue their careers in education. Their accrued experience and knowledge provides them with the initial advantage compared to the lecturers who lack such experience, because they can present theory to the students in a potentially more interesting way, but their lack of experience and knowledge of teaching methods required for a good teacher might turn their initial advantage into disadvantage.

Although the STCW Convention itself requires lecturers to have basic training in education besides the knowledge of the subject they teach, enabling seafarers to become lecturers themselves, the short courses in most cases are not sufficient for mastering the necessary knowledge for organizing quality teaching, conveying knowledge and conducting assessments. Accordingly, it takes time to turn a quality seafarer into a quality teacher. Certain countries or geographic regions, such as Pacific Islands, parts of Asia and Africa, base the training of their seafarers exclusively on the lecturers who have turned their seafarers' careers into teaching and therefore need a certain basis and guidelines to organize training and testing of the seafarers' knowledge.

In their structure both the STCW Convention and the Model Courses prepared in accordance with the Convention requirements provide the guidelines dealing with organization of courses and the requirements to be fulfilled. The teaching materials and resources necessary for training in accordance with the Model Courses remain potential problems which determine the quality of training. Certain countries or regions have better potential opportunities and resources at their disposal than the others, and therefore, though the Model Courses are used in preparing materials, there are differences in the quality and quantity of materials or training offered to the seafarers, depending on the country or region where the training is performed.

One of the possible solutions to equalize the quality of education and training worldwide, would be to add to the Model Course the minimum of required teaching materials which would be available to the maritime training institutes and which would meet the minimum standards required by the STCW Convention. The existence of such educational materials would encourage world-wide equality in teaching materials and the very training of lecturers should be expanded to the application methods of Model Courses and to additional materials, which would be an integral part of the teaching materials of each particular course or training.

Yet, we should not forget that STCW Convention is the basis for the preparation of training and certification of seafarers, and the Model Courses cannot and must not be its substitution.

By **Capt. Boro Lucic**
Captain Superintendent, Marine Training Centre, Kiribati

Paris, Tokyo MoUs Want Watchkeepers Rested

The general cargo vessel *Danio* grounded off the east coast of England in March 2013, because the officer of the watch had fallen asleep.

The Maritime Authorities of the Paris and the Tokyo Memoranda of Understanding (MoU) on Port State Control will launch a joint Concentrated Inspection Campaign (CIC) with the purpose of establishing that watchkeeping personnel are meeting the requirements regarding hours of rest as per STCW 78 as amended (including the Manila amendments).

This inspection campaign will be carried out for three months, commencing on September 1, 2014 and ending on November 30, 2014.

The deck and engine room watchkeepers' hours of rest will be verified in more detail for compliance with the mentioned scope of the CIC during a regular Port State Control inspection conducted under the regional ship selection criteria within the Paris and Tokyo MoU regions.

Port State Control Officers (PSCOs) will use a list of 10 selected items to establish that watchkeeping personnel are meeting the requirements regarding hours of rest, focusing attention on the Minimum Safe Manning Document (MSMD) and records of rest.



In addition information will be gathered on the watch system, whether the MSMD requires an Engineer officer and whether the ship is designated UMS (Periodically Unattended Machinery Space).

For this purpose, PSCOs will apply a questionnaire listing a number of items to be covered during the concentrated inspection campaign.

When deficiencies are found, actions by the Port State may vary from recording a deficiency and instructing the master to rectify it within a certain period to detaining the ship until serious deficiencies have been rectified.

In the case of detention, publication in the monthly detention lists of the Paris and Tokyo MoU web sites will take place. It is expected that the Paris and Tokyo MoUs will carry out approximately 10,000 inspections during the CIC.

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