

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

NEWSLETTER

DECEMBER – 2013

A Merry Christmas and a Very Happy New Year 2014

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TRAIN, TRAIN, RETRAIN, RETAIN!



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Editorial

On a Lighter Note: Steer North to Head South



As every navigator knows – or should know - the Earth has a magnetic field, as can be seen by using a magnetic compass. The magnetic field has one North pole and one South pole. There is historical evidence of magnetic reversal, or 'flip', when the North pole is transformed into a South pole and the South pole becomes a North pole. The teaching of navigation would change and those of us 'Down Under' would at last be 'on top'!



It is a pleasure to express on behalf of all Members of GlobalMET heartfelt thanks for the contributions to these newsletters and for the excellent work by the Secretariat, Core Competency Training & Services Pte Ltd of New Delhi. We are very grateful for the overall support provided to the network during the year. It is also a pleasure to extend to all the 'Compliments of the Season' and best wishes for the New Year. May 2014 bring further progress with the development of GlobalMET and of MET overall. May there be many blessings for us all.

Red Short
Executive Secretary

Entry into Enclosed Spaces

Mahendra Singh



It has been reported that the incidents/ fatalities consequent to unsupervised or inadequately assessed atmosphere present in such spaces have been on the rise, inspite of the checklists being filled in onboard. The vulnerable areas may be:

1. Bow thruster room bilges where a person normally goes alone to check the oil level and the bilge alarm. Some times he bends to fix a rope to the float to lift it up to check alarm and at this time exposes himself to the risk.
2. Going into the duct keel to repair some leak or to inspect bilges and duct keel not adequately ventilated. In some duct keels you have a trolley which you can push by hand to gain entry into the middle (many of us do it for fun or to show off) and the localized atmospheric content at such a place may be deficient in oxygen or present with more than 5 ppm of H₂S (short term exposure limit).
3. Checking or clearing car deck bilges. Many times the crew feel that simply because the space is not bound by steel structure and therefore not coming within the definition (erroneously supposed) of "space", there is no need to consult others and this belief is held by a new or overzealous crew member.
4. Entry into and remaining present for long in a non air-conditioned dry provision room. This room should be kept air-conditioned to about 20degC.
5. Entry into forward windlass hydraulic room especially in hot climates.
6. Entry into sewage treatment plant located in an enclosed deck house. In the EVAC system, many times we go behind some pipes and valves for the purpose of blowing air and even behind our cabin toilet space (by removing a panel) to fix some leak or to collect the stuck up soil in a plastic bag for disposal.
7. Entering cargo holds of a container vessel without checking.
8. Void spaces of double hull vessels.
9. Fore peak and afterpeak tanks – trying to access deep inside.

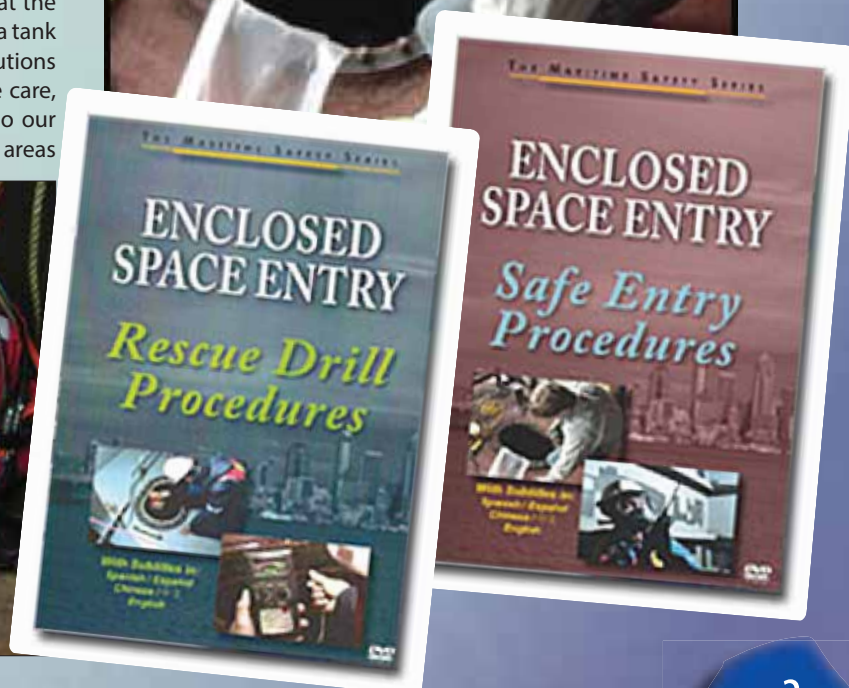
There can be many such spaces depending upon the type and construction of the vessel but the point to be noted is that the risky areas are those where we do not go often. Going into a tank or areas under traditional maintenance, always take precautions and do fill up check list and issue permit with reasonable care, hence no lack of diligence is intended to be attributed to our good ship staff but we get stumped in venturing into areas

which we mistakenly assume are not hazardous.

H₂S even in low concentration is very toxic and quickly impairs a person's sense of smell hence the sense of smell is not the way to assess its presence and we must use portable gas monitors and keep them calibrated. It is to be noted that many officers are not well familiar with the correct use of such gas detectors.

