

World Maritime University

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WMU in the News

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### The World Maritime University

The American Bureau of Shipping

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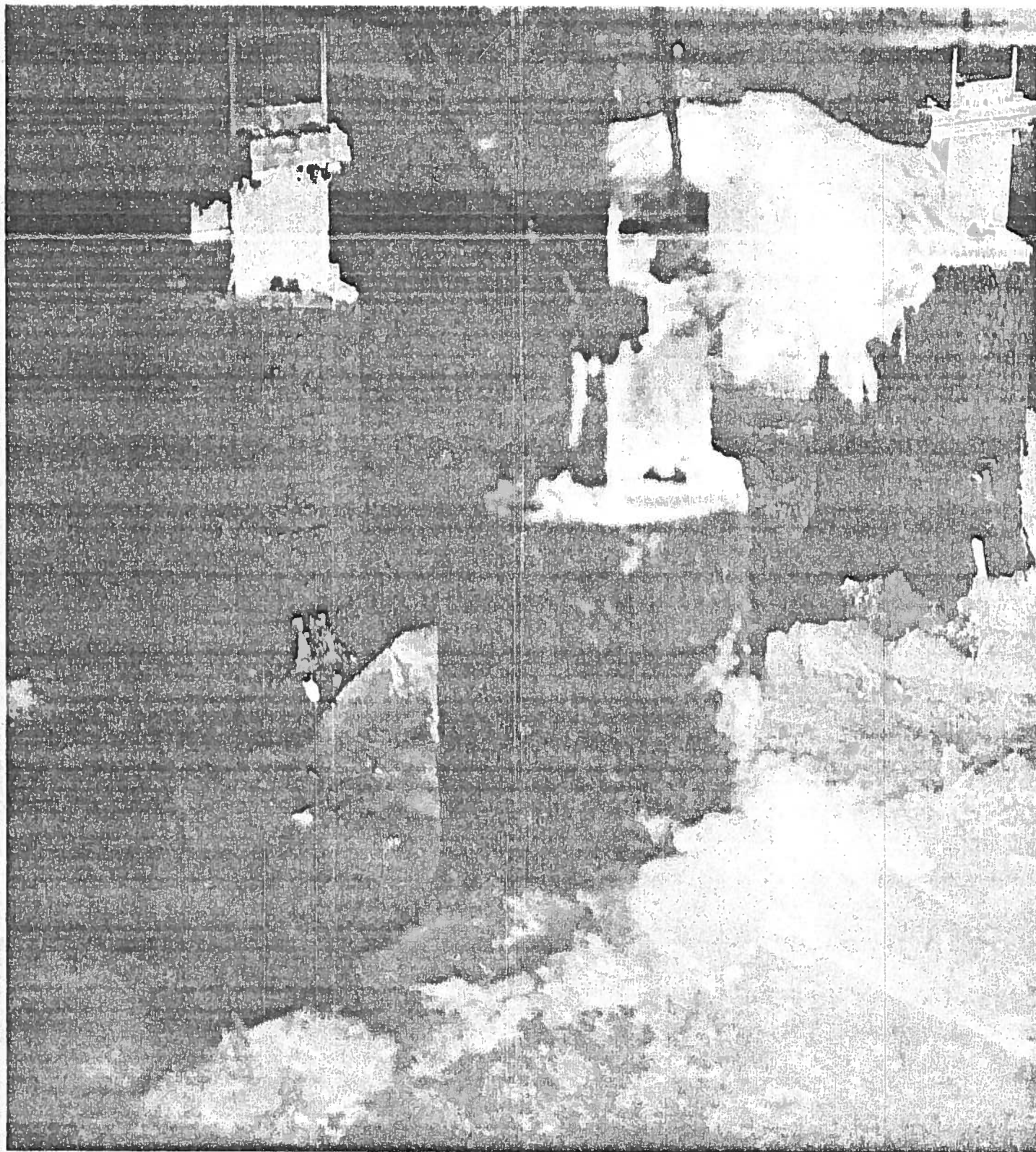
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Quarterly by the  
Bureau of Shipping

1984

# Surveyor



# The World Maritime University

Training professionals in the specialities needed  
to manage fleets from emerging nations.

