

World Maritime University

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WMU in the News

6-19-1985

Inaugural class to graduate from World Maritime University

International Maritime Organization

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IMO BRIEFING

INTERNATIONAL MARITIME ORGANIZATION

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19 June 1985

INAUGURAL CLASS TO GRADUATE FROM WORLD MARITIME UNIVERSITY

Members of the inaugural class of the World Maritime University - 68 of them from 39 different countries - will come to the end of their two-year course on 9 July at a graduation ceremony in the City of Malmö, Sweden, where the University is based.

The University was set up two years ago by the International Maritime Organization, the specialized agency of the United Nations, and its establishment is generally regarded as the most important and ambitious project ever undertaken by the London-based Organization.

The University is intended to provide advanced training for senior personnel mainly from developing countries involved in such activities as maritime administration, the technical management of shipping companies and maritime education. Although many developing countries have established academies for the training of cadets and junior personnel nearly all of them lack the resources and experience to train senior staff.

The Secretary-General of IMO, Mr. C.P. Srivastava, who is also Chancellor of the University, explained the importance of the project: 'The implementation of the safety and anti-pollution measures developed by IMO is the responsibility of individual Governments. In practice, the way in which the measures are enforced depends very much on the knowledge and ability of key personnel - surveyors, government officials and so on.

'However, many developing countries lack staff who are qualified to hold such posts. The aim of the University is to provide that training.'

The possibility of establishing an international centre for providing advanced training had been discussed in the 1970s and in 1981 the IMO Assembly - the Organization's governing body - adopted a resolution backing the proposal. Sweden offered building facilities in Malmö and financial assistance to meet a part of the annual running expenditure.

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The United Nations Development Programme (UNDP) offered additional financial support. IMO was asked to make preparations for the establishment of the University and completed the task so rapidly that it was officially inaugurated in July 1983.

The University concentrates on two-year courses leading to the award of the Master of Science degree. All instruction is in English, and the subjects taught are:

- * General Maritime Administration
- * Maritime Safety Administration (Nautical and Engineering)
- * Maritime Education (Nautical and Engineering)
- * Technical Management of Shipping Companies.

While the University has a full time academic staff, a feature of its work is the use of visiting professors. Mr. Srivastava said: 'The University has built up a roster of experts in a wide variety of subjects who are invited to Malmö to lecture on their speciality. In this way the students can learn from the world's leading authorities in each field.'

The University also arranges a programme of field trips and visits to centres in other countries. Students on the general maritime administration course, for example, are seconded to maritime administrations in European countries to study their methods. Those studying safety administration might go to Finland to see how passenger ships are inspected. In some cases almost the whole of the third semester (the first half of the second year) is spent on field trips.

The majority of the students in the inaugural class will be returning to their home countries to take up posts which have already been arranged. The students believe that the knowledge and experience they have gained at the University will help their careers, but more importantly, perhaps, they hope to be able to play a role in shaping the development of national maritime policies.

Typical of the students is Angel Saucedo Escobar, who was a professor at a maritime training academy in Mexico before going to Malmö. He said: 'My personal reason for coming here was to improve my knowledge and obtain a Master's degree. The most important thing has been finding out more about IMO, learning about innovations in technical matters and, of course, new teaching methods. When I go back to Mexico I shall help to re-write

the syllabus of our maritime academies and perhaps also assist in analysing our national legislation and making improvements there.'

For IMO and shipping in general the benefits will be felt in the next few years. Mr. Srivastava said: 'In the years to come more and more people in key positions in IMO Member States will have been educated at the University. They will be fully aware of the importance of implementing international safety measures and combating marine pollution. They will be familiar with IMO's role and the Organization's objectives - and they will be in a position to ensure that those objectives are achieved.'

The Secretary-General continued: 'The graduation of the inaugural class of students from the World Maritime University represents a major step in raising maritime standards. The graduates of the University will play an increasingly important role in achieving IMO's twin objectives of safer shipping and cleaner oceans.'

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Note to editorsInformation kits

A full information kit about the World Maritime University is available from the IMO Information Officer, Roger Kohn, who can be contacted on 01-587-3153.

The kit includes background information on the establishment of the University; future plans; details of staff and courses, etc.

Photographs of the University, including staff and students, are also available on request.

Visiting the WMU

The University would be happy to welcome journalists wishing to visit Malmö. Subject to availability, free board and lodging will be provided. Further information may be obtained by contacting Roger Kohn at IMO (direct line: 01-587-3153).