Working in enclosed spaces must always be supervised by another person stationed close to the entry point and the worker should come out periodically to have fresh air and drink water and may be replaced by another worker as the situation demands (situational awareness). Even a meat or fish room can become a vulnerable space in case of breaking of a Freon liquid line pipe and that is why a notice of caution should be posted at the entry door.

The Master and Chief Engineer should keep a track of where the personnel are working and remain concerned till they are back safely. At the end of the day's work, before coming in, it is always beneficial to inhale and exhale fresh air into your lungs for about 10-15 minutes and the same also holds good for engine crew prior to entering the engine room (at this time you can also check the funnel).



Sustainable Management of Oceans and Coastal Environment Through UNCLOS and Blue Economy Concept

By

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Introduction

Oceans provide humanity with many goods and services: they are a crucial source of food and livelihood for millions of people and they produce more than half of the oxygen we breathe. However, the marine environment is under severe stress from multiple anthropogenic pressures that are acting together in unexpected ways.

The deteriorating health of the oceans, the over exploitation of living resources, irreparable damage to bio-diversity and the new emerging challenges of climate change are serious concerns for genuine stakeholders in ocean governance, welfare and sustainable management matters.

Climate change and the unsustainable use of natural resources, resulting in the degradation of ecosystems and leading to biodiversity loss worldwide, are clear signs that today's humanity is living and consuming at the expense of future generations. We therefore need to develop and implement long-term solutions that help to create just, peaceful and sustainable societies that work together to pass on a healthy planet.

Sustainable management of oceans and coasts is a major political concern. Yet despite a vast number of initiatives, policies and projects at all levels of governance, there is limited coordination between these different policies. The trends in marine ecosystem decline underline the urgent need for effective implementation of international agreements and policy on oceans. These policies need to respond to the latest scientific advice, take an ecosystem approach, incorporate climate change mitigation and adaptation and consider social and cultural contexts.

Integrated Policies for Oceans and Coasts

The governance of our oceans and coasts is complex and fragmented. Sectors such as fisheries, aquaculture, oil and mineral extraction, energy generation, transport and recreation, use the same space and often have conflicting needs. As a result, it is common to have many ministries/agencies, with separate mandates, policies and legislation involved in governing the marine environment. A policy that takes into consideration all uses, stakeholders and threats to a given coastal or marine region is critical for the long-term strategic planning for the future sustainable use of these resources.

Integrated Coastal Zone Management

Coasts are dynamic places, being at the interface of the land and the ocean, and support a diverse range of habitats and biodiversity. Half of the world's population lives within 100 km of the sea, including in major cities. Coastal areas worldwide face problems of degradation as well as flooding and erosion. These are expected to increase due to global climate change and sea level rise. Tropical coastal ecosystems such as mangroves, serve as important natural storm and flood protection for people living in coastal areas.

Coastal erosion can be the result of natural process and human activities. Natural forces such as wind, waves, near-shore currents, storm surge, tsunamis and delta subsidence can trigger erosion. Human activities that result in the destruction of coastal habitats such as mangrove forest, beach forest, sand dunes or coral reefs can also produce erosion. Coastal areas may recover naturally from erosion related to natural factors or human activities over time without additional disturbance, but the construction of engineered hard structures that permanently modify coastal morphology and processes can produce permanent change. It must also be understood that coastal erosion is highly influenced by the rate of sea-level rise, which has doubled in





the last century. To address coastal erosion issues, the proven best practices include international co-operation and assistance along with involvement of local people by making them aware of the severity and training them in management practices at local level.

Guidelines for integrated coastal zone management were first introduced at the international level in 1992 at the Rio Earth Summit to address the fragmented, sectorial approach to coastal development and further discussed in subsequent Rio+20 in 2012.

The outcome of Rio+20, The Future We Want, included many recommendations relating to ocean and seas. Within two months it was followed by a major initiative of the UN Secretary General Mr Ban Ki-Moon, who launched his comprehensive "Ocean Compact" on 23 Aug 2012.

The stated aim of the UNSG was to set out a strategic vision for the UN System to deliver on its Ocean related mandates, consistent with the Rio+20 outcome in a more coherent manner and to aim to provide a platform for all stakeholders to collaborate and accelerate progress in the achievement of the common goal of "Healthy Oceans for Prosperity". The concept of "Blue Economy" given by International Ocean Institute (IOI) President Dr Awni Benham also reflects similar thoughts. It is expected to build upon the range of existing and ongoing activities of UN organizations to assist member states to implement UNCLOS and other relevant global and regional conventions.

The Public Trust Doctrine – An Ancient Principle for a Modern Problem

In addition to the policy approaches discussed above, there are other useful legal instruments that could accelerate the integration of intergenerational equity into political decision making.

One such instrument is the Public Trust Doctrine, which supports intergenerational equity, accountability and stewardship of natural resources. It is an ancient legal principle dating back to the 6th Century C. E. and the laws of the Roman Emperor Justinian: 53

"By the law of nature, these things are common to mankind – the air, running water, the sea, and consequently the shores of the sea. All rivers and ports are public: hence the right of fishing in a port,

or in rivers, is common to all men." Institutes of Emperor Justinian, Book 2, Div. 1 (535 C. E.)

