

Performance, Outcomes and Results
The MET Network with NGO Observer Status at IMO

GlobalMET NEWSLETTER



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.

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Editorial

Richard Teo's editorial from the last issue of the Newsletter, looked at how we teach and assess seafarers. In this editorial I ask the question are we teaching the right things?

There are a couple of truths which often bandied around. The first is that "change is inevitable", and the second that "the rate of change is always increasing". Personally, this may be an effect of advancing years, but stopping and thinking about the massive changes in the seafarers job over the last twenty years or so, would seem to show that indeed change is happening, and faster and faster. How do we keep up? It is very easy to assume that a subject does not change, but we are entering an era in which we have Deck Cadets who will never have seen a paper chart, and Engineer Cadets who need considerable computer and IT skills to be able to make a modern engine room run. So should the curriculum change to take into account the 'new' ways of doing things at sea, new technologies, and the non-use of old skills? This is not something that can be decided overnight, but it is certainly something that we, as MET institutions, should be discussing, perhaps ready for the next iteration of STCW?

A report has reached me from the Annual International Shipowning and Ship Management Summit in Singapore earlier this month. The Far East Regional Director for Braemar SA (Incorporating the Salvage Association) Graeme Temple addressed delegates and said "Training is essential to managing incidents effectively and looking at how processes can be improved. Often we see casualties needlessly occurring because of human error, this can be managed, if not avoided, by providing the appropriate training before such events occur". Fortunately, most of us will never be involved in a major incident, but it is my experience that the actions taken following an incident can either stabilise the situation ensuring no further damage, or cause considerable additional harm. The difference is generally down to the training and experience of the person taking the post-incident action. The training to deal with emergencies is included in STCW for Chief Mates and Masters, and for Chief and Second Engineers. Where, then, can seafarers get the experience?

As my first editorial, I am delighted that we have articles available for our membership that look at such a wide variety of subjects.

Our first article is the second part of a piece by Iman Fiqri concerning web hosting. With the advance towards more online content for students, we should have a degree of understanding of this important subject to enable us to develop our practice in this area, and get what we want, not what will be provided.

I am also happy to offer my congratulations to the Politeknik Ilmu Pelayaran Semarang in Indonesia, in having first DP simulator approved by the Nautical Institute.

Thanks to Rod Short for continuing his series of stories, this time concerning meeting Mother Teresa in Calcutta. It never ceases to amaze me where a chance conversation will lead you.

We follow this with a report of research carried out at the Australian Maritime College and published in the Australian Journal of Maritime and Ocean Affairs, and looks to the introduction of Autonomous merchant vessels. The author's conclusions are very interesting.

We then offer the first part of a speech by Vice President Dally Ohdate looking at the challenges and limitations in employing women at sea and elsewhere in the maritime sector. The second part will be published in the next issue.

Our thanks again to Iman Fiqri, for his short piece identifying the difference between Needs Assessment and Needs Analysis.

The final article in this edition is from Michael John from MAAAP, and looks at the strengths of the Filipino seafarer.

As always, thank you for your support and please keep sending in your articles.

By

Capt. Richard Dunham
PGDip Cert Ed



Members and their staff members are encouraged to submit their thoughts through authoring articles for publishing in our Newsletter. Articles should reach the Secretariat by the 1st Friday of each month. Publication usually will be in the 3rd week of each month. GlobalMET reserves the right to reject any article that may be deemed inappropriate for the promotion and well-being of MET.

Anatomy of a Website: The Web Hosting Back Story, Part II



Web Hosting Back Story, Part II Continued

This article is part 2 to last month's article on Anatomy of a Website: The Web Hosting Backstory. As mentioned in part 1, as far back as I can remember I have always been very interested or involved in computers. Part 1 also tried to sketch the basic idea about what it takes to run a hosted website, emphasizing some specific examples to get one started hosting if desired. Now the idea is to take it up a notch, discuss some specifications, get an idea about the scope involved and get into more detail as to what's really involved behind the scenes of hosting an enterprise server and multiple websites. One would host a server for many reasons, e.g., save costs over another company hosting your company's website, hobby and possibly business opportunities.

Technical Specifications on the Hosting Server

My server is a Godaddy, Virtual Private Server (VPS) running on Linux and operating system CentOS6 +cpanel (with a dashboard)), whose bandwidth (a measure of performance or data capacity of the server) is 2 Terabytes (TB)/month, RAM (short term Random Access Memory or working memory for current tasks) being 2GB, disk space (long term or stored memory) about 60GB. The VPS' (25) processors (basically the brains of the server) are the Intel E5-2630Lv2 processors (very high multi-tasking server processors) whose clock speed is 2.4/2.8GHZ, on 128GB ECC DDR3 1600MHZ (8 x 16); DDR3 refers to the type of RAM that plugs into sockets within the server. Linux denotes the type of server or machine one is using—like a Microsoft or Macintosh machine or server and CentOS6 would be similar to the Windows 10 or MacOS computer operating systems. Clock speed refers to the cycle of timing in which all of the operations occur, without proper timing for computer instructions and events – needed operations wouldn't have reference points, know when to do what and nothing would work. The rest of the technical specifications we'll save possibly for another day if there's interest, for now – Google Godaddy VPS for more information.