To: Roger Kohn, Information Officer,
International Maritime Organization
4 Albert Embankment
London SE1 7SR

☐

Please send me an information kit about the WMU

☐

Please send me a selection of photographs of the WMU

☐

I am interested in visiting the WMU. Please let me have further information

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Telephone number:

THE WORLD MARITIME UNIVERSITY

On 9 July 1985 the inaugural class of students of the World Maritime University will graduate from the Malmö-based institution. There will be 68 of them from 39 different countries, and in a sense they are pioneers - the first to benefit from an institution which, it is hoped, will help to transform maritime development around the world.

The project was launched in 1983 by the International Maritime Organization and is generally regarded as the most important and most ambitious project ever undertaken by the London-based United Nations agency.

The purpose of the University is to provide advanced training for senior personnel from developing countries who are involved in various maritime activities. Training of this type is normally not available in developing countries and there is no comparable institution anywhere in the world.

The WMU therefore fills an important gap in maritime training and in the years to come will have a marked and beneficial effect on the two areas of greatest concern to the Organization - the improvement of maritime safety and the prevention of marine pollution from ships. IMO recognizes that the improvement of personnel standards - on shore and at sea - is crucial if its regulations are to be effectively implemented.

Considerable progress has already been made towards improving training standards in the past. But these efforts have concentrated on training at relatively junior levels. The WMU is the first international effort to provide training opportunities for personnel who have already reached positions of some authority - personnel, in fact, who are responsible for the effective implementation of IMO standards.

The manpower crisis

All the developing countries among IMO's 127 Member States have shown a great awareness of the need for tackling safety and pollution at an international level, through the adoption of conventions, codes and other recommendations under the auspices of IMO. But the majority of these instruments are highly technical in nature - a reflection of the increasing complexity of the shipping industry itself, which has changed more in the last 30 years than in any similar period in history.

Ships are bigger, faster and more versatile than they were. Their equipment is more complex. The cargoes they carry are more diverse. Ports and loading terminals are more sophisticated. At the same time, more and more nations are becoming involved in shipping. Many of them are developing nations which recognize that the creation of a strong and efficient merchant marine can make an important contribution to national growth and economic independence.

All of these developments provide opportunities - for greater efficiency and economy and, the most important of all, greater safety.

But these opportunities are accompanied by great challenges and difficulties. The nature of the shipping revolution means that those involved in the industry must possess far greater skills than their predecessors, otherwise they will be unable to take proper advantage of the technical opportunities now becoming available. This skill can only be acquired through extensive training followed by long experience.

Training of this type is of course essential for the personnel on board the world's ships. But in many ways it is even more important for the men and women in more senior posts - the administrators, teachers, inspectors and other key figures - upon whom a nation's shipping industry depends.

The problem is that many countries, especially in the developing world, lack the trained personnel needed to fill posts at this level. To make matters worse, they often lack the means to train people of the right calibre to fill these posts.

IMO has been aware of this problem for many years and has taken steps to help Member States to overcome it. Several years ago the Organization established a technical assistance programme designed to help countries wishing to improve their maritime activities. It soon became clear that the crucial problem was the shortage of proper manpower and while the recruitment of expatriate staff did offer a solution of sorts, ultimately the problem could only be solved by training their own personnel.

The IMO technical assistance programme has helped developing countries to improve the expertise of maritime personnel by establishing training

academies, providing technical experts, arranging for training to be provided in other countries through fellowships and other measures. They have done a great deal to help developing countries to train staff - especially sea-going staff. But they have not been able to solve the problem of the shortage of staff qualified to fill senior posts.

Despite the success of the IMO technical assistance programme in other areas, it became clear that a new approach was necessary if real progress was to be made. Some way had to be found to enable developing countries to train the required staff quickly and to the necessary high standards.

The creation of the University

In 1976, the Secretary-General of IMO, Mr. C.P. Srivastava, visited Sweden for talks with representatives of the Swedish Government. Sweden had always given great support to the IMO technical assistance programme and during this visit there was considerable discussion about the problems developing countries were experiencing in finding personnel of sufficiently high calibre.

During the next few years, IMO organized a series of seminars on various technical subjects for representatives of developing countries. Many of these seminars were supported by the Swedish International Development Authority (SIDA) and some were held at the Merchant Marine Academy in Malmö, in southern Sweden.

These seminars and other efforts made by IMO to improve training were so successful that many of those involved began to consider ways of extending the programme still further. By 1980 serious consideration was being given to the idea of establishing a permanent centre in an established maritime country where students from developing countries could receive the advanced training that was not available at home.