Under this principle, common natural resources belong to both current and future generations. Elected governments are charged with making decisions regarding the use of these resources in the interest of their citizens, thereby providing a philosophical framework to structure the relationship between generations, as well as between citizens, governments and natural resources. The doctrine is used to negotiate conflict between public and private uses of natural resources. The Public Trust Doctrine has been incorporated into international law as well as national and state constitutions and Laws. Unlike policies and statutory laws, the Public Trust Doctrine is continually refined by the courts and adapted to local circumstances through its application in case law. For example, the California Supreme Court has decreed that the public trust encompasses the public's needs from the state's waters, such as recreation and ecological values. It can also adapt to changing needs. The Public Trust Doctrine has the potential to form the basis for a coherent legal framework to protect common-pool fisheries in the seas that lie beyond national jurisdiction.

The IOI in Malta has also embraced as its core policy "Pacem in Maribus" (Peace in the Oceans) Declaration as "Declaring the ocean space, the surface of the sea, the water column, the seabed and its subsoil as common heritage of mankind, that forever changed humanity's relationship with the ocean and environment of our planet."

Conclusion

The Ocean Compact milestone launched by the UN Secretary General emphasizes on the implementation of UNCLOS and the fact that it up-scales commitments of member states and recommitments the UN System with a mechanism for follow-up and co-operation. Further, it provides an effective system for a sustainable management of oceans and brings closer the Blue Economy Concept of living from the ocean and with the ocean in a sustainable relationship as it addresses the nexus of ocean and coasts and the protection of life and property. The Compact's prime goal and objective is the protection of people and the improvement of the well-being of the oceans, while Rio+20 focussed more on the living resources of the ocean.



World Maritime Day 2013

Beyond Rio +20: Sustainable Maritime Transportation System

Competence Development in the Maritime Sector

By
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IMTC, Mumbai

Sustainable Development

June 1992, Rio de Janeiro. The historical Rio Earth Summit takes place in this exotic city, attended by more than a 172 nations, and more than a 100 Heads of States, Their common concerns are the Earth's environment and development of the world economy. Many initiatives are discussed and agreed upon, that will make the world a better place.

Warp speed to June 2012 - It's Rio +20! World leaders gather again at Rio to take stock of the 20 years gone by, and formulate an institutional framework for sustainable development – **"development that meets the needs of the present without compromising the ability of future generations to meet their own needs."** Economic and social development, and environmental protection are the pillars of sustainable development.

In this context, the maritime sector plays a vital role. The contribution of I.M.O., the UN body that takes deals with maritime matters, is to create a sustainable maritime transportation system, that will support the goals of the UN Conference. I.M.O.'s Secretary General, Koji Sekimizu, makes a commitment to "provide an institutional framework for the sustainable framework for maritime activities".

A Sustainable Maritime Transportation System

With the growth of the world's population, a new 'law of nature' has evolved – Materials essential for the survival and sustenance of the human race are found in places far removed from where they are needed. Foodstuffs, mined and manufactured materials, and all sorts of goods, need to criss-cross the earth to fulfill the basic needs of mankind. Little wonder then, that the world needs a robust, safe, and environmentally friendly maritime transportation system. Ships and Ports, the two main components of the system, have of-course existed since the dawn of civilization. Yet, the system struggles to keep up with the pace of change – changes in technology, demographics, economies, trade....

Ships have changed. Means of propulsion changed from oars to sail to steam to motor. Ship types evolved from 'General Cargo' to cargo-specific, as ship sizes too increased to benefit from economy of scale. Ports developed from naturally protected Bays and rivers to 'greenfield projects' with cargo handling capabilities to suit all cargoes and ship types. Perhaps the maritime transportation system has developed to a stage where it is able to cater to the needs of international trade today – and perhaps not. But is the development sufficient to cater to the needs of tomorrow? Most likely not. Let us focus on just one component of the system, common to ships and ports – people.

The Maritime Professional

As with any industry, the success of the maritime industry lies in the people that 'man' the industry – the maritime professionals. The diversity of activities that make the maritime industry function is immense. From ship designing and shipbuilding, ship operating, and re-cycling on the one hand, to Port development, cargo handling, and administration on the other hand, all these activities demand specific and vastly differing skill-sets.

In this age of specialization, the maritime professional has to be defined by the role he/she plays in the value chain. The cargo broker, the naval architect, the shipyard supervisor, the commercial manager, the marine surveyor, the ship's agent, the flag administrator, the traffic manager, the terminal operator, the vessel superintendent, the fleet manager, the crew-coordinator, the maritime lawyer, the pilot, the ship's captain, and of-course the ships' crew.... all are very distinct roles, though aimed at achieving the same goal – the transportation of good and persons. For the maritime transportation system to function seamlessly and efficiently, the different role-players need to fulfill their responsibilities without failure. And therein lies the challenge....