Web Hosting Dashboard (cpanel)

Below is a snapshot of what a GoDaddy dashboard (cpanel) might look like when one first logs into the hosting account, see figure 1. Cpanel packages, look and feel differ depending on the hosting company one might have and price one is paying;

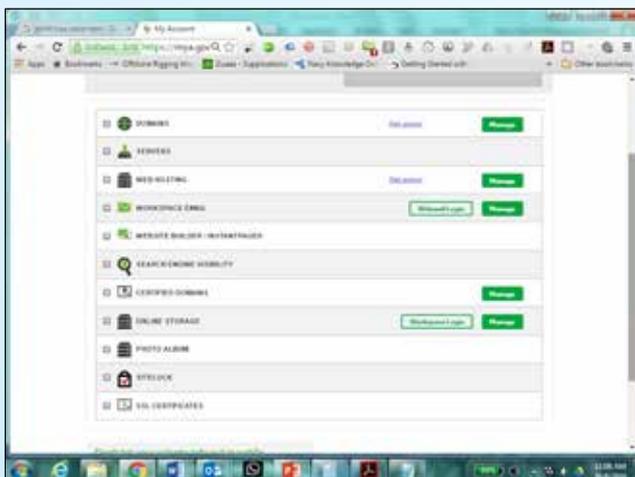


Figure 1 - Godaddy VPS Hosting Dashboard

differences exist from Shared Web Hosting to Linux or Windows VPS as well. These are things nobody tells you! In Shared Hosting, one gets a lot of help from host support; In VPS, unless you pay a lot more (up to 2 ½ times more), help is bare bones—meaning is it up and running, otherwise we can't help you without paid support.

What exactly is a Web Server?

Most of us are familiar with a laptop or Desktop, but a web server is something one might never actually see or touch. For example, my VPS is probably located in the U.S. state of Arizona at Godaddy headquarters or even off-site somewhere? So how is it I can logon and communicate with the VPS? Think about when one logs onto to the corporate intranet at work or Internet Service Provider (ISP) at home, in order to be on the web or Internet—something called a domain or domain name must be associated with the company, ISP or no one on the Internet or web will know where your computer is, who you are (the computer or server) or how to communicate with you. The same is true for the hosting account or VPS – only in the VPS or Dedicated Server you ensure it's set up properly yourself instead of assistance from your company ICT or ISP.

My Hosting address and Domain Name Server

That domain must reside somewhere, a Domain Name Server (helps speed up, route and find computers on the internet faster) and have an address associated with it (an IP address or zip code). Servers are basically supercomputers called servers that get an IP address or 2 or 3, assigned them; ISP usually have dynamic or changing IP addresses assigned to you when you login for security purposes. Supercomputers (servers) must handle, process and store a multitude of information very quickly and reliably. This is the reason for setting up the server with special RAM, storage, bandwidth and such. Maybe an analogy could be the difference between a regular car or motorcycle and a high performance sports car or super bike; it depends on what you want and how much money you have to spend.

Web Hosting Administration

We've essentially gotten through a lot of needed hosting jargon and technical specifications, so now on to administering it. As an

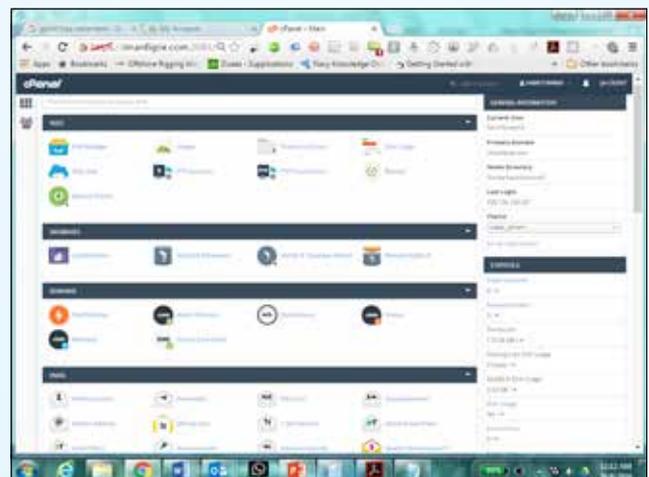


Figure 2 - Sample Cpanel Dashboard

administrator, one might spend a lot of time in the web hosting section of the cpanel where one has access to a number of tools and programs that helps with the day-to-day mechanics of an administrator. These and other tasks might include screening blog posts, adding new users, scanning and removing virus, tweaking software parameters, adding content, etc. The cpanel dashboard is very helpful to administer the hosting site and server.

