

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.

[www.globalmet.org](http://www.globalmet.org)

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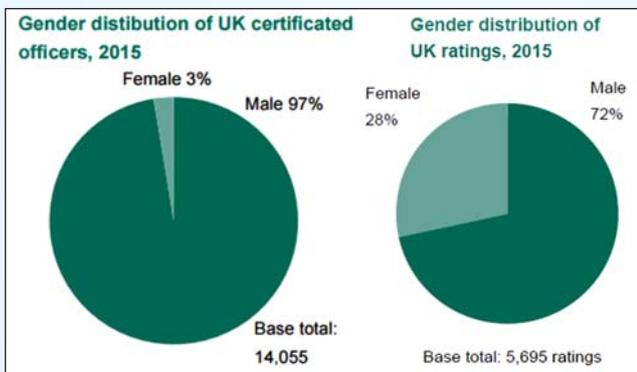
Richard Teo  
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# Editorial

“International Women’s Day,” according to Wikipedia, originally was called International Working Women’s Day, is celebrated on March 8 every year. This year the theme was “... a Pledge for Parity”. This editorial and newsletter acknowledges the work women are doing all around the world and specifically, in the maritime industry. Accordingly, women contribute worldwide socially, politically and economically—yet make up only an estimated 2-3% of the maritime industry; Figure 1 refers. In the UK, this figure is about 3% for certified officers and about 30% and 28% respectively for uncertified officers and ratings.



Source: Seafarer Statistics, 2015. UK Department of Transport.

The UK numbers for certified women officers is up 4% And, according to the International Transport Workers’ Federation (ITF), even though it’s still rare to see women working at sea, they are valuable members of the crew. Also according to ITF, women in the maritime industry mainly work in the cruise and ferry sector and are among the worst paid in the industry. My own experience in the industry after more than twenty plus years has been to concur that there are too few women officers, both junior and senior, and that we somehow need to encourage, mentor and provide growth incentives for females in the maritime industry. Some of the things being done by ITF to help change this is to highlight issues like discrimination, harassment and the rights of women.

The ITF is also calling on employers, trade unions and the like to help prioritize and highlight the following women’s issues as important:

- Reducing gender stereotypes within the industry
- Provision of sanitary items on board ships
- Access to confidential medical advice and the contraceptive and morning-after pill

- Consistent and improved approach to maternity benefits and rights
- Development of sexual harassment policies and appropriate training, including within cadet training and education

Taken from <http://www.itfseafarers.org/ITI-women-seafarers.cfm>, 09/03/16

Again, happy Women’s Day 2016!

Some of the other articles featured in this newsletter, Captain Short writes on the Polar Code and its eventual implementation come January 2017. Will you be ready? Apparently, the Danish and Supply ship AHTS Magne Viking are ready and the first to comply with the Polar Code.

Captain Teo enlightens us some more about competence, competency and some other key take-a- ways. He also takes us on a short historical review of the evolution and development of competency based education in vocational education and training. He suggests that the transition from traditional knowledge based pedagogy to competency based education (adult education) approaches, may have caused many training initiatives coming up short.

He delivered a presentation on Challenges in the 21st Century for MET at the ACI conference in Singapore on 9th March, as a speaker from GlobalMET. It dealt with Competence Based Education in accordance with the current STCW convention, contextualising the learning environment and spaces for Crewing and Management surrounding the maritime industry.

In my article on Sustainable Development Goals 2030 (SDG), I discuss some important SDG goals and initiatives; no poverty and no hunger by 2030. Captain Sivanandan tells about creating a work-life balance for a healthier and stress free life, and Captain Lansakara writes about the safety breaches of passenger ferries in Asian countries, especially those cruising within inland and coastal waters.

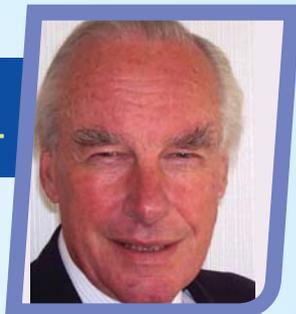
That’s all and about does it for this month’s newsletter articles, thanks again for reading and tuning in. Hope to see your article next month. And, as always—hope to see you on the blog at [globalmetblog.imanfiqrie.com](http://globalmetblog.imanfiqrie.com)!

For the Executive Secretary,

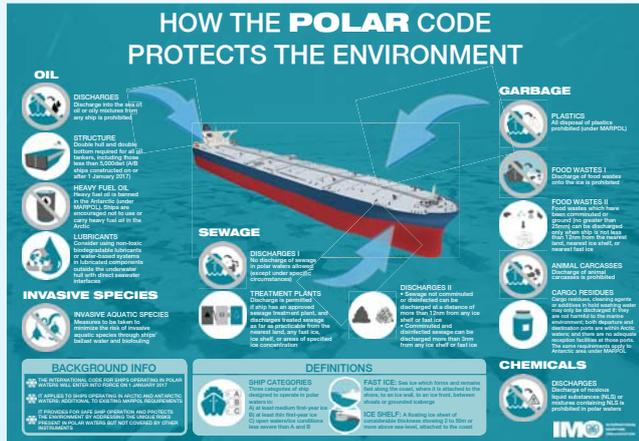
By **Iman Fiqrie Bin Muhammad** (LCDR, USN ret)  
Lecturer, Malaysian Maritime Academy



# POLAR Code



The following two IMO infographics illustrate what the Polar Code will mean for ship safety and how it will protect the marine environment.