Competency development in the maritime sector

Given the multitude of roles and responsibilities enumerated above, it is no surprise that the competency requirements of today's maritime professional are also equally diverse. Education and



Learning can be fun

training in the maritime sector has traditionally been in the 'learning the ropes' fashion, an expression linked with the sailing ships of yore. Barring in a few ultra-specialized areas such as naval architecture, navigation and marine engineering, regulatory mechanisms for competency development are almost totally missing.

Even with respect to seafarers, it took the I.M.O. about 30 years since its inception to come up with a 'minimum' standard of competency for watch-keepers, which we all know as STCW '78. Even though the second revision of STCW (2010 Manila amendments) is now in force, the industry's perception is that the development of maritime education and training is not in keeping with the demand of the day. To meet the industry's demands of safety and efficiency of ship operations, and preservation of the marine environment, ship operators have to move beyond the mandatory qualification and certification training, and invest of continuous professional development of their seafarers. Given this sentiment, 'Sustainable development' is a concept that will take a massive effort to achieve.

The situation is even less encouraging when it comes to competency development for non-seafaring maritime professionals. Regulatory requirements are practically non-existent for much of the shore-side maritime community. The I.M.O. for its part has promulgated resolutions that provide guidelines for the training and qualification for key shore-side personnel such as the 'Designated Person Ashore'. A start has been made.... Let us hope that this thinking picks up steam, and we eventually see competency standards for more shore-side professionals in shipping and ports. Till then the competency development of such personnel will be limited to the employers' requirements, and not all employers insist on and University degree in 'Shipping and Logistics' (a kind of all-in-one qualification), or even Industry-driven qualifications such as MICS.

Sustainable Development in Maritime Education and Training

If there has to be sustainable development in the maritime transportation system, it stands to reason there needs to be sustainable development in the maritime education and training sector, so that competencies of the maritime professionals are in sync with the needs of the day, and are developed continuously to meet the needs of tomorrow. The I.M.O., as indeed the maritime nations themselves, need to formulate competency standards for non-seafaring positions, and initiate mechanisms that will keep the relevant education and training contemporary.... Perhaps a 5-yearly review of competency standards at all levels would not be out of place.

The world is changing fast, and competencies needs to keep pace. A 15-year gap in the revision of competency standards is way too long, and as a result, seafarers' competencies always lag behind the technology development. Non-seafaring maritime professionals need a more formal and globally accepted framework for developing competencies.

All stakeholders, whether they be regulatory bodies or Shipping Companies, Ports, or Industry-related entities, need to pull together towards this goal. Fortunately, there is light at the end of the tunnel – realization is evident, and steps are being taken, albeit in a fragmented way, by those who view this goal as a social responsibility.

Rio +20 is, after all, is a noble attempt to achieve a 'green' economy, and eradicate poverty around the world. Sustainable development is seen as the key to reaching that goal successfully. If the maritime transportation system plays its part well, then we can hope that the Rio +20 byline - "**Leading the way to the future we want**" – will be a reality!

Dr Sajid of Bangladesh Appointed to WMU Board of Governors

Bangladesh Marine Academy Commandant Sajid Hussain DSC CMarEng FIMarEST has been appointed a Member of the Board of Governors of World Maritime University, Malmö, Sweden for 2013-2015, by IMO Secretary General H. E. Koji Sekimizu. It has duly been confirmed by Bangladesh Shipping Minister Mr. Shajahan Khan and Bangladesh Shipping Secretary Syed Monjurul Islam.

The Board of Governors normally meets annually, comprising up to 30 appointed members drawn from governments, industry, educational and research institutions. The Board is the University's governing body, which *inter alia* formulates the principles and policies which govern the activities and operation of WMU; it also approved the work programme for the University.

The International Maritime Organization (IMO) established the World Maritime University at Malmö, Sweden in 1983. WMU is considered the apex university among over 50 maritime universities in the world. As Chancellor IMO Secretary General Sekimizu appoints the Governors of WMU and WMU President Dr. Bjorn Kjerfve, the intention being that all concerned ones will generously contribute to the development and management of WMU.

Sustainable funding is one of the main challenges facing the University today, and Governors are expected to canvas a range of national and regional entities with a view to securing donor funding for both the WMU fellowships and the University: it is anticipated that following the decision of the IMO Council, an Endowment Fund will be set up for the University, thus presenting Governors with a new opportunity to channel their input by securing donations to that funding modality.

14 Maritime Academies/Universities were selected as WMU Branches in 1990 with objective of ensuring global harmonious application of all IMO activities. Bangladesh Marine Academy (BMA) – the only

State-owned academy in the country – is one of these Branches. Around 80 marine professionals of Bangladesh have achieved MSc in Maritime Affairs (various disciplines) since the inception of WMU in 1983. The "Friends of WMU Graduates Bangladesh" have expressed their satisfaction in the appointment of Sajid Hussain; the expectation being that through this appointment the shipping world status of Bangladesh will be strengthened.

Sajid Hussain did his early studies in Pabna Zilla School, Rajshahi Cadet College, Bangladesh Marine Academy, followed by South Tyneside College (UK) and the World Maritime University (Sweden); Ashwood University of USA awarded him a DSc. His research work consists of 16 technical papers including 'Establishment of a Maritime University in Bangladesh' and 'Vision of e-Learning and its application into Maritime Education'. He has authored 13 books and around 225 features.

