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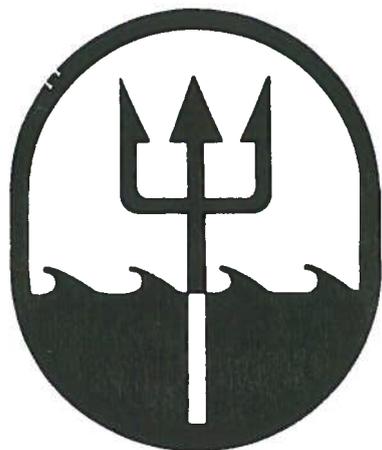
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New Directions

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THE WORLD MARITIME UNIVERSITY: AFFIRMATIVE ACTION IN THE MARINE SECTOR

by Edgar Gold

The establishment of the World Maritime University (WMU) in Malmö, Sweden in 1983 was a significant event for the whole marine sector. Not only was an important new shipping training centre founded, but a precedent for international training in the marine field was also established.

The WMU came into being in an amazingly short period of time. The prime mover behind the idea was C.P. Srivastava, the Secretary-General of the International Maritime Organization (IMO), who is considered to be the most able and successful leader of that U.N. specialized agency. Srivastava, coming from a developing country which had developed an important shipping sector, fully understood the very considerable infrastructural void which existed between the maritime states and the Third World. He knew that transfer of technology and massive aid programmes were insufficient for the development of shipping which had, in

the 'North,' been built up over many centuries. Only the human factor could cause the positive changes needed in the infrastructure. This human factor had been sparsely addressed in periodic training and technical assistance programmes which were fragmented and had little long-lasting effect. Srivastava felt that only a newly conceived, specially oriented international institution could address this problem. He developed these ideas at the IMO with a number of interested 'Northern' states and, using his well known persuasive powers, was successful.

In November 1980 the IMO organized a seminar supported by the Swedish International Development Agency (SIDA) on the "implementation of global maritime training standards for the enhancement of maritime safety and prevention of marine pollution." The seminar, held in Malmö, was attended by representatives from 45 developing states as well as invited guests from seven

developed states. The result was a series of recommendations which, in turn, led to further discussions between the IMO Secretary-General and the Swedish Government. This led to an offer by the Swedish Minister of Transport to establish an International University of Maritime Sciences and Technology in Sweden.

This offer was discussed by the IMO Maritime Safety Committee at the end of 1980 at its 43rd Session. The Committee "welcomed and endorsed the proposal to establish an international university...for the training of lecturers, surveyors and inspectors, and high-level maritime experts from developing countries." After approval by the IMO Marine Environment Protection Committee it was formally endorsed by the IMO General Assembly in late 1981. At this session the Secretary-General was authorized to take the necessary steps to turn the idea into reality. After further discussions with the Swedish Government, the authorities of the city of Malmö and, of course, the UNDP, the project became reality at a ceremony at the IMO headquarters on 19 February 1982. At the ceremony, Swedish representatives presented documents to the IMO which not only guaranteed Swedish funding but also two buildings for the use of the new institution. These buildings had housed the former Malmö Maritime Academy, a modern fully-equipped institution ideally suited to house the WMU, and a new accommodation building to house students and some of the staff. The city of Malmö further offered to reserve time at the sports and leisure centre adjacent to the University for WMU students and staff and also expressed its willingness to help students and staff in every way possible so that the WMU would be integrated into the life of this charming, traditional maritime city.

This was sufficient to get the WMU started but additional aid from shipping companies, maritime industrial firms and several other states was received. It is a costly project as all students have to be provided with annual scholarships and funds to bring them to Sweden for 1-2 years. In addition, a library had to be set up and an expert faculty had to be hired. All this was accomplished in one year and the WMU opened its doors on 4 July 1983.

The first intake of 72 students from 42 countries had been carefully selected by IMO regional advisors in conjunction with the respective states and represented a cross-section of trainees as planned under the WMU curriculum: maritime teachers and lecturers; maritime surveyors; maritime administrators; shipping company officials; maritime accident investigators; port managers and other senior shipping

officials. All had long experience in their field and an educational background which included at least a bachelor's degree or the equivalent. Most plan to stay for two years to graduate with the Master of Science in one of four areas: general maritime administration; maritime safety administration; maritime education; or technical management of shipping companies. Cross-disciplinary work is encouraged. Some of the training is provided over a one year period. The WMU also offers short, specialized courses on oil, chemical and LNG tankers and the carriage of packaged, dangerous goods.