Web Hosting Backstory Conclusion

I'm out of time, so for now I will conclude and let one digest the information presented in this article. I would highly recommend one Google much of the information presented here, read and

possibly start your first VM, Shared or VPS Hosting account. The ultimate goal might be to be more in control of your company's learning and development environment, personal growth, shape the business results, personal goals or lifelong learning. The corporate business training market is a multi-billion dollar industry and is only getting larger, learning the mechanics of web hosting, to include content marketing, as a competency for the learning and development professional is definitely a needed asset. Check out the <https://globalmetblog.imanfiqrie.com> for a sample of a Web Hosting end product, more information or to just leave a comment.

By Iman Fiqrie, CPLP®
Lecturer, Malaysia Maritime Academy

Indonesia Gets its First DP Center

by Richard Dunham

In a landmark event, ARI Simulation has the distinction of having their DP simulator as the first installation to receive NI accreditation in Indonesia.

ARI installed DP Class B and Class C (4 Stations) in July 2016. This set up was approved by the Nautical Institute on 3 Aug 2016.

This is the first NI Approved DP Center in prestigious **Politeknik Ilmu Pelayaran Semarang** (PIP Semarang), Semarang, Central Java province of Indonesia.

ARI is proud to be a part of this project which was committed to deliver to a long awaited need of the Indonesian seafarers to have a DP Institute in Indonesia.

The DP Centre PIP Semarang is now offering both induction and simulator courses providing training to offshore professionals.

The Class A simulator installed by ARI provides the capability for students to:

- Demonstrate the principle of dynamic positioning system.
- Setup and operate dynamic positioning & dynamic positioning related equipments.
- Recognise the various alarms and warnings related to various sub systems i.e powerplant, position reference, communications & so on.
- Relate to DP operations, the limited conditions presented by wind, seas, current, tides and vessel movements. (capability plots and footprint plot)
- Practice the setting up and monitoring of DP system.



The DPTC PIP Semarang Team with NI officials and ARI Simulation representative



ARI Simulation Class B DP Simulator

PRESS RELEASE



Supporting Work-Based Development & Assessments



International workplace trends for shipping have become more conscious of the need to provide training of seafarers to the standards of competence at least to the STCW Convention 1978, as amended. The 2010 amendments are now supposedly in place for 1 January 2017 the due date. Is this really true or have we merely tinkered and band aided the issues and problems?

The standard operating procedures for training to STCW standards is a complex issue. The STCW since the 1995 amendments stipulates all training and certification to be competency based learning. This is an ill-understood concept and methodology that constitutes a shift in paradigm away from the academic, knowledge based learning and teaching pedagogy the industry is so accustomed to. This has not really happened since shore based institutions took over the bulk of learning and doing from the work place. This shift involves departing from the teacher-centred approach to the adult learner - centred approach to learning and doing to attain the required standard of performance stipulated in the convention. This performance must be aligned to agreed published standards of competence. The STCW convention had hoped to provide the quality training framework that is goal based with standards of competence as the attained outcomes of learning. In order for this to occur, delivery of training had to be competency based.

Yet most institutions continue to deliver courses that are subject based, rote learning, regurgitating memorised information privileging onerous examinations instead of progressive competency based assessments. To compound this error, the latest review of the IMO model course 6.09 for trainer training continues to maintain non-competency based methodology in its training manual. Some critical words and expressions are used but little is done to actually develop and train learners to perform to the standard competences.

In the practice of competency based learning, the learner is now an adult, matured learner who must become responsible and accountable for his or her own learning. This means that the learner must become self-sufficient to self – manage and not become totally dependent on the teacher to provide all the learning and doing, i.e. spoon feed. Learning becomes memetic with the teacher nurturing and showing the learner the way forward in subsuming and applying the correct volume of learning and subsequent application of the knowledge, skills and attitudes to perform to the standards required at the work place. This sounds formidable but is actually what the younger generations are fully capable of in their abilities to source information and practices immediately from the digital

innovations of today. It however needs every qualified MET teacher/trainer/manager to guide the learners in the correct applications of the information and intelligence gathered.

The maritime industry operates in a globalised network, shipping almost two thirds of the world's trade goods. The Asia Pac region alone accounts for one third. Being a very competitive industry, organisations compete for market share in the various segments of the trades. Generally, there is a rush to seek productivity gains through improved use of technology and systems. Robotics, big data, biotechnologies are all contributing to new innovations in propulsion and powering, smart ships and autonomous systems, ocean mining, and marine biotechnologies.