In his professional life, he served Bangladesh Shipping Corporation (1980-95) fleet from Cadet to Chief Engineer. Since 1995 he has been engaged in Maritime Education – mainly in BMA and since 2010 as its Commandant. He is a registered Maritime Expert of IMO since 1999 and through BMA's membership has supported GlobalMET since 2007.

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In his personal life, Sajid was one of four *minor* freedom fighters (age ranging 10-12) of a Freedom Fighters Camp in Sector-7 during the Liberation War of Bangladesh in 1971. These minor boys used to assist the mature ones. His family composed of his wife Ms. Meher Nigar (teacher), son Siam & daughter-in-law Priyom (both architects), daughters Nishargo (Medical student) & daughter Bonnishikha (HSC student).



Misheard or Misinterpreted

Dr Chris Haughton



Two Boeing 747 jumbo jets have recorded an alarming near-miss while flying over Scotland, when pilots were told to take immediate evasive action – and instead turned towards each other.

Investigators have issued a damning report into the incident, expressing shock that all four pilots – two on each plane – either “misheard or misinterpreted” the clear instructions they were given.

Following an extensive review into the events of Sunday 23 June this year, it has been revealed that the two aircraft came to within 100 ft vertically and less than 3 nautical miles horizontally – well under the minimum safe separation.

The severity of the incident was classed as “high” by one of the pilots. Believing he was acting on safety instructions, he turned right only to see the other 747 straight in front of him.

Between them, the jets were carrying up to 1,000 passengers. The details of the incident were revealed by a report from the UK Airprox Board (UKAB), responsible for analysing all near-misses in the skies above Britain.

The two 747s were both in the process of preparing for transatlantic crossings – at the same altitude of 34,000 feet – as they were heading over Montrose airspace.

As their paths looked set to converge, Scottish air traffic controllers told the 747 on the left to turn left, and the plane on the right to turn right. Yet for reasons which remain unclear, the pilots followed each other’s instructions – and head on a collision course.

UKAB has released transcripts of the messages relayed to the pilots, which seem to show them correctly acknowledging the instructions before going on to make the same, potentially catastrophic error.

“Avoiding action [call sign of B747(1)] – turn left immediately heading 270 degrees, traffic in your right one o’clock,” the air traffic

controller says. The pilot of B747(1) confirms he has heard – before turning right instead. He then relays a message to control saying there is “traffic in sight”.

One minute after issuing his first instructions, the air traffic controller changes tactic – and tells the pilot of B747(1) to “descend now immediately”, telling the other plane to go up.

The situation was resolved by the shift in altitudes, and each 747 resumes its own course – but the Board questioned how the planes had come so close to disaster.

“It was apparent that both crews had taken each other’s instructions, and the Board found it hard to determine why this had occurred,” the report said.

“The Board was surprised that all four pilots had misheard or misinterpreted the avoiding action instructions despite at least one of the crews reading them back correctly.”

In discussing the incident, UKAB determined that the planes’ call-signs were not similar enough to be confused, and their instructions (which could be heard by all parties) were unambiguous.

They decided that no blame could be placed with the air traffic controllers – whose actions as things started to go wrong were deemed positive in preventing a collision.

Suggesting that the pilots may have been distracted by their preparations to cross the ocean, the board nonetheless determined “that the pilots’ actions, by flying each other’s avoiding action instructions” caused the incident.

Independent Newspaper, UK. 20/10/2013

Dr Capt Manivannan Subramaniam

Dr Capt Manivannan started his sea career as a Nautical Deck Cadet with MISC Berhad’s pioneer LNG Tanker fleet in year 1988 and obtained his Master Foreign Going Certificate of Competency in year 1998. His desire to teach, lead him to join ALAM in 2000 as a Lecture in its Marine Safety and Operations Department.

His specialized knowledge in LNG enables him to be the ALAM’s focal person to do research, develop, deliver and continually improve various LNG related, IMO and tailor made training programs for PETRONAS, MISC Berhad, Malaysian Government (including for G to G Projects), Shipping Companies, Terminals, Ports, etc.

In the year 2003, he obtained his MSc in Emergency Response and Planning.

After serving the ALAM’s Marine Safety and Operations Department for five (5) years and attaining his Senior Lecturer post, he was trusted to lead ALAM’s newly established Quality & HSE Department in 2005.

In 2007 he spearheaded ALAM’s – *World First LNG Cargo Operation e-Learning* as its Project Leader/Technical Author. He was also the Project Leader/Technical Author, *IMO (adopted) Model Course For LNG – 1.36 Liquefied Natural Gas (LNG) Tanker Cargo and Ballast Handling Simulator* currently used world wide.

End of 2007 he was appointed as the ALAM’s Head, Maritime Simulation & Communication Department, and transform it as the country’s premier Maritime Simulation based Training/R&C Center.

He also was instrumental to establish its Full Mission Ship Handling Simulator as country’s major Ports recognized Marine Pilots training center.