In November 1980 a seminar on the implementation of global training standards was held in Malmö, with financial support from SIDA. In connection with the preparation of this seminar, informal exchanges of views and discussions were held between the representatives of the Swedish Government and the Secretary-General of IMO about possible Swedish support to the IMO technical assistance programme through further co-operation in the field of maritime training.

As a result of these discussions, at the beginning of the seminar the Ministers of Transport of Sweden made an important statement relating to the establishment of an international University of Maritime Sciences and Technology in Sweden designed to provide up-to-date training in various maritime activities for students from developing countries.

The seminar was attended by delegates from 45 developing countries who concluded the meeting by adopting a resolution requesting IMO and the United Nations Development Programme - which acts as the main funding agency within the United Nations system - to support the idea of establishing such an institution. The resolution referred to the 'enormous need' of developing countries for administrators, teachers, surveyors, examiners and other senior personnel, stating that a minimum of one or two years in a suitable academy would be necessary to acquire the extensive training needed.

From this point events moved swiftly. In Sweden the Government began considering possible sites for the proposed university, finally opting for Malmö. In IMO itself the idea attracted wide support. IMO's senior technical body, the Maritime Safety Committee, welcomed the proposal, as did the Marine Environment Protection Committee and in November 1981 the IMO Assembly unanimously adopted a resolution authorizing the Secretary-General to take the necessary steps for the establishment of the University at Malmö.

The proposal for establishing the university had thus been unanimously supported. The next problem to be dealt with was finding the money to pay for it.

The United Nations Development Programme agreed to provide preparatory financial assistance. The Swedish Government followed up by agreeing to pay \$1 million annually and UNDP then agreed to provide a further \$800,000 annually for the duration of the current UNDP cycle. Other IMO Member States also responded to the appeal with great generosity.

In addition to governments and organizations, the city of Malmö itself gave the WMU project enthusiastic backing. The authorities provided the University with facilities, in the shape of the former Malmö Merchant Marine Academy where activities had gradually been phased out over the previous few years.

One other feature of the WMU project was the speed with which it was brought into being. The idea received formal approval from the IMO Assembly in November 1981. During the next year financial support was secured, physical facilities provided, an apartment block in Malmö set aside for the use of students, a board of governors named, academic and administrative staff appointed, curricula worked out and a charter prepared.

Barely 15 months had passed between the start of the project when, in February 1983, an agreement concerning the establishment of the University was formally signed by the Secretary-General of IMO and the Swedish Ambassador in London, His Excellency Mr. Leif Leifland. Following approval by the Swedish Government this agreement became effective on 1 May: six weeks later the first students arrived in Malmö.

The aims of the World Maritime University

These can best be stated by quoting the Charter of the WMU, which says:

"The World Maritime University shall be the international maritime training 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, in furtherance of the purposes and objectives of the International Maritime Organization as a specialized agency of the United Nations."

In order to achieve these objectives, the Charter says that the University shall:

"provide interested countries, and in particular developing countries, with the most modern and up-to-date facilities for the training of their high-level maritime personnel in all areas of shipping and related maritime activity including

- (i) teachers and instructors for maritime training institutions
- (ii) examiners for maritime training courses, certificates and qualifications
- (iii) senior maritime administrators
- (iv) technical administrators and senior managerial personnel
- (v) marine accident investigators

- (vi) maritime surveyors
- (vii) specialists in naval architecture, marine science and technology and related disciplines
- (viii) technical port managers and related personnel."

The University will also:

"help to establish an internationally recognized cadre of experts in the major aspects of shipping, including visiting professors, lecturers, consultants and other experts to provide suitable knowledge and assistance to developing countries and other governments as appropriate, on problems relating to maritime safety, efficiency of navigation and the prevention and control of marine pollution."

Finally, says the Charter, the University will:

"help in developing a uniform international system for the training of experts in the maritime field as a means of facilitating and promoting international co-operation in shipping and related maritime activities."

Who will benefit from the World Maritime University? Shipowners certainly, because the level of expertise in shipping operations in the developing world will rise steadily as the graduates of the University take up senior posts at their home administrations.

Port operations will become more efficient and faster, helping shipowners and shippers to save time and cut costs.

Safety standards will rise: the University puts primary emphasis on the proper implementation of IMO and other safety measures.

Crew standards will improve: the University runs special courses for teachers in maritime training academies and nautical schools. This will result in standards in merchant marine academies around the world rising in the years to come.