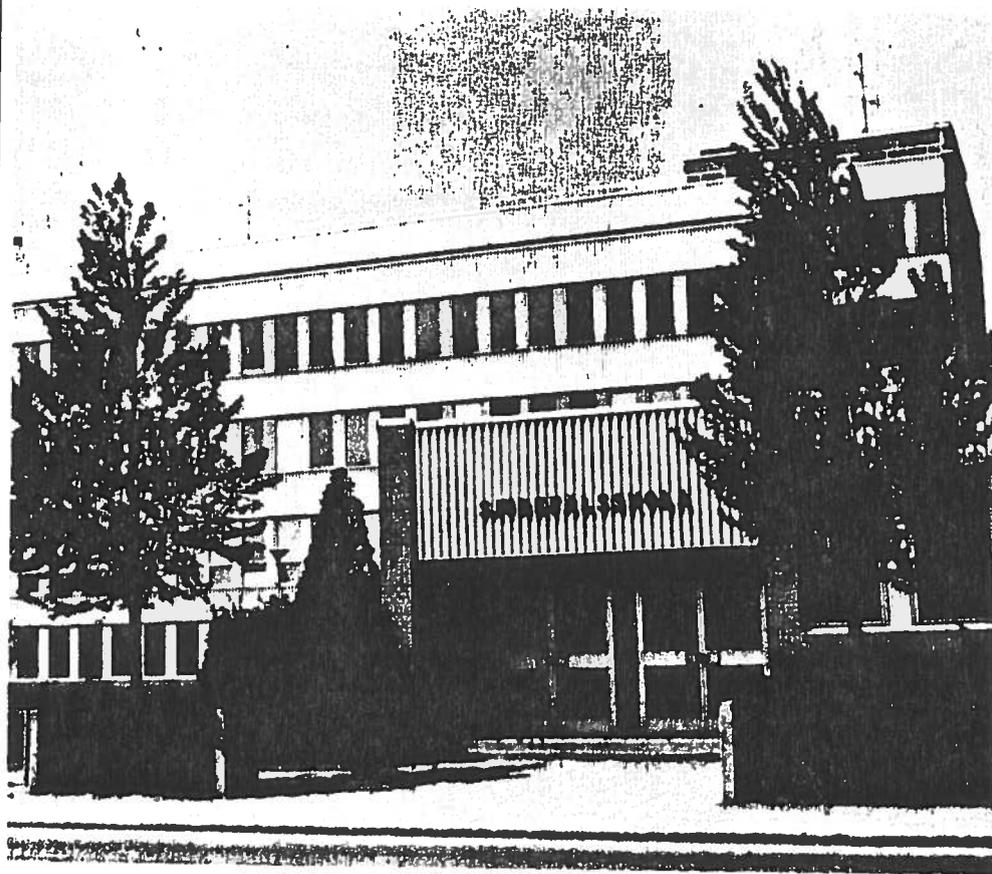
The permanent teaching staff numbers nine at present and come from Sweden, the FRG, Japan, UK, USA, Egypt, India, Norway and the USSR. All have long experience in nautical training as well as the technical assistance field. In addition, a number of prominent experts covering all aspects of the marine field have been appointed as visiting professors who provide periodic, sessional lectures. In addition, intensive English-language training is offered to the many francophone and hispanic students who comprise over half the student body.

Most of the students hold relatively senior positions in their own countries and their lengthy absence from key positions is a real sacrifice for their states as there is often no alternative expertise available.

However, in general, the feeling is that this step must be taken once and for all. Developing states are to become self-reliant in this crucial area. It is, of course, hoped that these trainees will become trainers in their own states and develop a cross-section of ideas obtained at the WMU for the benefit of their respective states. The prognosis for this type of development is quite positive although, as usual, there is always the real danger of the "brain drain" which makes highly-trained individuals from developing states very attractive for 'Northern' positions. This will be particularly so with WMU graduates who may soon be better qualified than many 'Northern' maritime graduates. This is, however, a problem which will not disappear and the mobility of individuals, be they from developed or developing states, will continue to take priority. In any case, as there is now a very discernible shift in shipping development from the 'North' to the 'South,' it is quite likely that many of the world shipping decisions of the future may well be taken by WMU graduates.

There is no question that the type of training and education undertaken by the WMU, particularly once the institution is fully operational, will be quite superior to anything offered in traditional developed maritime states. The latter have generally offered only limited, fragmented training

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Portland

Canadian—U.S. Energy
Exchange Workshop

Portland, Maine, 24 October 1983

On October 24, 1983 the Marine Law Institute of the University of Maine and the Northeast-Midwest Institute co-sponsored a one-day workshop, attended by approximately 30 government officials, industry representatives and academics to review policy issues related to electricity exchanges between the United States and Canada. The morning session developed a broad overview of U.S. and Canadian trade in electricity. Garet A. Bornstein, official with the Economic Regulatory Administration, U.S. Dept. of Energy, summarized the U.S. regulatory framework for managing electricity imports and exports. Thomas Keating, Professor of Political Science at Carleton University, described the Canadian decision-making system. Diane De Vault, Senior Policy Analyst with the Northeast-Midwest Institute, examined bilateral trade potential for electricity.