Skilling pathways are still antiquated but occasioned by spurts and starts that unfortunately causes quick fixes, tinkering and quite often substandard practices and innovations. Demand for highly qualified personnel who can work with these innovations and disruptions are becoming more urgent. No less the maritime education and training industry, thus demanding MET personnel to get up and out of the rut to become competitive and current with forward thinking and advanced methodologies for the training and development of maritime personnel in the shipping trades. This cannot happen if employers and operators do not believe in or practice seafarer development. This is an ongoing continuing professional development and not just one-off to attain certification. Do not be mistaken however. Innovation does not mean taking short cuts. It does mean develop better and quicker ways to learn and perform without losing the principles and standards. Rubrics for assessment becomes more rigorous to ensure that the evidence adduced from the assessments fulfil the performance standards. It's not about grades but minimum standards of performance measured against the performance criteria, not subjects learned from rote. Flexibility is allowed in competency based learning methodology, in adding other competences beyond the STCW, but hardly ever taken up by subscribing countries. There are countless complaints from operators about the lack of competence of their employees.

The writer is in support of GlobalMET who has made recommendations on the current proposal for "On Board Assessment" training for ships' officers to the course developers appointed by IMO. This professional development is to enable the supervising officers on board ships the opportunity to assess the performance of those under their purview and/or



Figure 1 - CPD Workshop for Assessors and Trainers in Manila, April 2016



charge. It is a great opportunity to ensure that up and coming officers are provided with the best opportunity to progress in their professional work. It is however not an informal or adhoc system although feedback from several senior officers and vessel operators appear to think so. It pays firstly to be fully cognisant of the principles of competency based assessment and then practise it correctly because the assessor is also the benchmark for performance. It is not a matter of ticking off boxes in a check off list, a much liked feature in most of the work that mariners seem to do. It is imperative that on board assessors be knowledgeable and skilled as follows:

1. Capable and competent to mentor and upskill adult and matured subordinates; i.e.
 - a. demonstrate and transfer knowledge, skills and attitudes (KUP) of the learned outcomes of the various standards of competence in the chosen field, published in the STCW and the curriculum/training plan by the relevant jurisdiction under which the vessel sails.
2. It is assumed that every vessel under proper management will be provided with the proper and correct manuals of learning and assessment procedures that are to be conducted on board. These manuals must satisfy the requirements of the Quality Training Framework of the flag of registry and or equivalent;
3. Perform assessment in accordance with the standards of performance required of a qualified assessor;
 - a. Interview candidates for informal and formal assessments to determine benchmark
 - b. Prepare the assessee in accordance with the rules of assessment and rules of evidence
 - c. Plan the assessment in accordance with the competence that is to be assessed

- d. Execute the assessment using approved assessment tools and design
 - e. Collect the critical evidence, validate the process and assessment carried out and document in accordance with best practice as contained in the Quality Training Framework.
4. Recognise and maintain standards of performance in the assessment process as the critical evidence collected becomes the official portfolio of the officer's professional progress and competence, required in standard competence management systems of organisations.

The training for on board assessor should be provided by recognised training providers in competency based learning, education and assessment methodology. It is also prudent to note that competency based learning and training is not time based and the effective curriculum hours may vary from group to group of learners depending on learning styles and cultural backgrounds. Needless to say, it is the attained outcomes that signify completion. The performance criteria of the core competences must be agreed by industry and be consistent across the various courses of training for MET teaching staff.

The formal training may be delivered and facilitated over two working days as a workshop. Each candidate must then be given a practicum performance plan at the work place to complete a minimum of five validated assessments as critical evidence of attaining the core competences in the agreed skills set for on board assessors.

Suggested learning materials are available from the author at the GlobalMET Secretariat.

By	Capt Richard Teo FNI FCILT MAICD
	MSc MIM GDBus BTeach/Voc Ed TAE Registered Teacher Professional Coach & Consultant in Business and Educational Technology Process Management Consultant

What Exactly is Innovation Anyway?

Highlight

by
Iman Fiqrie, CPLP®

According to Steve Gladis, in an Association for Talent Development (ATD) – TV interview about his latest book—Solving the Innovation Mystery:

- Foremost, in order for an organization to be innovative—it must have the talent to do so!
- That organization must also have a safe working environment or culture with which to nurture that talent.
- And finally, the organization must have a process with which to harness this talent in the context of its culture or safe environment—a plan and pivot; a

necessary tension. For example, such as the process of writing—the natural tension between a writer and an editor.

Dr. Gladis, goes on to point out that we're all potentially innovators in our organization; some write and shape, some have roles that shape while others shape the process in other ways. Dr. Gladis, also suggests that the big failure is in not asking those close to the problem in place.

So next time your organization is experiencing problems—ask those close to the problem what they think!