The environment will benefit: the University emphasizes the importance of IMO anti-pollution measures.

Governments will gain: as the administrative capabilities of newly-emerging shipowning countries improve so it will become easier to establish and maintain effective co-operation between governments.

Business will gain: improved efficiency means that delays in ports and administration will be reduced, enabling businessmen to deliver and receive goods more quickly and with less cost.

Finance

The University is run entirely by voluntary donations. Its budget of roughly \$4 million a year covers all operations, administrative and staff expenses, as well as expenditure on travel, and the board and lodging of students.

Rather more than half of this sum comes from recurring contributions with Sweden (\$1 million), the United Nations Development Programme (\$800,000), Norway (\$350,000) and the Commonwealth Secretariat (\$110,000) making the largest contributions. Other IMO Member States have provided generous support by financing fellowships. They include Denmark, France, the Federal Republic of Germany, Greece, Italy, Japan and the United Kingdom.

The remainder of the money required for the University comes from individual fellowships, which are usually provided from the development funds allocated to individual countries by such organizations as the United Nations Development Programme.

This arrangement is not ideal and in its report to the IMO Council the Board of Governors has said that it 'is seriously concerned about the uncertainty which arises from dependence upon income arising in an ad hoc fashion. Reducing this uncertainty can be accomplished by direct contributions to the University's budget, as is now provided by Sweden, Norway and the UNDP, as well as by assured financing of fellowships from year to year as is the case with the Commonwealth Secretariat. Assured support on a recurrent basis will contribute to a sounder basis for operations at the University and to greater certainty in planning for the future.'

To improve long-term financing, the Board of Governors last year decided to establish a Capital Fund whose investments would provide earnings to cover at least a portion of the University's costs. This fund was the subject of a widespread appeal made by the Secretary-General on the occasion of World Maritime Day 1984.

The Board recognizes that it will be some time before the Fund can make an appreciable contribution to the University's income. It states in its report: 'The Governors believe that in future years other methods also must be found to reduce the University's dependence to meet its costs on the uncertainty and variability of ad hoc income that it learns about only as the immediate future unfolds.'

The courses offered

The University concentrates primarily on two-year courses leading to a Master of Science degree.

They run from February to December, with a December-February break, and are offered in the following subjects:

- General Maritime Administration
- Maritime Safety Administration
- Maritime Education
- Technical Management of Shipping Companies.

All instruction at the WMU is in English and for students who need to upgrade their proficiency in that language two special intensive courses of 18 and 10 weeks' duration are held prior to the regular maritime courses.

The courses include a number of compulsory units together with optional subjects that can be selected by the students. This approach ensures that key subjects are covered but at the same time allows sufficient flexibility to cater for the needs of students from different countries and different organizations.

The Rector of the University is Admiral Sheldon Kinney of the United States (who, before going to Malmö this year demonstrated his support for the project by founding an organization called the Friends of the World

Maritime University which has raised substantial funds).

The University has a full-time faculty of eight professors and three lecturers. While their work forms the backbone of the curriculum, a feature of the WMU is the use made of visiting professors - experts who come to the University for a week or so to lecture on subjects in which they have an knowledged expertise. The University has built up a roster of nearly 60 such experts.

Another important - and unique - feature of the University syllabus is the use made of field trips and on-the-job training.

Visits normally begin during the students' second semester at the University and generally consist of relatively short visits to ports, industries and other organizations involved in shipping.

The third semester is mainly dedicated to 'on-the-job' training. Students studying general maritime administration, for example, are attached to administrations in various IMO Member States. These include France, the Federal Republic of Germany, the Netherlands, Portugal, Spain and the United States. Students studying the technical management of shipping companies spend the semester with a shipping company. Countries which have assisted in this way include Denmark, France, the Netherlands, Norway and Sweden.

The fourth and final semester of the two-year course is devoted to the finalization of theses, preparation of reports and final examinations (examinations take place during every semester).

The Vice-Rector of the University, Professor Gunther Zade, says: 'The organization of the visits depends on the subject studied. Students on the maritime safety administration course spend up to six months of their two-year course away from Malmö, those doing general maritime administration about ten weeks and those studying maritime education about eight weeks.

'There is an element of on-the-job training in this. The MSA students will, for example, see how small boat inspection is carried out, and will watch passenger ships being inspected in Finland. They might

spend three weeks attached to safety administration in different countries. Those studying technical management of shipping companies will be attached to shipping companies to see how they operate.'