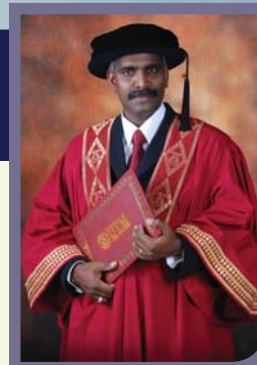
He is also a certified Maritime Crew Resource Management (MCRM) (OAA – UK) Trainer, PETRONAS HSEMS & SQPs/ISO QMS Lead Auditor. He is also recognized by IQPC as one of the LNG expert (in training) in Asia.

In May 2013 he was awarded a PhD by Mechanical Engineering Faculty of University Teknologi Malaysia (UTM) for a thesis titled “*A Customised Safety Assurance Assessment Model For A LNG Tanker*” which he worked on for six (6) years.

Currently holding a managerial position as the ALAM’s – Head Maritime Simulation & Communication Department (Research and Consultancy), he along with his Team has successfully delivered about 30’ various maritime R&C works both for local and regional clients.

When asked to describe himself and how seafaring has shaped him, he commented “*I’m always the type to seek out adventure rather than wait for it to find me. It’s the excitement of what tomorrow will bring and how we as individuals, professional mariners, take charge to manage the ever adventurous oceans. Living life at sea has made me realise the wonders of brotherhood, teamwork and the true spirit of ‘duty-honour-discipline’. My motto is “face every adventure head on and be brave enough to make a difference”*

On training – “*these are exciting times for the maritime industry and I’m glad to be part of this evolution. There is **no greater satisfaction** than building the next generation of maritime professionals”.*



8/11 Should be the Catalyst of a New Regime for the Future

By
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Path of Destructions

A week after the typhoon struck, survivors in the Philippines are still struggling to cope with the basic necessities; fresh water, food and medicine. Almost all infrastructures were flattened; wiped out. Power and communications lines are downed. Debris littered the road and bodies are everywhere: an utter chaotic scene. It is a total devastation with piles of rubbles. It is comparable with Fukushima disaster if not the 2004 tsunami. On these occasions, the navies seem to be the first responders. Indeed, ships are an invaluable disposable asset in times of calamity.

Many are still searching for the missing ones. Survivors lived in cramped shelters without any roofs, exposed to the elements. Now, they need to struggle and survive the threat of diseases.

Relief efforts were being hampered due to the severity of the damages, security concerns and remoteness of many locations. Aids from many countries piled-up in airports and was not immediately distributed to the needy due to lack of efficient transportation system.

A month earlier, the country was struck by a powerful earthquake. Haiyan that struck the Philippines on 8 November (8/11) is the strongest typhoon ever recorded by mankind. Reports suggested that the wind reached a speed of over 300 km/h and gusting to 380 km/h. Storm surges up to 5 m was experienced by the community.

How long will it takes before people are on their feet again? Are we looking at a new normal in the future?

Typhoon Alley

Huge column of deep warm waters east of the Philippines is a constant threat of destruction. It assumes the role of a feeder. The tropical ocean is the source of energy that creates storm system: warm moist and light air. In a year, on average, 20 storm systems struck some part of the country.

Regional Specialised Meteorological Centres (RSMC) such as Guam, Manila, Japan, Hong Kong and others provide warnings to the public about the impending tropical systems hence allow governments to initiate evacuation process and minimize casualties.

There is a limit to everything. It is impossible to mobilise the whole coastal population towards safety due to the intensity of Haiyan system i.e. about 300 km wide.

Prevention is the best cure. We need to maintain a buffer zone off the coastal areas. We should also stop building settlements along these danger prone areas. Otherwise it will be a never ending story. The vicious cycles will repeat its' self and it will be a human tragedy!

Business as usual

Daily life is as usual for many who are ignorant of the situations in the Philippines. Parties and celebrations are everywhere. Many parks, beaches and amusements centres are filled with customers. What a waste! All these resources could be used for a noble cause: donation to the needy.

We should not put-up a deaf-ear to the cries for help by our neighbours. The least we should do during this difficult period is to stop spending on luxury things say for next 6 months or so. Our

end-of-the year vacation plans should be put on hold and the available fund put to a better use.

Organisations should initiate donation drives immediately. People are dying on the streets!

We are all affected since we have friends if not family residing in the Philippines.

Are the Skills Provided Adequate?

Where in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978, a mention about post-traumatic stress?

How do seafarers cope-up with the current disaster? Many are indirectly affected by it. They have friends and relatives from the damaged areas. They themselves could be from the areas. Is the necessary assistance being provided by shipping companies to reduce the emotional burden? What about seafarers ashore who lost all their documents? How long should they wait for replacements?

Shipmates should have some sympathy towards their colleagues. It is part of affective domain which should be trained in Maritime Education and Training (MET) providers.

What are the steps taken by colleges towards their students affected by this tragedy? Besides counselling, financial assistance will help ease their burden. Friends should be part of the support system on campus. We should all be sensitive to this human crisis. Our thoughts and prayers go to all the victims.

Respect people. Respect the rules. Respect the environment. It is part of affective domain.

Volunteers are urgently required to clear the roads and help victims cope-up with the situations. Volunteerism is again a part of affective domain which needs to be nurtured!

Affective domain is an area that needs to be explicitly spelt-out in the STCW!