- • • a pivotal link in the international system
- for training in the maritime sector
- • • to complement, supplement, and strengthen
- training activities now being carried out
- in the developing countries • • •

With ships from developing countries now comprising about eleven percent of the world merchant fleet, there is an unprecedented need for training maritime specialists—the administrators, teachers, inspectors, and other officials crucial to a nation's shipping industry. This need for training has not been overlooked, as Captain Patrick Kemokai of Sierra Leone, and Captain George Pimentel of the Philippines will attest. Last summer, these men left high-level positions in their native lands to attend the recently established World Maritime University, and two years of study for graduate degrees in the nautical specialities their assignments will require in the future.

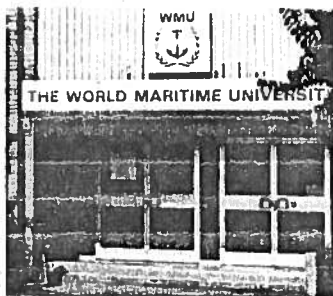
Captains Kemokai and Pimentel are among the seventy-three officials with formal education and seafaring experience who traveled from forty-two countries to Malmo, Sweden, to enter the opening classes of the university in July 1982. Each enrollee met requirements for admission to the World Maritime University, which was developed under the auspices of the International Maritime Organization, a specialized United Nations agency charged with formulat-

ing worldwide standards to support maritime safety, and to prevent maritime pollution. Selection of the port city of Malmo as the site for the university marks a change in the tradition of maritime education. The new institution has taken over the buildings of a Swedish Merchant Marine Academy founded in 1841, and those studying in university classrooms are no longer young men at the beginning of their maritime careers.

Captain Kemokai, for example, left his African homeland for the maritime education offered in Bremen, Germany, where he received his shipmaster's certificate fifteen years ago. He returned home some years later, and was serving as harbor master in Freetown, the Sierra Leone capital, when the government Ministry of Transport and Communications asked him to take a course in maritime safety administration in Malmo. Captain Pimentel, a Philippine Merchant Marine Academy dean with eight years experience at sea and eight as a teacher, was chosen by the academy president to study for a master of science degree in maritime education.

As explained in the 96-page university catalog, the course in maritime safety administration focuses on the survey and inspection of ships, conducting accident investigations, and examining merchant seamen for competency. Some of these topics are touched upon in the curriculum for a maritime education degree, but this course is designed especially to provide maritime training institutions in developing countries with more of their own teachers, and lessen their dependence on foreign expertise.

Completion of the other two-year curricula offered by the World Maritime University will lead to a master of science degree in maritime administration or in technical management of shipping companies. The marine administration program, which is designed to improve government maritime administration, includes a variety of courses in shipping



economics, national and international safety, marine pollution regulations, and the relationship between ship design and international marine classification. Special emphasis in the study for a master of science degree in technical management of shipping companies is placed on maritime economics, personnel supervision, and the safe operation of ships.

Also offered are one-year courses, including a refresher course in maritime safety administration, and a program that reviews recent developments in shipboard operations for the technical staff of shipping companies. A number of shorter courses, ranging from four to six weeks in length, deal with the potential problems posed by oil, chemical, and liquified natural gas carriers as well as the shipping of dangerous cargoes. Those attending will be qualified to conduct training aboard ship on these subjects.

Programs at Malmo are taught by a faculty that includes the school's Rector, Professor Solve Arvedson of Sweden, and seven other professors from as many countries: United States, Britain, West Germany, Japan, India, Egypt, and Norway. In addition to this full-time staff, the University has made plans for more than one hundred experts from around the world to give lectures or short courses in their specialties.