There is no doubt that the visits are valuable and are greatly appreciated by the students. Malamine Thiam, a student in Maritime Safety Administration from Senegal, said: 'We have had many visits and they were all of great benefit to us. There is no possibility of getting training of this type in our own countries. We found that most of the countries we visited operate in a roughly similar way, but there are differences in the way they deal with safety matters and their interpretation can vary considerably.'

Antonella Gaviria de Levalle, from Colombia, who is studying General Maritime Administration, said: 'It was very important to have had the opportunity to travel to different countries. I have been to Norway, Spain, the United Kingdom, Portugal and Denmark as well as Sweden. It was very interesting to see how they organized their administrations and allocated their resources.'

Professor Zade himself regards the field visit programme as vital to the University programme. 'On field trips students can see what they are learning about being put into practice', he says. 'There are no students anywhere who get such exposure to the latest developments or get a chance to see such a wide range of expertise.'

The students

One thing which all those associated with the University are unanimous about is the calibre of the students. Professor Zade probably speaks for all his colleagues when he says: 'I was very surprised by the students and their quality. I like them very much - and I shall probably have some tears in my eyes when the first group leave! For the staff here working with the students has been a very enriching experience. You get to know them very well, especially on field visits and the atmosphere between students and professors is very close and very pleasant.'

Says Professor Charles (Bud) Mathieu, professor in maritime education (engineering): 'The students were the biggest surprise - everything from

their drive to improve their English to their willingness to tackle projects - there are so many plus factors.'

And Professor Aage Os, General Maritime Administration, says: 'Some have high responsibilities in their own countries and others have just graduated. But they are all very positive and their attitudes are inspiring.'

One reason is the age of the students. The majority of them already have academic or professional qualifications. Most of them have had several years' experience at work and have risen to a position of some authority. Most of them are in their thirties or forties. They are, in short, mature men and women, fully aware of the importance of what they are doing at the University and determined to make their time there a success.

Another factor is the students' knowledge that their time at the University is important not only to their own career but to their country as well: they have a responsibility which most students do not bear.

Angel Saucedo Escobar of Mexico was himself a professor at the Tampico Maritime Academy before going to Malmö to study maritime education (engineering). He says: 'The most important thing for me was discovering more about IMO, learning about innovations in technical matters and of course new teaching methods. I can use this in my own teaching. When I go back I will give lectures to the staff in our maritime academies and will assist in the modernization of our system of maritime education. I shall help to rewrite the syllabus. We need more sophisticated equipment. We have got to analyse our national legislation and make improvements there. I want to assist maritime education in the whole of Mexico, not just at Tampico.'

Significantly enough his thesis was on 'how to improve maritime education in Mexico using the existing structure and human resources and complying with the requirements of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978.'

The final thesis is an important part of the WMU course. Professor Zade says: 'Although we still have examinations here we won't really need them. We are so close to the students that we can probably forecast what they are going to put in their papers. But the thesis is very important. The students all have to write one. In my own class (maritime education, nautical) the shortest thesis was 60 pages and others ran to over 200.'

The thesis should be something that will help them in their future work and also their country.

'One of my students, for example, will take over the radar simulator at a maritime training academy in his own country. His thesis is naturally on that subject and to prepare it he has talked to visiting professors and other experts and looked at simulators in various countries. He gathered a wealth of material which will be invaluable.'

The future

If the students have learned a lot, then so have the staff and those responsible for running the University. Some of the original ideas have been changed in the light of experience. One of the most important changes is to drop the short courses and one-year courses from the curriculum.

Mr. Srivastava, who is Chancellor of the University as well as being Secretary-General of IMO, explains: 'From 1986 the University will concentrate on two-year courses. Experience has shown that one-year courses are not really long enough and it is expensive to send students to Malmö for short courses of a few weeks.'

'This does not mean that short courses are not important - they are. But they can be held in regional centres around the world more easily and more cheaply than they can in Malmö. We are in the process of developing up to forty different syllabi, mostly based on subjects required by the STCW Convention, which can be used by academies around the world. Their content will be determined centrally but implemented locally.'

The University could evolve as the apex in a world-wide system of maritime training, providing a service for other institutions and co-operating with them. The emphasis is on co-operation, for at first some nautical academies saw the WMU as a rival, an impression which was unwittingly reinforced by short courses which appeared to be very similar to those being run by other academies.

Professor Zade says: 'Some people thought we were just another navigation school. I thought we should stop running these courses. Mr. Srivastava agreed but took the idea further. He said we should tell

other institutions that we want to help them develop short courses.'