For larger versions go to [www.imo.org](http://www.imo.org)

The International Code for Ships Operating in Polar Waters (the Polar Code) and related amendments to make it mandatory under both SOLAS and MARPOL is expected to enter into force on 1 January 2017. The Polar Code and SOLAS amendments were adopted during the 94<sup>th</sup> session of MSC, in November 2014. The environmental provisions and MARPOL amendments were adopted during the 68<sup>th</sup> session of MEPC in May 2015.

The Polar Code covers the full range of design, construction, equipment, operational, training, search and rescue and environmental protection matters relevant to ships operating in the inhospitable waters surrounding the two poles. It includes mandatory measures covering safety (part I-A) and pollution prevention (part II-A) and recommendatory provisions for both (parts I-B and II-B).

The Code will require ships intending to operating in the defined waters of the Antarctic and Arctic to apply for a Polar Ship Certificate, which would classify the vessel as Category A ship - ships designed for operation in polar waters at least in medium first-year ice, which may include old ice inclusions; Category B ship - a ship not included in category A, designed for operation in polar waters in at least thin first-year ice, which may include old ice inclusions; or Category C ship - a ship designed to operate in open water or in ice conditions less severe than those included in Categories A and B.

The issuance of a certificate would require an assessment, taking into account the anticipated range of operating conditions and hazards the ship may encounter in the polar waters. The assessment would include information on identified operational limitations, and plans or procedures or additional safety equipment necessary to mitigate incidents with potential safety or environmental consequences.

Ships will need to carry a Polar Water Operational Manual, to provide the Owner, Operator, Master and crew with sufficient information regarding the ship's operational capabilities and limitations in order to support their decision-making process.

The chapters in the Code each set out goals and functional requirements, to include those covering:

- ship structure;
- stability and subdivision;
- watertight and weathertight integrity;
- machinery installations;
- operational safety;
- fire safety/protection;
- life-saving appliances and arrangements;
- safety of navigation;
- communications;
- voyage planning;
- manning and training;
- prevention of oil pollution;
- prevention of pollution form from noxious liquid substances from ships;
- prevention of pollution by sewage from ships; and
- prevention of pollution by discharge of garbage from ships.

Ships are increasingly operating in polar areas, especially cruise ships – and numbers are expected to increase. It is very important that the safety of the ships and the pristine environments are protected. There is a lack of good charts, poor communications and bad weather. Ship operations are affected by low temperatures. And there is ice.

Detailed voyage and passage planning is essential and should include:

- safe areas and no-go areas;
- surveyed marine corridors, if available;
- presence of ice and icebergs;
- safe distance to icebergs;
- conditions when it is not safe to enter areas containing ice or icebergs because of darkness, swell, fog and pressure ice;
- safe speed in such areas; and
- contingency plans for emergencies in the event of limited support being available for assistance in areas remote from SAR facilities.

IMO has been concerned for many years about ships operating in these harsh, remote and highly vulnerable regions. The formulation of the Polar Code is a historic milestone in IMO's work to protect both seafarers and passengers and the pristine environments around the two poles.

Based on IMO material

By **Rod Short**  
Executive Secretary

## DNV GL Approves First Vessel to Comply with IMO Polar Code



**D**NV GL and the Danish Maritime Authority can confirm that the AHTS *Magne Viking*, owned by Viking Supply Ships, is in compliance with the new IMO Polar Code.

*"Having followed the development of the Polar Code for some years, it is a great achievement to finally survey the first vessel to comply with the Code" says Morten Mejlænder-Larsen, responsible for Arctic and Polar activities at DNV GL – Maritime.*

Based on long experience from Arctic operations in low temperatures and ice covered waters, Viking Supply Ships saw the value in the IMO Polar Code and decided to implement it early on. The process has included updates of vessel and equipment, as well as providing the required documentation.

*"As this vessel was already winterized and built for operation in cold climate, most of the additional requirements in the Polar Code were already fulfilled before we started the implementation process," says Andreas Kjøl, Project Director at Viking Supply Ships.*

DNV GL will, on behalf of the Flag Authorities, issue the Polar Ship Certificate for vessels complying with the new code.

*Magne Viking* is an ice-classed AHTS vessel capable of operations in harsh environment offshore regions, as well as Arctic/Sub-Arctic operations. The DNV GL classed vessel is owned and operated by Viking Supply Ships.

*Based on a press release by Viking Supply*



# Untangling the Competence Dilemma



The Chartered  
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## Introduction

Competence and the need for competency in the mariners' work profile has been a daunting task for the maritime education and training (MET) professional in the last two and half decades. When the 1995 amendments were introduced to the standards for seafarer training, watch keeping and certification (STCW) 1978 convention, competency based training was made mandatory. The IMO did not hesitate to inform and reiterate to all training institutions this preferred method for delivery and assessment for all courses and training programmes.

It was all new and the shift in paradigm between traditional pedagogy (children) for learning and teaching and delivery by andragogical (adult) competence based- outcomes based approach was not clearly understood nor ever practised for many years since the 1995 amendments.

Most institutions continued to deliver by didactic lectures, rote, and knowledge based classroom work, privileging lengthy and extensive examinations. This demanded memorising large chunks of knowledge (sometimes superfluous subject content without alignment to standards or outcomes) to be regurgitated by hopeful candidates for Government (DOT, DTI etc.) issued certificates of competence (CoC). This defeated the purpose of competency based learning with specific outcomes to agreed published standards.