After two years of study at the World Maritime University, Captain Pimentel hopes to return home "to educate a higher quality of officer," while Captain Kemokai expects "to improve my country's ability to train officers, as well as surveyors, and to generally improve the operations of the port authority." These goals illustrate some of the gaps in technology that separate the shipping fleet of an emerging nation from that of a traditional seafaring country. As C.P. Srivastava, Secretary-General of the International Maritime Organization, writes in his foreword to the World Maritime University catalog: "We are determined that the University will play

an international centre for advanced study

for high level

specialized personnel in developing countries

including maritime teachers,

surveyors, inspectors, technical managers,

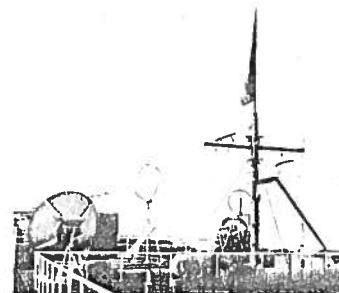
and maritime administrators

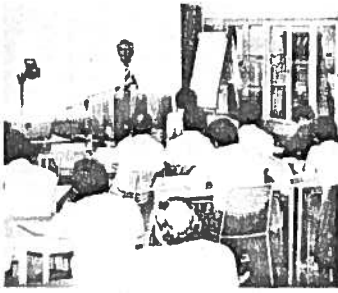
its assigned prominent role in fostering the transfer of advanced maritime technology to developing countries and helping them to become more self-reliant in maritime affairs."

Mr. Srivastava campaigned for formation of this university since 1976. Today, he chairs a forty-member board of governors charged with supporting the "determination" cited in his catalogue foreword by reviewing the university budget, and school activities on a yearly basis. Among those sitting on the board is Edwin M. Hood, president emeritus of the Shipbuilders Council of America, who was appointed by United States President Ronald Reagan. "My job in this case is acquainting people in the maritime community with the objectives of the University, which should benefit us all," Mr. Hood says.

Other prominent members of the shipping community who volunteered their services as guest lecturers, "are providing a valuable service, because they come to us directly from their jobs," says Rector Arvedson. "These working men are able to provide our students with timely information about developments that our faculty, and certainly our books, may not be privy to."

For John T. Gilbride, chairman of Todd Shipyards Corporation, "this is a very desirable initiative." Mr. Gilbride, a member of the Management Committee and the Board of Managers at the American Bureau of Shipping, volunteered to deliver a guest lecture on shipbuilding at Malmo sometime later this year. Other members of the ABS Board of Managers





have already spoken to the students, including Andrew E. Gibson, a former head of the United States Maritime Administration, and most recently president of Delta Steamship Lines, Incorporated; and Captain Richard T. Soper, Executive Vice President of Sea-Land Service, Incorporated.

Mr. Gibson described trade policy, trade economics, and the importance of strategic planning in the operation of a shipping company. Captain Soper, however, was the first guest lecturer to appear, and Captain Keomaki characterized his week of presentations "as a fine, detailed way to get this program started." Captain Soper's presentation traced the history of maritime development from the early nineteenth century to the present, and touched on marine power sources, ship construction, technology, and the way some major non-maritime issues can affect the industry.

But Captain Soper did not come to Malmo alone. Typical of the faculty are his colleagues, Michael T. Bolger, Director of Engineering, and Robert Ingram, Manager of Marketing Services in the company office in Rotterdam, the Netherlands, who are also lecturers.

... advanced training at the University will buttress the present international network of training and technical co-operation

Mr. Bohlman discussed ways of making container shipping work for emerging countries that believe the system is beyond their current reach. He suggested, for instance, that the overland transport of containers could be done by any available means—including animal-drawn carts.

The intermodalism this picture represents was the subject of a one-day presentation offered by Mr. Ingram, who says that discussion of both historical development and current operations "seemed to make our university audience aware of how quickly the world maritime picture changed since the emergence of container shipping. And they are now viewing this in relation to their own maritime procedures."

But Captain Soper says his recent experience went beyond class instruction. "Not only did we lecture for three hours each morning, but we lived in dormitories, often dined with members of our classroom audience, and rode the buses to and from class with them. Our dialogues never truly ended with the end of an instruction period.

"What I found here was a different type of education and a different type of institution, with students—experienced men, actually—who came here to pick up graduate training, like sponges, absorbing all that they are told."