Meeting Mother Teresa



Wairata



President Reagan, with wife Nancy, presents Mother Teresa with the Presidential Medal of Freedom

In 1956 during the fourth and final year of my cadetship I joined the Union Steam Ship Company of New Zealand's 'Wairata' in Lyttelton. She was built as the 'Cape Igvak' in 1944 in Beaumont Texas, a C1A ship of 5255 gt, with a deadweight of some 7,000 tonnes. She also carried eight passengers. In 1947 she was acquired by the Union Company, renamed 'Wairata' and employed in the New Zealand/Malaysia/Bangladesh/India/Sri Lanka/Pakistan, Indonesia service. She was sold to Asian shipowners in 1967 and was broken up in Kaohsiung in 1972.

Our voyage took us to Dunedin and south of Tasmania to Fremantle, then on to Singapore, Port Swettenham – now Port Klang, Penang, Calcutta – now Kolkata, Cochin – now Kochi, Colombo, Penang, Singapore, Surabaya and then Auckland via the inside passage of the Great Barrier Reef and across the Tasman. It took nearly four months. Going north we carried mainly dairy products from New Zealand.

We completed discharge in Calcutta and started loading products from West Bengal, and continued loading for New Zealand throughout the rest of the voyage. We were caught in port strikes, forcing us to spend additional time in Calcutta and Colombo. Apart from Colombo, which I visited in 1951 on the passenger ship 'Otranto' while returning from the World Scout Jamboree in Austria, it was my first visit to Asian ports. It was extremely interesting.

Alongside in the Empire Dock in Singapore – it was filled in to make room for container stacking in 1989 - we saw Samsui

women working in the holds, wearing traditional dress with red head gear, as well as the three World amusement parks, Great, Happy and New World. At mooring buoys in Port Swettenham and Penang we travelled by bus to Kuala Lumpur and we saw the Mariamman Temple and the Snake Temple and travelled to the peak of Penang Island by the funicular railway.

The port of Calcutta is in the Hooghly river, a part of the Ganges, 200 km from the sea. A river pilot cons the vessel from the Sandheads for 221 kilometres, with a change at Diamond Harbour. Tidal bores in the river, especially with spring tides, make an onrush with height and, to ensure they were secure, the ships were tied up with anchor chains. We were at the Esplanade mooring buoys, then alongside the wharves at Esplanade and finally alongside the Howrah wharves.

When we arrived the port labour was on strike and we had plenty of time to go ashore and see the sights. We cadets didn't have much spare cash so frequented the Marine Club, where we played snooker. An ordinary seaman – I think he was Danish – and I decided to see if we could see NZ milk powder discharged from a ship before us being distributed. We mentioned this to the Secretary, who told us he would see if it was possible and to get in touch with him in a couple of days time. We did and were advised that it was possible and to come to the mission at noon on Wednesday, so we did.

He drove us to Nirmala Shishu Bhavan, the Children's Home of the Immaculate Heart, where we were introduced to Mother Teresa, who had created this haven for orphans and homeless youth. This was part of her mission to care for 'the hungry, the naked, the homeless, the crippled, the blind, the lepers, all those people who feel unwanted, unloved, uncared for throughout society, people who have become a burden to society and are shunned by everyone'.

After pleasant introductions, she described her work and what she was intending to do and then handed us over to a member of her Missionaries of Charity who showed us the facilities provided for the girls and boys, where they lived and where they received useful training in housekeeping, woodwork and other activities. We then went out in one of the vans, distributing the milk powder to distribution centres and looking for people who were in need of help. We didn't find any. The driver then offered to take us to Kalighat Home for the Dying, which we readily agreed to.

In 1952, Mother Teresa opened the first Home for the Dying in space made available by the city of Calcutta. With the help of Indian officials she converted an abandoned Hindu temple and renamed it Kalighat, the Home of the Pure Heart. Those brought to the home received medical attention and were afforded the opportunity to die with dignity, according to the rituals of their faith; Muslims were read the Quran, Hindus received water from the Ganges, and Catholics received the Last Rites. We visited for about half an hour, walking among straw palliasses upon which lay persons mostly at the ends of their lives, being ministered to by Missionaries of Charity and volunteers.

Quietly thoughtful, we left and returned to the 'Wairata'.

By Rod Short

Complete Reliability of Unmanned Vessels 'Unrealistic' – New Research



While the development of unmanned ships is progressing at an unprecedented rate, a study carried out at the Australian Maritime College warns that completely autonomous vessels are unlikely to be viable—nor deliver the widely anticipated economic and safety benefits.

In a paper published in the *Australian Journal of Maritime & Ocean Affairs*; "Autonomous merchant vessels: Examination of factors that impact the effective implementation of unmanned ships," Trudi Hogg and Samrat Ghosh conduct a literature review and conclude that much still needs to be done to prove that unmanned ships don't pose a risk to themselves and their environments.