Another setback was caused by the model courses published through IMO. These were subject- knowledge based, determined by teaching syllabi. Despite undergoing review a few years back, these model courses remained knowledge based and regrettably became benchmarks for auditors who appeared to have had little or no formal training in competency based education, training & assessments (CBETA) or outcomes based education (OBE). Most were self-taught or relied on model course 6.09, which is not CBETA or OBE but a knowledge based pedagogy - instructional manual.

## Some background information

As far back as the 80s, Scotland and the United Kingdom had advocated competency based approach to learning in Vocational Education and Training (VET) and the National Vocational Qualifications (NVQs) standards were promulgated. It is today a very sophisticated system of training and certification that embraces the National Occupational Standards for VET and Higher Education. The combined UK Government website [www.gov.uk](http://www.gov.uk) lists the equivalents for academic qualifications between the National Qualifications Framework (NQF), the Qualifications and the Credit Framework for Higher Education Qualifications (FHEQ). Further reference may be found in [www.mntb.org.uk](http://www.mntb.org.uk) the website for the Merchant Navy Training Board.

Maritime Education and Training (MET) now has its yardarm spread over both domains, VET and Higher Education (HED). Many countries now deliver CoCs equated to graduate and post graduate degrees in colleges and universities using the competency based learning approach.

Other countries followed similar arrangements and in the early 90s, Australia incorporated MET into the National VET qualifications. MET qualifications are provided under the Australian Qualifications Framework (AQF), quality assured and regulated under the Australian Skills Quality Authority (ASQA). The Maritime Transport and Logistics Industry Skills Council (TLISC) in consultation with Industry and the Australian Maritime Safety Authority (AMSA) provided the cohesive training doctrine with standards for the required knowledge, skills and attitudes (specified competences) for all levels of qualifications. These were published as the national training packages. The maritime training packages wholly specified all national MET qualifications, universal across all the States and Territories of the Australian Commonwealth. These qualifications are aligned to STCW standards and higher where necessary. It also provides for recommended methods and acceptable praxis in delivery, assessments, monitoring and quality assurance. The latest reviewed standards are now contained in the recently endorsed 2015 Maritime Training Package.

Visit [www.training.gov.au](http://www.training.gov.au) and [www.amsa.gov.au](http://www.amsa.gov.au) for additional information.

Another country, the USA has all available information and guidance at the National Maritime Centre – US Coast Guard, [www.uscg.mil](http://www.uscg.mil)

Across the world, there are several institutes that deliver by mixed modes and award baccalaureate degrees or their equivalent. Some of these are almost completely knowledge based qualifications attained by learning objectives of subjects, delivered by traditional pedagogy, without much reference to STCW standard competences as learned outcomes. Their graduands though knowledgeable through course study may be technically not yet competent, i.e., not job ready requiring further training, internship and acquisition of the competences that form foundation or employability (key) skills. In today's labour market with reduced manning, the praxis of competency based education, training and assessments, and OBE, i.e. work place training, internships, mentoring, on the job training (OJT) and work-based learning (WBL) become issues and problems. These have to be resolved effectively with due regard to MLC rules without detriment to rest periods of the mentor(s) and learners.

## What is competency based training or approach to learning?

The STCW 1995 amendments specified competency based training and learning. The 2010 amendments reiterated and reinforced this requirement. The terms Competence, Competency and Standards have been bandied around by numerous people and organisations but never really been understood nor practised truly to what it really entails. Too much tinkering has been going on in MET for the last 20 years or so. What continues to emerge are sad conglomerations of learning materials, learning management systems (LMS), widgetry and gadgetry that supposedly helps the learner attain competence. In reality results have not been really good as industry and employers continue to grumble about the poor performance of many of their sea-going employees from across boundaries.

The competency based training approach is outcomes based against goals (standards). Training and learning in accordance with the STCW convention, is standard based. Outcomes are specified by standards (competences) assessed by performance criteria, not learning objectives based on subject content, memory work and examinations. This means the volume of learning and doing must accrue towards the work-place competences specified in the standards. Competences must be effectively transferred from the expert or master of the profession to the learner, ensuring that the correct quantum of knowledge, mastery of skills and attitudes to perform to that level of competence are achieved, attained and sustained. It is not sufficiently transferred from knowledge based courses that appear as teaching syllabi, general curricula and pedagogy.

Probably one of the most prominent issues and problems is the IMO Model Courses. These were by and large, class-room managed, knowledge based teaching guides (syllabi) following traditional knowledge based delivery methods that applied rote, didactic instruction, lectures, inflexible time based teacher-centred delivery that demanded the regurgitation of huge data, superfluous information committed to memory, privileging intensive examinations as the preferred system of evaluation. Ultimately this methodology produced reasonably knowledgeable personnel but not yet competent as none were assessed rigorously in accordance with the rules of assessment laid down performance criteria that satisfied the level of competence.

The review of these model courses to update as competency based approach methodology was rather "timid". Till this date, model courses remain knowledge based, riddled by tinkering to shift the traditional pedagogy (children) paradigm to outcomes based education/competency based learning –andragogy (adult) methodology. Model courses are yet to adapt to the best practice modern day pedagogy (children) of learning, doing and assessment methodologies, let alone

andragogy (adult), outcomes based education (OBE), competency based learning, education and training (CBETA) into the 21<sup>st</sup> century.