Before that can take place, however, the managers studying at Malmo must meet on common ground: the entire curriculum is conducted in English, which is recognized as the international maritime language. The school offers an intensive program of English courses before the start of the main program.

in maritime transport ...

the State University of New York at Buffalo who developed the course for Malmo. "Here we have to make Chinese able to speak with Africans—because they might need to understand one another under pressure someday."

According to Professor Dunnett, "What gets the student through this is extremely high motivation, because all World Maritime University classes are taught in English, and if students cannot master the language, they cannot follow the courses."

The World Maritime University curriculum is expected to bring as many as one hundred and fifty new students to the Malmo facilities this year from developing countries, which are asked to cover the annual training cost for each individual with a ten-thousand-dollar tuition—if the money is available. Assistance in the form of fellowships and grants is available for students from developing countries. The school is a member of the International Maritime Organization and the United Nations.

The total of tuition fees does not approach the budgeted operating costs of the school, but the school is self-sufficient.



lars, and a shortfall of nearly one half million dollars still exists, despite a wide range of support. For example, interest in the university prompted an annual pledge of eight hundred thousand dollars from the United Nations Development Program, and an additional one million dollars per year from Sweden. Subsequent financial support came from a number of other maritime nations, including Norway, Denmark, France, Italy, Greece, Egypt, and Saudi Arabia.

Enthusiastic backing came from the city of Malmo, whose officials gave the university a home in the former merchant marine academy. And the location will remain the professional home of Professor Arvedson, who was named Rector of the Malmo academy in 1962.

Also with the Malmo school comes its one-hundred-and-ten-foot research ship, now named WMUOI in honor of the University. Professor Arvedson says the vessel rated at 240 deadweight tons, "is very important. We use it as a floating lab, to study navigation equipment, fuel separation, communication—a variety of necessary things."

To provide students with a place to live, the city renovated a building with one hundred and fifty-nine apartments, each including a kitchen and bath, plus laundry facilities, and a sauna—for exclusive use of university students and their dependents.

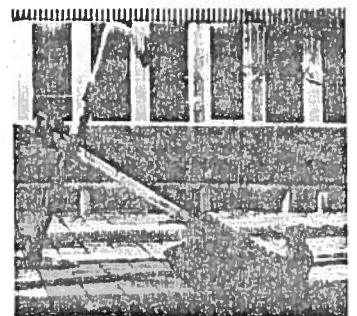
Contributions more in line with the professional purpose of the university were made by electronics manufacturers, who installed their latest devices in a simulated pilot house atop a five-story university building. Conventional radar, and automatic radar plotting aids, as well as communications equipment, fill this research center that looks across the busy Ore Sound at Copenhagen.

"The location itself is a gift," says Professor Arvedson. "Not only is there a big shipyard nearby, but Malmo is so close to the Baltic and North Seas it will be very easy for our instructors to take field trips to a variety of shipyards and study new technologies."

Actual creation of the graduate school behind these studies began in November 1981, when the Assembly of the one-hundred-and-twenty-five-member International Maritime Organization met in the agency's London, England, headquarters to vote unanimous approval of the university project. Since

then, financial support has been secured; operations facilities have been provided; an operational staff appointed; extensive curricula developed, and a charter prepared. Barely fifteen months had passed between the start of the project and the formal signing by the Secretary-General of the International Maritime Organization, and the Swedish Ambassador in London, Lief Leif Land, of an agreement that starts with an explanation of the school mission: "The World Maritime University shall be the international maritime institution for the training of senior specialist maritime personnel in various aspects of shipping and related fields concerning the improvement of maritime safety, the protection of the marine environment, and the efficiency of international shipping . . ."

Following approval by the Swedish government, this Agreement became effective on May 1, 1983. Six weeks later, the first class arrived at the University. A breakdown of the student population offers a good representation of the developing world the institution was designed for—thirty-eight are from Africa, twenty-three from Asia, and twelve from Latin America. ■ JEFFREY E. STOLL



• • • at the same time serve  
to strengthen the capacity of developing countries  
to participate more fully • • •  
with greater reliance on their own nationals  
• • • in world shipping activities