In the afternoon, the Marine Law Institute and DOSP shared preliminary conclusion from their joint research, funded by the Max Bell and U.S. Donner Foundation, into ocean management issues related to bilateral energy projects such as Fundy Tidal Power. Alison Reiser, Director of the Marine Law Institute, discussed the histories of Tidal Project and the major environmental concerns such as the fate of migrating shad while passing through underwater turbines. Karen Massey, staff attorney with the Marine Law Institute, described problems with the U.S. regulatory framework governing tidal energy imports while David VanderZwaag, Research Associate with DOSP, summarized the discretionary nature of Canadian legislation.

Papers and discussions identified at least four major barriers to energy exchanges: lack of multi-state electricity planning bodies; lack of an adequate network of transmission lines interconnecting Canada and the Northeast-Midwest U.S.; protracted governmental reviews exacerbated by jurisdictional overlaps; and lack of a legal-administrative regime for bilateral energy and ocean management. Suggestions for improving bilateral policy development included formation of a joint U.S.-Canadian Energy Commission, expansion of the International Joint Commission mandate to include transboundary marine effects, and development of a regional action plan for coordinating ocean uses in the Fundy — Gulf of Maine — Georges Bank (FMG) region.

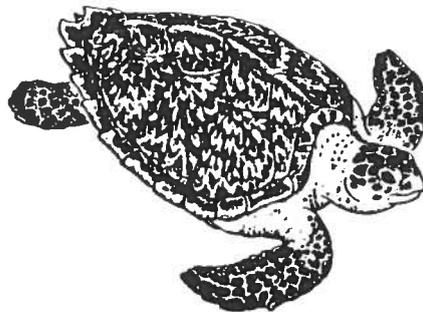
David VanderZwaag

sible marine policies for their own countries, for the world community as well as for the marine environment. This type of knowledge will have to be acquired as new approaches and directions must be developed quickly. The WMU attempts to meet this need in the sectors which are the IMO's responsibilities. It is an important precedent for the rest of the ocean field.

In the 'old' maritime states and developed coastal states, maritime training has generally been left to the industry itself, to a few maritime academy-type institutions and to a few universities which have set up specialized training programmes. Although all of these are individually adequate they do not collectively provide the answers needed for the marine management training needs of the post-law of the sea era. In a few countries special marine-oriented training-cum-research institutions, such as DOSP, attempt to provide "new directions" but are only able to do so in a very limited way. It is possible that institutions such as the International Centre for Ocean Development (ICOD) may provide further assistance in this area. However, like the WMU, ICOD, and to a great extent DOSP, are oriented towards the Third World, leaving the ocean management needs of the 'North' basically uncovered.

In terms of maritime training the WMU will provide graduates far better qualified than anyone in Canada or the 'North' today. Of course, the 'South' has a lot of catching up to do and "affirmative action" may be the only way to develop the ocean and its multiple resources and uses in a more equitable way. We must all watch the WMU's progress over the next few years. It is the sign of things to come.

Dr. Edgar Gold is Visiting Professor of Maritime Law and Law of the Sea at the WMU and conducted inaugural maritime law lectures at the WMU in 1983 and is expected to return to Malmö in May-June 1984.



Hawksbill Turtle

and much knowledge had to be "picked up" in actual practice. This has not always been the best way and, in any case, always assumed that the practice was available and superior. This also contributed to the difficulties faced by newer states in this very complex area. It was seen that shipping was a necessary aspect of development and that the Third World, already a major supplier of maritime labour, could expand its role in all aspects of the industry. However, there continued to be a serious shortage of personnel at the higher, decision-making level. Those individuals which aspired to this level had to seek training elsewhere and, if successful, were often absorbed into the industry elsewhere and thus lost to the needs of their own states. The few individuals who returned were generally overloaded with multiple responsibilities ranging from a combination of law of the sea, environmental, regulatory aspects to the more traditional sectors of shipping operations, port infrastructure and general maritime administration. It is this dilemma which the WMU seeks to address. The WMU curriculum will be the most sophisticated available and will be specially designed for the needs of the students. In addition, during their tenure in Malmö, the students will also be able to carry out research related to the needs of their individual countries.

In terms of marine education the WMU is a very unique institution without a counterpart anywhere. It is more than a maritime academy; it is more than a technical college; it is more than an administrative staff college; and it is more than a university! It attempts to provide maritime transport-related education at a very high level whilst, at the same time, giving students a broad-based knowledge of the marine world. The latter is new in the maritime transport world which, until very recently, has confined its training and education to immediate sectors. This is, of course, a luxury which developing states cannot afford and it is doubtful it is of much utility anywhere. All ocean uses impact on each other and maritime transport cannot remain isolated. This has, obviously, been one of the main contentions of the recently-concluded U.N. Law of the Sea Convention which has attempted to view the world's oceans as "hydrospace" where shipping, fishing, the land-sea interface, environmental matters, offshore resources and states' rights all interrelate. The 'ocean debate,' not yet concluded, indicates the need for 'ocean managers' who can transcend strict operational/disciplinary boundaries in order to implement the best pos-