Compounding this issue the IMO model course (for instructors) that supposedly was to transform expert mariners into MET teachers-trainers was itself knowledge based methodology, that hampered the practice of competency based education, training and assessment (CBETA). Can we then now realise what confusion has been caused? This is compounded when some "IMO" auditors insist on sighting syllabi that require secret knowledge based (subject-based content), examination papers to determine competence based on a pass mark of 70% or 80% or even 90%. These scores mean nothing as it means that none have met the specifications of the standard that must be met in full, simply 100%. In order to meet the specifications, specific rubrics must be employed and applied with consistent rigour using well designed assessment tools that are able to provide specific evidence of attaining competence. Specific performance criteria for determining competence must be universally agreed and published. These must satisfy the rules of assessment and the rules of evidence. Many teachers, lecturers, instructors, assessors, auditors and examiners are still not formally trained and qualified to perform these critically important roles and functions.

This article seeks to highlight some of the misconstruence, mistakes and misunderstanding that individuals, organisations, vendors and other stakeholders across the world's boundaries seemingly commit unknowingly, as one may say, being consciously unconscious of the meaning of competence and how learners must be assessed and judged competent in maritime standards of performance, in accordance with the current STCW convention.

### Key takeaways

Outcomes based education (OBE), Competency based education, training & assessments (CBETA), and competency based learning (CBL), adult education –andragogy & heutagogy, children learning – pedagogy, programme delivery, learning and assessment strategies, learner-centred vs teacher-centred, double-loop learning, action reflection learning, action research, collaborative learning, Blooms taxonomy (revised), domains of learning, competence, unit of competence, dimensions of competence, competency vs. proficiency, learning outcomes, programme outcomes, outcomes and objectives, meaningful learning and doing, rules of assessment, rules of evidence, assessment tools, rubrics and rigour, learning spaces and environments, knowledge, skills and attitudes, didactic, mimetic, learning styles, teaching styles, self-management, self-awareness, self-conceptualisation, self-directed, self-determination, certificate of competence, statement of attainment, qualifications, skills and skills set, employability skills (key competences), human-factor competences, proficiency.

### Definition of competence

In simple terms, competency is defined as,

- what a person is required to do (performance),
- under what conditions it is to be done (expected range of work place conditions) and
- satisfies or meets the exemplar (benchmark – standards - goals), i.e. how well it is done to a determined outcome.

In order to ensure that the mariner reaches the standards (benchmarks) in the STCW, each jurisdiction must first and foremost ensure that their national standards have matched or are higher than as stated in the STCW. The STCW however only describes the qualifications and the makeup of the qualifications in broad terms. It is for every jurisdiction to ensure compliance with the correct training and assessment programmes, published in the common user language that allows

- full application of the underpinning knowledge,
- correct action (skilful applications),
- and correct attitudes required to execute the various functions, roles, responsibilities and accountability.

The descriptor for each competence or groups of competence (skills set) must be carefully thought out and published together with the specifications (knowledge, skills, attitudes, i.e. the demonstrable performance criteria) that meets and satisfies the conditions of the required standard.

Each of the competences must satisfy the domains of learning as described in Blooms Taxonomy, namely, cognitive, psychomotor

and affective. Each competence must be developed with the correct quantum or volume of learning to achieve, attain and sustain the following attributes collectively, i.e.

- Required **Knowledge** to support the required level of performance at the work place
- Sufficient and mastery of **Skills** to perform and practise to the determined standards, continuously for the desired level of performance at the workplace
- Correct **Attitudes** to continuously perform, practise, sustain and improve at the work place

Each competence or sets of competences that make up the qualification(s) must be assessed progressively and rigorously using agreed assessment tools and rubrics. This appears simple enough for every learner to succeed and yet many graduands do not meet the mark. Why? Let's begin a quick journey with,

### Competency and competence

These two words are generally synonymous (see dictionaries).

**Competency** is used in Vocational Education & Training (VET) and similarly in Maritime Education & Training (MET) to describe two things:

- A specification that describes a particular ability to perform - do something, namely, "a competency" and
- A person's ability to do – perform that same something that is "a person's competency".

Generally we may adopt **competency** to mean both things.

Pitman Bell & Fyfe (2000) suggests that one should not infer any difference between the two words.

The STCW Convention 1978 as amended defines a standard of competence as the level of proficiency to be achieved for the proper performance of functions on board ship in accordance with the internationally agreed criteria as set forth in the convention and incorporating prescribed standards or levels of knowledge, understanding and demonstrated skill.

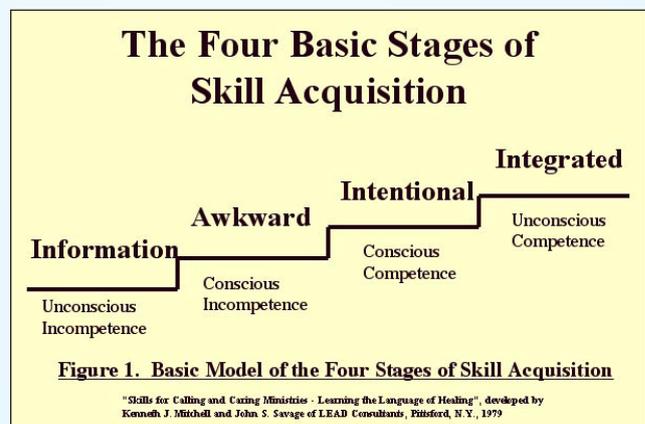
The Commission on Higher Education (CHED), Philippines in their 2014 Handbook on typology, outcomes based education (OBE) state that competencies refer to the combination of knowledge, complex skills, behaviour and attitude that enables an individual to perform a specific task or role.

It's important that we realise competence is not attained by reading text books, memorising copious regulations, notes and then regurgitating all at lengthy examinations based on secret questions and unknown or un-agreed answers, scoring a minimum pass mark.

This short article hopes to bring some light to all MET and maritime practitioners.