Fully autonomous vessels appeal to the maritime industry, who are attracted by the promise of the significant cost savings that could be made by eliminating crew salaries and eradicating accidents attributed to human error, which cost the industry an estimated \$541m a year.

Thanks to this attractive proposition, most contemporary research is focused on demonstrating the viability of autonomous ships, and the success of tests in simulated environments support the idea that they will be implemented on the high seas in the near future.

But Hogg and Ghosh argue that, although the technology concepts are well established, there are numerous questions yet to be answered about the viability of unmanned vessels in a real world environment.

Critically, it has not yet been demonstrated that the vessels are reliably able to avoid collisions. Although simulations suggest that the vessels would operate safely, and with fewer human errors, the technology has not been tested in a real world environment. Repeated evidence of their ability to avoid real collisions should be demanded before any autonomous vessel is be deployed.

Next, autonomous vessels require completely fail-safe communications systems for both safety and security. These will only come at an extremely high price: critical systems will need to be redundant, with two individual satellite links and emergency power suppliers. With no crew on-board to carry out maintenance, there will be zero tolerance for system failures.

Crucially, the vessels will also need a reliably high bandwidth internet connection for emergency situations, when a shore control centre would need to take over. With most ships today reliant on satellite connections—and with low density traffic in open seas—this will inevitably mean few suppliers charging high prices.

Hogg and Ghosh do more to debunk the myth that the vessels could be operated without human involvement. In fact, they argue, significant human intervention would be needed—just of a different type. Some traditional roles would indeed be redundant but the systems controlling the ship will require calibration and maintenance by humans, and the vessel would require constant monitoring from a shore control room. Qualified mariners would need to be available to take over manual control in an emergency.

This introduces new challenges and simply transfers a significant portion of the human error risk from the ship to the shore control centre. Furthermore, it's unclear how well this would work in an emergency environment, where operators have to rapidly switch from passive monitoring to active decision making.

Shore-based human interaction with the autonomous vessel poses new challenges for safe operation that have yet to be answered. How effectively will shore operators be able to obtain awareness of the vessel and its surrounds? How effectively will the onshore crew be able to train on an automated system? How will their training experience impact their ability to handle the ship from the control room?

The onshore humans, lacking first-hand, sensory input, will have no human connection to the vessel. With no ability to build up situational awareness, the risk of human error could in fact increase, due to the dependency on the memory and attention of an individual person.

In addition, the risk of 'automaton induced complacency' is very real: the longer the vessel operates without incident, the more likely the operator is to over-depend on the automation and fail to effectively monitor the system for issues or deviations.

Finally, the ship is at risk of both piracy and cyber security. There is an inherent possibility of extortion by cyber-attack and, if critical systems are targeted, the ship could lose its ability to navigate.

Considering all of the above, Hogg and Ghosh conclude that the maritime and seafaring industry needs vastly more evidence of the validation of the technology—and its implications—before the long-term effects of fully automated vessels can be understood, and before we should even begin to consider deploying them.

The research has been published in the *Australian Journal of Maritime & Ocean Affairs*.

By **Trudi Hogg**

Speech by the Vice President, Dally Ohdate of Women in Maritime, Philippines at the Leadership and Management Seminar in Cebu

(Reproduced by kind permission WIMAPHIL.)



FOREMOST, I want to thank Chief Engineer Nina Sue Da Silva for inviting me here. I am happy to be a part of your activity today. I hope in my own little way I can impart something inspirational to you and your chosen line of work in relation to the organization to which I belong.

The Women in Maritime Philippines (WIMAPHIL) is a non-profit, non-stock organization of women in the maritime industry committed to the active advocacy of maritime safety, security and efficiency, environmental protection, prevention and control of HIV/AIDS and other diseases, the anti-trafficking of women and children, as well as, the achievement of gender equity and women empowerment in the maritime sector and its communities. It aims to:

- To promote health and wellness of women in the maritime sector.
- To advocate gender equity in the Philippine maritime sector.
- To engage in an active campaign against the trafficking of women and children.
- To promote education, training and sea career opportunities for women in the maritime sector.
- To promote the protection of the environment.
- To promote safe, secure and efficient shipping and port operations.

In the 1980's, the UN, through its Millennium Development Goals, encouraged wider participation of women in all aspects of development. The International Maritime Organization (IMO), which is an agency of the UN, adopted the "women in maritime" initiative aimed at informing and inviting governments and industry to support the participation of women in the maritime industry.