Climate Change Debate

From 1997 Kyoto Protocol to 2012 Rio Earth Summit, we are still debating about climate change. Severe droughts in some places but flooding in the rest is becoming frequent nowadays. Are these new normal?

There is no scientific proof yet that the intensities and frequencies of typhoons are due to climate change. Anyway, the recent rise in sea-level should be a wake-up call for all of us to take immediate actions to protect our mother earth.

Hopefully, the UN climate change summit in Warsaw Poland ends up with an action plan towards a low-carbon footprint.

Shipping responses in the protection of the marine environment is a step in the right direction. Beside legal obligations, many companies are leveraging on it as part of their culture.

Charting the Future

Seafarers should not upgrade their lifestyles immediately upon graduations. They should create a personal emergency fund. In order to save, they need to reduce on their consumption. They should be prepared to face not only another financial meltdown like the one in year 2008. They can always tap from this fund when disaster struck their community. In time of difficulty, friends are those who stand-by us.



Organisations should have some leeway to assist those in need. Some calendar time should be reserved for volunteerism activities immediately after a disaster; be it at national or regional levels.

Haiyan is the new standard. Buildings should be built to withstand its wind force and storm surge. Emergency generators and other resources should be located where it is safe from flood waters. It is time to consider building mammoth ships as part of the contingency plans. These static ships equipped with helicopter landing areas can be placed at strategic locations to facilitate rescue efforts.

It is also time for many MET providers located by the seaside to reassess their emergency plans. Is the plan capable to deal with disaster such as Haiyan? Anyway, have we learnt anything from the 2004 tsunami?

The misery will linger on for many years to come. About 10% of the population is affected by Haiyan. Huge allocations are required for rebuilding schools, hospitals and utility infrastructures. More protections are needed on coastal areas. Who is going to finance these projects? Where is the money coming from? Perhaps the Association of Southeast Asian Nations (ASEAN) as a community should be one of the sources!

We should all support green initiatives. These are efforts to increase the efficiency of our electrical energy. We should also conduct more research on renewable energy such as biofuel, wind, waves and solar power so as to minimise dependents on hydrocarbon fuel. Act now or our future generations will pay the price!

Captain Dabung Kiong Takes Over At PNGMC

Captain Dabung Kiong began his career in 1979 as a deck cadet officer at the then Nautical Training Institute in Madang, Papua New Guinea. In 1985 the Institute changed its name to Papua New Guinea Maritime College. Captain Kiong returned to the College in 1989 and successfully obtained his Second Mates Foreign-Going CoC. From 1979 through to 1990, Capt. Kiong served in various deck officer ranks with shipping companies nationally and internationally.

In January 1991, Capt. Kiong joined PNG Maritime College as a navigation instructor and served in various teaching capacities until, in 1996, through the College, he joined London based Andrew Weir Shipping Company and sailed as Officer of Watch on mv Spey Bank. Voyages on this vessel were around the world and he gained invaluable experience.

In the following year, Captain Kiong was attached to the Australian Maritime College to undergo on the job training as Lecturer/Instructor for three months before returning to PNG Maritime College. In 2003 he successfully obtained his class I Master Unlimited CoC. Following the departure of an expatriate Head of Department Nautical, Capt Kiong was appointed Head of Department and also assumed the responsibility of Deputy Principal.

From 1995 to date, despite minor setbacks, the PNG Maritime College has undergone significant expansion and now boasts facilities that would be the envy of any Maritime Training Establishment anywhere in the world. In May 2002 the college received recognition from the IMO for its ability to conduct training to Class One Certificate of Competency level in both

the Nautical and Marine Engineering disciplines.

Captain Kiong's own career has tracked

the growth of the PNG Maritime College, and it was fitting that Captain Kiong became the first successful national candidate in the localisation of the Principal's position.

During hand over of the Principal's role, Captain Kiong commended his predecessor, Captain Richard Teo for the professional services given to the college in a short time and added that he will give of his best through the Joint Executive Committee to ensure PNGMC's presence is felt nationally and regionally.

Major challenges for Capt Kiong and the PNG Maritime College are diverse given the on-going global changes in the maritime industry. These changes trickle down to maritime education and training institutions which must adapt to remain updated and current. PNG Maritime College is no exception thus Capt Kiong sees the importance of industry networking as means to remain updated. In this regard he is looking forward to building partnerships within PNG and abroad in the coming months and years, more specifically in the Western Pacific and South East Asian regions.



Capt. Richard Teo left. Capt. Kiong right



Accademic staff including Dty Principal & HOD engineering

From right Capt. Kiong, Capt. Richard Teo, Head of Nautical Capt. Anscar Omera and Australian Defense Force Commander in PNG Capt. Mark Kristofen.