### Stages of developing competence

Let's take a look at Fig 1, the stages of development of competence. The figures below are self-explanatory



**Figure 1 - Skills acquisition**

When you have reached stage 4, many retrograde into complacency unless lifelong learning is in place. There will be stages in our work-life

when we need to unlearn all that we have experienced, learn to learn again and relearn everything we know, can do, improve and get better. This is revalidation. Many seafarers question this need but as you can see, it is imperative that we revalidate or become redundant. This situation is so real that it is one of the main causes of resistance to change.

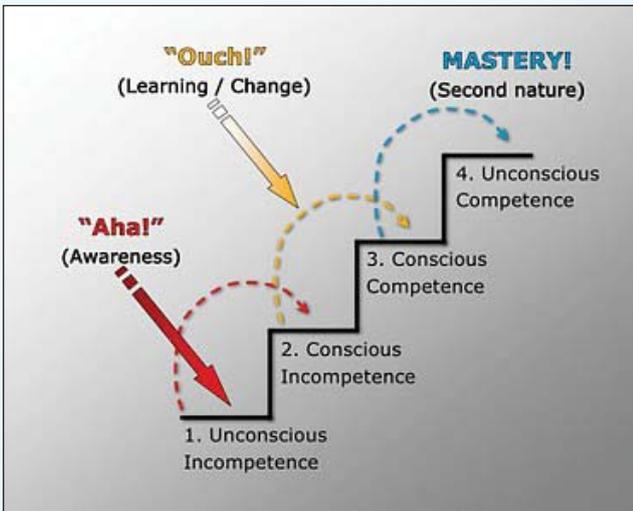


Figure 2 - The stages of developing competence

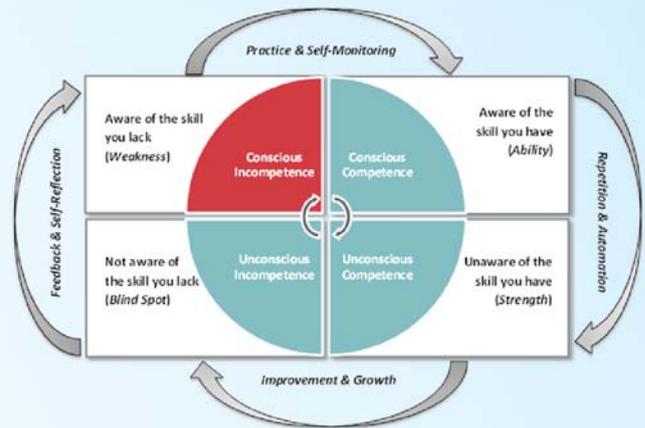


Figure 3 - Leadership & succession applications

There are distinct similarities from basic skills acquisition to leadership and succession applications. This illustrates how important competency based training is for most professions. It is a fundamental approach to continuing professional development – CPD.

(to be continued.....)

By **Capt. Richard Teo**  
FNI FCILT MAICD

## Staying Current using the IMO Current Awareness Bulletin Website

by Iman Fiqrie

Last month's newsletter article was pretty hard on issues concerning the IMO. In this month's Newsletter (NL) 55 it seems only fair to show some of what the IMO does to keep us all informed. For example, the IMO Current Awareness Bulletin Website (CAB).

The CAB seems like just as good as any place to see just how much work does go into making the IMO goals and mission a reality. Let's face it, not everyone wants to be informed! From the website you can get monthly news publications, current information headlines on maritime issues, other concerns of the IMO, mariners and links to any number of other significant resources. One can also go back about 3 years, as after 3 years it isn't really that current anymore. For example Current Awareness Bulletin, dated January 2016, Volume XXX111 - No. 1, covered many current maritime industry news, publications and was about 33 some pages long of the highlights, e.g.:

- News of the new IMO Secretary-General Kitack Lim, serving a four-year period and term starting 1 January, 2016. Mr Kitack is from the Republic of Korea and is the 8<sup>th</sup> elected Secretary-General of the IMO.
- Criteria for entry into force of the BWM (Ballast Water Management) Convention
- The IMO News magazine.
- News of the perilous Horn of Africa sea crossing United Nations news; and much, much, more.

As you can see there is actually too much to report from the CAB. Again, start here for a good place to get current information with which to act upon the safety, security, energy efficiency and cleaner oceans of the maritime industry!



Highlight

## The United Nations Sustainable Development Goals 2030



# SUSTAINABLE DEVELOPMENT GOALS

United Nations Agree to Sustainable Development Goals, September 2015

Seems a bit odd to be talking about sustainable development in a maritime article doesn't it? Actually, not really—just the same, many global citizens and mariners may need to do a little soul searching, rethinking and strengthening of their sustainable development goal acumen in order for positive social, political and economic change for the better to occur. You know, make the world a better place and leave it better than when you found it? We are after all supposed to be stewards of the planet, so I've been told. This stewardship would include both developing and developed countries as well. We're all in this together, "in the same boat" as it were. If there's any point I'd like to get across in this newsletter – it's that we have to develop partnerships in order to achieve the poverty and development goals to save our planet; we have to take a measured approach if we're going to end poverty and share in the prosperity of the 2030 development goals of making the world a better place; my father used to say, measure twice, cut once.

The United Nations Sustainable Development Goals 2030 (UNSDG 2030) are about transforming our world, the 2030 agenda for achieving those goals are presented here in brief:

1. No poverty
2. Zero hunger
3. Good health and well-being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life and land
16. Peace, justice and strong institutions
17. Partnerships for the goals

As one can see, the sustainable development goals are many, and robust. Goal #1, **No Poverty** is all about ending poverty in all its forms everywhere – tall order; Goal #2, **Zero Hunger**, is all about ending hunger, food security issues, improving nutrition and promoting sustainable agriculture.