In the Asia Pacific Region, IMO started off with synthesizing the "women in maritime" programme through regional and national seminars or workshops which eventually set in motion the establishment and launch of "women in maritime" associations (WIMAs) in the region. The PACWIMA, or the Pacific Women in Maritime Association, the WIMA ASIA or the Women in Maritime – Asia, the Papua New Guinea – WIMA and the WIMA – Philippines are the forerunners of regional and national WIMAs. Since then, IMO, in partnership with WIMAs, have delivered/conducted activities to promote the thematic objectives of the organization.

In 2013, Recognizing the comparable aptitude of women for seafaring, IMO, with support from the government of the Republic of Korea held a 5-day workshop/conference participated by 27 women representing some 13 countries in the Asia-Pacific region – the "Regional Conference on the Development of a Global Strategy for Women Seafarers". Considering that women consist barely two per cent of the total population of seafarers in the world, the conference was aimed at promoting women as a rich human resource for mariners, at the same time, promote seafaring to women as a career.

Now, why is there a need to promote? What could hold back women from engaging in a career that allows them to see the world free and be paid handsomely for doing so? On the other hand, what is preventing employers from tapping women as a rich resource for mariners? Let me just share briefly some of the challenges and limitations that were pointed out in that conference:

- a. The Glass Ceiling.** In the Asian region, it is primarily "culture" that is responsible for the existence of a strong glass ceiling. Culture placed women in charge of homemaking instead of taking up work to make a living for the family. It is a known fact that generally, women in Asia are traditional and conservative in their ways. In Thailand for example, women do not want to work at sea. Their disinterest in maritime career is almost self-imposed. Thai women do not want to be away from their families. The hard work and risky conditions of work at sea are not appropriate for their way of life. As culture puts so much emphasis on virginity prior to marriage, a career in seafaring is tantamount to risking one's status. In countries like India, Malaysia, Fiji, Papua New Guinea, and Vietnam, for women to consider seafaring as a career is practically discouraged. The consensus is that women are physically challenged to withstand the demands of work onboard. The risky working environment and the rigors of the sea are obstacles that prevent women from seriously considering seafaring as a career.

- b. Prejudice & Misconceptions.** Over and above socio-cultural considerations, prejudice and misconceptions, certainly confront women in the workplace. For example, there is a widespread superstition in Korea that equates women onboard a ship to misfortune. In India, a commonly heard male comment is “their place is in the kitchen rather than on deck”. Misconceptions that women demand special treatment, for instance, while statistics show that this statement is actually incorrect, many misunderstandings arise because women are often being type-casted. According to the research paper of WMU Prof. Momoko Kitada, Japanese women seafarers only wanted Kotex in the changing rooms, but, apparently, this is being taken out of context when ship owners anticipate that women demand big facilities or separate structures which would translate into additional cost for them. This misconception unfairly places women at a disadvantage.
- c. Gender Discrimination, Sexual Harassment & Bullying.** The reality of gender discrimination, sexual harassment, and bullying are also issues that beleaguer not only women who are still considering seafaring as a career but also those who are already working onboard... scenarios like men being reluctant to work under female officers, apprehension on the part of Master and other senior officers on the capability of women seafarers in handling their male counterparts, in making independent decisions or in dealing or coping with crisis situations. Surprisingly, in Australia where women comprise 33% of the seafaring workforce, the matter on harassment and discrimination is almost insignificant.
- d. Work-Life Balance.** Practical experience and economic necessity show, women had long since stepped beyond the stereotypical roles as wives and mothers. However, while a number of married women successfully juggle career and

family, a career in seafaring is a slightly more difficult task to balance with family. The time spent away from home is too long compared to other land-based work. That is why women have relatively short career life span at sea, because when a woman seafarer decides to start a family, continuity of work is almost always sacrificed.

- e. Access to Maritime Education, Onboard Training or Work Opportunities.** While women may be interested to pursue maritime studies, most of the time they are not able to complete sea time requirements due to unavailability of ships, leading them to discontinue their studies. Even in the Philippines, the biggest supplier of seafarers in the world, there is a trend on cadets finishing their maritime education but end up with non-maritime jobs because there are no takers from shipping companies. The high cost of upgrading courses, and its limited access due to unfavorable schedules, pose another challenge.
- f. Physical & Physiological Factors.** The physical aspect of work on board is also an issue especially for new entrants who are expected to do menial jobs or hard labor. Even the very physiological nature of women becomes a factor that aggravates the lack of enthusiasm among Asian women to join seafaring. It is a very long route from deckhand to captain and in between there is a constant pressure to prove one’s mettle simply because one is a woman.

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To be continue in next issue....