Pedagogical and Andragogical Teaching Frameworks and Methods in Maritime Education and Training

by

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If one is unwilling to change, then the realm of possibilities are somewhat narrow; if however, one is willing to change—then it goes without saying that the realm of possibilities are boundless! Further, “Teaching parallels humanity” (Wang, Farmer, Parker, & Golubski, 2011) and as new paradigms and teaching philosophies emerge—old paradigms must give way to new ones to meet new technological initiatives and challenges, so one would hope! Inasmuch, those teachers who hold on to the “old ways” like guardians of the faithful should listen at what the Wang, et al., tells us of Plato’s (depicted in Figure 1.) reference to teachers; “Plato considered teachers as charlatans who offered the rhetorical skills to control versions of the truth for the payment of fees (Brownhill, 2002), p.71)” (p.1). One can suppose that might be considered a bit harsh, but if I could be so presumptuous as to suggest what he might have been referring to are those teachers that fail to update their teaching skills with the times and continue passing along rhetoric, old and irrelevant material to students!

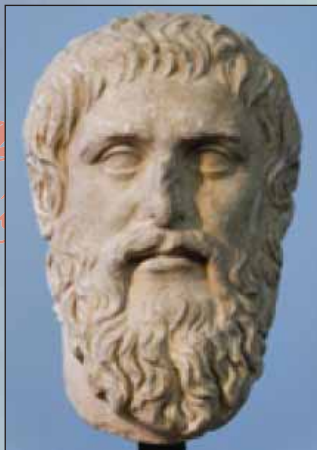


Figure 1 - Plato © Marie-Lan Nguyen/Wikimedia Commons

As much, one of the more important topics in maritime education and training (MET) today – is teaching methodology! Most of us couldn’t give it a second thought as it’s always been a certain way—using pedagogical teaching frameworks and methods; the traditional instructional design tools (e.g., ADDIE), Gagnes 9 events of instruction, Bloom’s Taxonomy, etc. “New paradigm frameworks and methods” like andragogy don’t even raise an eyebrow! According to Wang, et al., “The educational enterprise has been frozen [with]...pedagogical teaching and learning... [which] can be defined as the art and science of teaching

children... and was the only model available to teachers even prior to World War II (Knowles, Holton, and Swanson, 2005)” (p.2). Also according to Wang, et al., andragogy is “...the art and science of helping adults learn’... [and] Knowles (2005) presented six core andragogical principles as foundation for new theories and a guide

for practice: ‘the learner’s need to know, readiness to learn, orientation to learning and problem solving and motivation to learn’ (p.183) [and]... consists of three distinct dimensions: cognitive, emotional and social”(p. 123), see Figure 2., computer based training.



It should be apparent by now and goes without saying then, that the teaching methodology chosen for instruction significantly impacts expected outcomes and competencies! And, as alluded to earlier, long held methods are buttressed by mandated accreditation frameworks that dictate objective construction, course descriptions requirements, lesson plans, teaching materials, assessments, etc. Also hopefully known is that any teaching objectives should be SMART; i.e., Specific, Measurable, Action-oriented, Reasonable and Timely (p. 123). Traditionally, the five phase ADDIE model (Analysis, Design, Development, Implementation and Evaluation) of Instructional Design has been a “Gold Standard”/method of choice under the pedagogical framework regime for the construction of instructional materials; however, there too exists new paradigms for Instructional Design—e.g., the American Society for Training and Development’s (ASTD) proposition on the SAM Model (Successive Approximation Model); In this model, according to ASTD (2012), the process must be iterative, support collaboration, be efficient and effective and must be manageable (Chpt. 4). While not wholeheartedly endorsing this particular model—the point is that nothing ever stays the same and the old adage, nothing is constant but change itself could not be more true than when it comes to instructional design and teaching methods.

As a lecturer at a maritime institution, or any institution of higher learning for that matter, most of us are aware of or at least should be aware that there exists a difference in the teaching of children (e.g., K-12) and adults—a given! What we do with that knowledge is the relevance of this article, for knowledge without measurable action (i.e., rhetoric only) is as good as no knowledge at all! Making measured, good and effective change is the order of the day! Experience suggests, however, that the hardest part – while seemingly that of acquiring a specific roadmap or process flow—is most likely dealing with the very institutional behemoth frameworks that beckon for innovation, change and meeting the challenges of this new unprecedented technological era, on-line and virtual learning opportunities abound! The system appears to be in “perpetual pedagogical motion” of epic proportions! With reference to teaching methodology and using an analogy of Newton’s 1st Law of Motion which stated something to the effect, a system in motion will tend to stay in motion until altered by a superior force—that altering force in MET would be the many voices and actions of the many. So let there be a call for action of dialog, debate and discourse on andragogy and commence in earnest with the focus being as the GlobalMet mantra suggests, “To promote, develop and support in the spirit of cooperation, the common interests of its members in all matters concerning the development and quality of maritime education and training” Newsletter 27 (p.1)!

Allen, M. (2012). Leaving ADDIE for SAM. American Society for Training and Development.

GlobalMet. (2013, November). Newsletters Room. Retrieved November 27, 2013, from <http://www.globalmet.org/>: <http://www.globalmet.org/Services/newsletter%20attachment/2ef21bf6-5637-4993-adb6-5ef749b68132/Newsletter-27th%20Issue.pdf>

Wang, V. C., Farmer, L., Parker, J., & Golubski, P. (2011). Pedagogical and andragogical teaching and learning with information communication technologies. IGI Global.



Figure 2 - Computer based training



Two pictures that convey very well two major elements of seafaring, the astounding inspirational beauty of being at sea and the harsh reality of mechanised cargo handling.



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