Most people want to be healthy and well, that's what makes Goal #3, **Good health and Well-being** extremely important and is all about ensuring living healthy and promoting the well-being for all of us and all ages. One target for Goal #3 is how to reduce the global mortality ratio by 2032 to less than 70 per 100,000 live births. The Goal #3 targets revolve around years 2020 to 2030 and includes several important goals like preventable deaths of newborns, reducing by 1/3 premature mortality from noncommunicable diseases, and strengthening the prevention and treatment of substance abuse, and by 2020 reduce by half the number of global deaths and injuries from road traffic accidents. Also by 2030, ensuring universal access to sexual and reproductive services, achieving universal health coverage, substantially reducing the number of deaths and illness from hazardous chemicals water air and soil pollution contamination and a host of other goals.

Goal #4 **Quality Education**, is all about ensuring inclusive and equitable quality education and for promoting lifelong learning opportunities for all – here again the target for this is around 2030; ensuring that all girls and boys complete free equitable, quality primary and secondary education leading to relevant and effective learning outcomes. Also ensuring that by 2030, boys and girls have quality early childhood development and care, ensuring equal access for all women and men to affordable and quality technical vocational and tertiary education including universities; increase the number of youths and adults who have relevant skills including technical and vocational skills for employment in decent jobs and entrepreneurship, eliminating gender disparities in education, ensuring substantial portions of both men and women achieve literacy, ensuring all learners acquire the knowledge and skills needed to promote sustainable development; including among other things – sustainable lifestyles, human rights, gender equality, promotion of culture, peace and nonviolence.

Goal #5 **Gender Equality**. The idea here is to achieve gender equality and empower all women and girls. There are several goals here, including ending all forms of discrimination against women and girls everywhere, eliminate all forms of violence against all women and girls in the public and private sector including trafficking sexual and other types of exploitation—lofty goals indeed. Elimination of harmful practices such as child and early forced marriages and female genital mutilation, recognizing and valuing unpaid care and domestic work, ensuring full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life; also ensuring universal access to sexual and reproductive health and rights, undertaking reforms to give



women equal rights and economic resources as well as access to ownership and control of land forms of property, finances and inheritance. Also to enhance the use of enabling technologies, in particular information and communications technology to help promote the empowerment of women, adopting and strengthening some policies and enforceable legislation for the empowerment of women and girls at all levels.

Much of the rest of the 17 sustainable development goals are just as robust and important, I'll just go through a few more highlights and try and summarize them here. Goal #6 above, is all about ensuring the availability and sustainable management of water and sanitation for all; goal #7, sharing access to affordable, reliable and sustainable water energy for all; goal #8, promoting sustained inclusive and sustainable economic growth, full, productive employment and decent work for all; goal #9, ways to build infrastructures to promote inclusive and sustainable industrialization while fostering innovation; goal #10, reducing inequalities within and among all countries; goal #11, making cities and human settlements inclusive, safe, resilient and sustainable; goal #12, share sustainable consumption and production patterns.

Goal #13, take urgent action to combat climate change and its impact seems like a pretty decent goal—we'll take a little time here on this one. There are several targets for this goal; strengthening resilience, adaptive capacity to climate related hazards and natural disasters for all countries, integrate climate change messages into the national policy strategies and planning; improving education and awareness-raising, human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning. Also, implementing the

commitment undertaken by the United Nations Framework to address the needs of developing countries in the context of a meaningful action and transparency; promoting mechanisms for raising capacity for effective climate change related planning and management in the developed countries.

Goal #14, concern and sustainably use of the oceans, seas and marine resources for sustainable development; goal #15, to protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage the forest, help combat desertification, and how to reverse land degradation and biodiversity loss. Goal #16, promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective accountable and inclusive institutions at all levels. And lastly, goal # 17, involve strengthening the means of implementation and revitalization of the Global Partnerships for sustainable development.

In conclusion, we can see that our work is cut out for us; Global Warming, Climate Change and Sustainable Development must be planned, implemented and worked out in short order! Many first steps have been taken, but let's make no mistake about it—it can't just be talk. We must leverage technology to help us manage our world more sustainably. Ask ourselves each day what have we personally done in the furtherance of these goals? For more information check out the interactive milestones for sustainable development topics at <https://sustainabledevelopment.un.org/process/timeline> and check out <https://globalmetblog.imanfigrie.com>

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**T**he purpose of today's article is to try and share some thoughts on the work-life balance problem most working people have to deal with in the hopes of shedding some light on a life filled with quality, purpose and sustenance.

### Work-life balance receiving extensive publicity

The issue of work-life balance has received extensive publicity the past few decades. Demographics and social changes have resulted in more women entering the workforce, while women with young children are remaining in the workforce or re-entering the workforce soon after childbirth. Additionally, a rapidly aging population has increased the pressure of eldercare responsibilities for both male and female workers. Some researchers argue that organizations with a high percentage of professional employees or a high percentage of women adopt more work-life balance practices (Goodstein, 1994, 1995; Ingrams & Simons, 1995).

Others argue that there are systematic differences across industries in adopting work-life balance practices because different industries experience different levels of institutional pressures, e.g., the maritime industry (Goodstein, 1994, 1995; Ingram & Simons, 1995; Miliken, Mattins & Morgan, 1998; Morgan & Milliken, 1992). Technical advancements have made it possible for some work to be performed 24/7 from virtually anywhere (Kalleberg & Esstein, 2001). Globalization and the rise of the service industry have also increased the pressure on employers and employees to be more flexible and to work at non-standard business hours.