By **Dally Ohdate**
Vice President, WOMEN IN MARITIME
Central & Eastern Visayas Regional Chapter

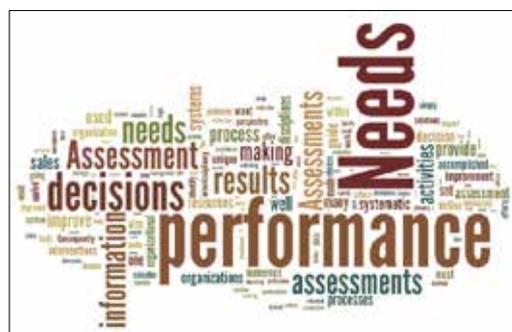
The Difference Between Needs Assessment and Needs Analysis

Highlight

by
Iman Fiqrie, CPLP®

When prescribing, creating or conducting training for clients or your organization, the whole process from beginning to end should be based on not only whether the objectives were met, but whether the correct objectives were assigned in the first place; whether the terminal level 3 objectives, outcomes or results were met. Level 4 Return of Investment (ROI) is also a consideration.

In ensuring that the objectives chosen are the correct ones in the first place, a proper Needs Assessment should be done. All too often organizations justify wants as needs and thus start out training with flawed objectives—assessments should be based on where the organization needs to be (not want to be) against where it actually is (not think is is)! This is known as a performance gap. A Needs Analysis then, is the process of understanding why the gaps exist in the hopes of providing possible solutions that fit and work;



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Needs Assessment and Needs Analysis are not the same thing.

So next time your organization asks you which type of training does your department need for next year—understand that this is not a Needs Assessment, but most likely a want.

Marinong Pilipino: Tatak ng Kahusayan

(Filipino Seafarers: Seal of Excellence)

Close your eyes for a moment and visualize the seven seas. On these waters are thousands of ships, large and small, all sailing somewhere. As you look inside these ships, you will see living legends that left the security on land and choose to be at the perils of the sea. You will discover heroes who abandon the comfort of home being with their loved ones to set forth into the world full of dangers—the sea. You will recognize a warrior who ventures the territory where death is not only a probability but also a daily risk.

These heroes are the country's breadwinner and the savior of the Philippine economy, they are no other than the Filipino seafarers. And I will be one of them in the near future. In our veins, flows the blood of our forefathers that nourished the seeds of excellence in the seafaring profession. Count the 3,000 years of maritime history, the Filipinos have been meandering the seas all those times until at present. The old adage still holds true, "Onboard every ship cruising the world, certainly one has to find one skilled and talented Filipino".

In the International Maritime Organization, the importance of the Filipino seafarers in global merchant shipping is also recognized. Former Secretary General William O' Neil once quoted, "Filipino seafarers have been proven to be good at their jobs that they serve on ships of all flags of the world. They are valued not only for their abilities, but more so for their dedication and professionalism."

Moreover, Filipinos have good command of the English Language that enables us to communicate with other nationalities in multi-crew vessels. We have a strong sense of loyalty and responsibility as we see to it that our work assignments and responsibilities are done regardless of time and condition. Most of all, we are versatile, good in multi-tasking, adaptable to any situation and can get along very well with different cultures.

Filipino seafarers are definitely men of steel who possess the seal of excellence. The hard work, courage and determination we possess serve as our ticket to soar high and be recognized globally as catalysts of positive change. We toil not only to support our families but also for nation-building being one of the primary source of the country's income through remittances we send home.

The special trademark the Filipino seafarers have gained around the maritime industry not only being the biggest in number but also being resourceful ("o maparaan o madiskarte ang pinoy") in troubleshooting with the machineries on-board. The handiness of our sailors is remarkable especially when adverse situation happens. The Filipino seafarer can fix broken things on-board despite no spare parts unlike among other nationalities who cannot find ways to solve problems. That shows the ingenuity of the Filipino seafarers.

Indeed, there are essential distinctions that make the Filipino seafarer a cut above the rest. One might call it attitude. It is that certain quality of social intelligence basic to the national character: a combination of resiliency and toughness as key to the Filipino strength. Knowing when to bend under pressure to keep them from breaking, the Filipino sailor is armed with a certain kind of grit, the capacity to endure deprivation, boredom, loneliness and separation. Honed by hardship at home, the Filipino's capacity to endure is legendary.

We are the preferred choice of the foreign ship owners as we know how to go the extra mile and make a difference. We are the country's source of pride and a living testament of a Filipinos' dedication to duty and commitment to excellence. Truly, we are the best in the world!

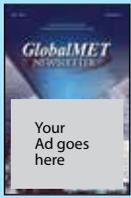
Together let us work to protect our position as the biggest supplier of seafarers to the world's merchant marine fleet today and beyond. As long as there are seas and oceans, there will always be ships that will carry trade and commerce across the globe. And who else will do this? It is no other than our great Filipino seafarers, known to the world on their hard work, technical competence, resourcefulness, discipline, loyalty, adaptability, and performance at par excellence. At pagsinabing world-class "na marino walang iba kundi Pinoy pa rin!". ("And if they say world class seafarer, they are referring to no other than Filipinos only")

By

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