### Long hours and work-life balance

Long work hours and family responsibilities have placed an increasing burden on employees in their attempt to balance work and their life demands. Unfortunately, most of us have an inability to control and balance work and life. From the employer's perspective, this inability links to reduced work performance and productivity, increased absenteeism, high turnover rates and low commitment; however, not sure if the data can support this position. Differences such as these provide an explanation and perspective regarding why some organizations are more responsive to work life balance issues than others.

### Plainly speaking about work-life balance

Plainly speaking, work means the job that we do, e.g., going to sea, especially in order to earn money; and life means the quality that people have when they are not dead. Work-life balance then, is a concept suggesting prioritizing between work and lifestyles. Work may include career or ambitions and lifestyle may include health, pleasure, family, spiritual development and meditation, etc. Just the same, present industrial society requires a diverse range of skills to help fulfil the demands of the job market today. Steven L. Sauter, Chief of the Applied Psychology and Ergonomics, branch of the National Institute for Occupational Health and Safety in Cincinnati, Ohio, suggests that recent studies show that "the workplace has become the single greatest source of stress."

Just the same, in the past years increasing numbers of scholarly articles, press and books have been promoting the importance of work-life balance. For example, Douglas Hall (1990) in *Organizational Dynamics*, states that the "work-life balance is fast becoming the hot issue of the new decade" (p.5)

### Some pretend work is a never ending process

Due to pressure and increased competition in the work place, many seem to pretend not to know that work is a never ending process. Even after our death the work will still continue. So why is it that people still give a lot of importance to their work over their life? As an example, one of my colleagues worked very hard, he used to be compensated by handsome bonuses every year, but once a stroke hit him, that was it; he was admitted into the hospital and the company paid only half of his treatment and the other half came from his own savings. Luckily he managed to recover, but due to his medical condition he was not recommended by the doctor to continue his job with his present employer.

### Prevention is better than the cure

There is a saying that the customer is always right and always the first priority but what about your family? Are they not the workers priority? Many husband and wife relationships have ended up in divorce because their respective partners were heavily engrossed in their job and forgot about their responsibilities towards their family. Gone is gone and as the saying goes prevention is always better than cure. So why not plan for work life balance.

Life is certainly not only about work, office and clients! There is more to life, at least I hope so! For example, workers need time to socialize, entertain, relax and exercise. Health experts recommend workers to exercise at least five times a week but, how many workers have really taken the initiative or have the time to exercise that much? The reason given is they're too busy with their demanding jobs. Seafarers' welfare section should look into the policies that play an important role towards meeting the needs for integrative thinking about the health and well-being of seafarers.

Many workers think that if they go back late from work, their bosses will like them more, however, not all bosses have the same perspective of workers that go home late after their work; there are bosses who consider a person who stays late at the office can't manage their work within the stipulated time. Worst case scenario is that the boss might even think that the worker who stays late at office is inefficient and incompetent in his or her work.

### Work-life balance different for different people

The concept of balancing our work and life seems simple but work-life balance means something different to different people. It so happens that people don't know when to stop their work and spend time for life. An important perspective on work-life balance may be to enrich and revitalize our lives. Theory encourages us to examine and question what we take for granted – unchallenged goals and assumptions guide the production and dissemination of managerial knowledge and practices (Calas & Smircich, 1989; Caproni & Arias, in press; Martin & Knopoff, in press).

According to a newspaper article in London, a palliative nurse who had counselled the dying in their last days has revealed that the most common regrets people have at the end of their lives; among the top most common regrets of the dying has been the wish that they hadn't worked so hard.

### Conclusions about work-life balance

The right decision to live a more fulfilling life will come when one decides not to settle for a balance or juggling of life. Not settling means that one has transcended the discourse of work-life balance; predictability, control, individual achievement, hierarchy of values, constant movement towards goals, etc. In order to do this, one must create a new language of privileged tranquility over achievement, contribution over success and choice over status! Maybe one can then begin to judge success by how well you lived life rather than how much work one has achieved. Thanks for listening!

### References

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## Asia Maritime Accident Report 2015



When the European Union is trying to find a solution to thousands of maritime casualties from refugee boats, the Asian countries face a different scenario from safety breaches of passenger ferries, specially those cruising within inland and coastal waters.

The first shipping casualty of 2015 was reported in the middle of January, with the news **China: 21 killed when tug boat sinks in Yantze River**. The tug "JMS Delta" also known as "Wan Shenzhou 67" was constructed in October 2014 by the builder Anhui Bengbu Shenzhou Machinery, China ([www.ahbbcc.com/en/](http://www.ahbbcc.com/en/)) for a Singapore company and was under Singapore registry at the time of accident. On the 15 January 2015, after steaming about 100 nautical miles in the Yantze River while undergoing sea trials, she experienced a sudden tilt followed by flooding and sank closer to the Yantze mouth near the commercial hub Shanghai killing everyone on board except for three. Most of those who died were foreigners. Under the general terms of shipbuilding contracts the vessels will be handed to owners after the successful completion of trials therefore it is believed that the builder is fully responsible for the management and control of the tug including safety of life. Report of full and comprehensive investigation is not available until today, except the Provincial Government reports that safety procedures before trials have not been completed and reporting of ship condition required before going for sea trials had not been carried out. This scanty conclusion is insufficient to draw lessons for the future, however



Grieving relatives of JMS Delta victims



Salvage crane lifting sunken tug & removing trapped bodies

from this accident one message is clear "all measures relating to safety of life should never be compromised."

### Sinking of Dong Fang Zhi Xing (Eastern Star)

The next major shipping casualty, also from the same region. On the 1<sup>st</sup> June 2015 MV Dong Fung Zhi Xing (Eastern Star ) while cruising in the Yangtze River near the coordinates 29 degrees 42.4 minutes North and 112 degrees 55.25 minutes East, in the vicinity of Jingzhou region she was overcome by a severe storm or tornado and capsized with 454 people on board, killing all but 12 people. Although it was initially claimed to be a tornado, according to China Metrological Administration a tornado struck a nearby county 8 KM away, with the wind force of about 95 NM per hour, did not affect the ship directly, but a massive thunderstorm with wind gusting to about 65 NM per hour was in the vicinity of the ship and believed to have directly affected the ship.

Although the China State Council investigation team concluded that heavy storm caused the Eastern Star to capsize, it also found that the shipping company and the local authorities had flaws in their daily management and suggested that 43 people be punished accordingly. The official report also stated that the incident was "an extraordinarily serious disaster caused by strong winds and heavy rains resulting from a squall line accompanied with a downburst, a rare type of severe convective weather".

In our analysis ignorance of weather warnings could be a major factor similar to another recent maritime disaster in USA coast (EL Faro) and then official admittance of management flaws in the shipping company and local authorities could be interpreted as negligence in the safety management aspect of the shipping company. The local authorities on the other hand have turned a blind eye to obvious flaws such as safety breaches of the shipping company.



A Ferry similar to Dong Feng Zhi Xing

### Ferry with 110 passengers capsized in Indonesia

On the 19<sup>th</sup> of December 2015 passenger ferry Marina Baru 2B was en route from Kolaka to Bansalae, Southern Sulawesi, Indonesia near the coordinates of 3 degrees 49 minutes South and 120 degrees 50 minutes East (off the coast of Bonnie island), capsized during stormy weather. There were 110 passengers and 12 crew members said to be on board among which 63 were reported to have died. According to Port Authorities at Siwa, South Sulawesi, the ferry crew radioed in to report about leakage caused by massive waves striking the ferry. Survivors accounts of events indicate that the ferry experienced bad

weather with about 3 meters high waves. Due to the force of the waves the ship's engine malfunctioned and ultimately led to the ferry capsizing. Unlike other cases common in this region there is no overloading of passengers this time as the actual number on board was found to be less than the maximum capacity of the ferry.

The cause of the accident was due to inclement weather conditions as officials have declared, however other possible causes could be ignorance of weather warnings, poor water tight integrity and poor emergency preparedness.



A ferry similar to Marina Baru 2B having a passenger capacity of 150

### Six Missing After Collision in Singapore Strait

Thorco Cloud (a bunker fuel tanker) collided with Stolt Commitment (a chemical tanker) in the Singapore Strait, the collision occurring on 16<sup>th</sup> December 2015 about 2000 hours Indonesian time in the position about 6 nautical miles north west of Batam Island within the Indonesian Maritime Boundary. This area is also under Vessel Traffic Information Service (VTIS) stationed in Singapore, the coverage including inter alia continuous information on traffic situations. Although Stolt Commitment did not sustain major damage, the impact caused the Thorco Cloud to split into two and sink shortly afterwards with all its crew. During the rescue operation six of the crew were rescued and the other six lost their life.

At the point of collision Stolt Commitment was heading East on the East Bound Traffic Lane, whereas the Thorco Cloud appeared to be on the starboard side of East Bound Lane, probably as a crossing vessel. The Stolt commitment had the Thorco Cloud on her starboard side, therefore she (Stolt Commitment) is required to alter her course to starboard under the COLREG. Whether she could be exempted from alteration of course to starboard is a question of fact, such as heavy traffic and obstructions, etc. Next, if the give way vessel is unable to take action, the stand on vessel shall take whatever necessary action to avoid collision. This will lead to sharing of blame to some degree.

This area is also under mandatory reporting known as STRAITREP proposed by Indonesia, Malaysia and Singapore which had been adopted by IMO. The Vessel Traffic Information Service (VTIS) is part of that service, although masters remain responsible for their action. The VTIS will come under some scrutiny as to the effectiveness if its information service. There is no weather condition that could be blamed and the visibility was good at the time.



Map showing Singapore Strait & Batam Island Section of Thorco Cloud

### Maritime casualties from Bangladesh, Philippines and Malaysia adding to the numbers

On the 22 February in Bangladesh the twin-decker MV Mostofa was carrying about 140 passengers in the Padma River. About 69 people were killed as the ship sank after colliding with a cargo ship; on the 2 July 2015 a passenger vessel MBKA Kim Nirvana capsized near the port in Ormoc City, Central Philippines killing at least 62 people; on the 3 September 2015 a wooden boat carrying passengers illegally from Malaysia to Indonesia capsized in the Strait of Malacca, killing around 61 passengers. Overcrowding and poor safety records appeared to be the causes.

**In our opinion the 2015 casualties shows** ignorance of weather warnings are becoming a major issue. Due to the precision of weather reports, the commercial aspects of shipping will be at disadvantage as it is happening within both developed and developing shipping communities and going to be a dominating factor in future shipping casualties. Compromising safety of life at sea is well known to the shipping community for decades and as a result higher casualties normally occur on board ships within national boundaries where ships are not subject to international rules, whereas the human element in misjudgement and maintaining effective vessel traffic information services require training and upgrading.

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