The University has now set aside a small part of its budget to help this to be done. Eventually selected academies in other parts of the world could become branches of the World Maritime University: the first is likely to be at Dalian in China. The courses offered there, under WMU auspices, will be more technical than those offered in Malmö, taking advantage of facilities which are not available at the WMU and in fact are not needed.

For the graduates of the University will not be going home to be technicians but to more senior positions - supervising the technicians rather than doing the job themselves. Their contribution ultimately and in some cases immediately will be on a senior level.

Mr. Bernard Zagorin, senior adviser to the Secretary-General on the University, says: 'The most important thing will be the input the students make at international meetings, such as those run by IMO. They already have a much better understanding of the international process than most people. They will be in a position to give better advice to ministers. They can emphasise the importance of international action and we can expect the ratification of conventions to be quicker. There will be more technical input from developing countries at international meetings. They have a much greater idea of how things work and that can only expedite the process of implementation.'

Conclusion

Despite financial uncertainties, the University has made a start which has exceeded the expectations of many of those involved. Everybody is conscious of the fact that in a sense they have all been learning, even the professors.

Professor Tom Balmer (maritime safety, engineering), says: 'When we came here we had to play it by ear. We've learned a lot since then and I think my second course was better than the first. But it still doesn't meet my requirements, it's still not perfect. On the other hand, I would be happy to do the job for nothing if I could - it's delightful! And I've never worked so hard in my life!'

George Pimentel of the Philippines, a marine education (engineering) student who is also president of the student council, says: 'During the first days here we had some problems. But in the two years since it began it has grown up rapidly, much faster than I expected. I think the groups who follow us will have better opportunities than we did.'

That is almost certain to be the case. The University is evolving and will continue to do so in the light of experience. It could be a very different place in a few years' time. But it has proved its worth as a means of improving the maritime expertise of the developing world. Professor Os - who was a senior official in the Norwegian maritime administration and Chairman of IMO's Technical Co-operation Committee before joining the University - says: 'I think that the experience the students have gained here will help their countries to put through their own maritime programmes. I don't think there is a better way of providing this training. It is a very worthwhile idea and it could perhaps be copied in other fields.'

'People who think that a project like this is equivalent to giving away secrets to their competitors are thinking only in the short term. If you think in the longer term it must make a positive contribution. It will help diminish the gap between the developed and the developing world and create new trade possibilities. And that is the strongest peace movement there is.'

The inaugural class themselves are conscious of their status as pioneers and they are determined to try to retain contact with each other, even though they will soon be thousands of miles apart. The University is considering starting a news bulletin. There are plans for an alumni association which, over the years, will grow as more students graduate from Malmö and become a world-wide network of people who have shared a common experience and been imbued with the same ideals.

For the inaugural class there will be some sadness at leaving Malmö and the friends they have made there. But most are anxious to return to their homes and put into practice what they acquired during the last two years.

Says Abdelkrim Rezal of Algeria, studying maritime education (engineering): 'I feel that through being here my knowledge has been multiplied by five times. My English has improved and I think we all feel more confident in ourselves. But although in some ways the two years went too fast I think it was long enough. Now it is time to start our lives, our careers and to help develop our countries.'



IMO

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The World Maritime University - courses and academic staff

The World Maritime University offers four basic two-year courses. They are General Maritime Administration; Technical Management of Shipping Companies; Maritime Safety Administration; and Maritime Education. The last two subjects are both further sub-divided into nautical and engineering.

The Rector of the University is Admiral Sheldon Kinney (United States) and Professor Gunther Zade (Federal Republic of Germany) is Vice-Rector.

The courses and teaching staff are listed below:

Course	Professor
Maritime education (nautical) MED(N)	G. Zade (Federal Republic of Germany)
Maritime education (engineering) MED(E)	C. Mathieu (United States)
Maritime safety administration (nautical) MSA(N)	P. Vanchiswar (India)
Maritime safety administration (engineering) MSA(E)	T. Balmer (United Kingdom)
Technical management of shipping companies TMS	P. Houssin (France) K. Nomoto (Japan)
General maritime administration GMA	G. Stubberud* (Norway) A. Os (Norway) A. Monsef (Egypt)

* Returning to home country shortly.

In addition to the professors, the University also has three lecturers: Carlos Moreno, Trud Sorensen (Denmark) and Hans van Walen (The Netherlands).

All teaching is done in English and special language classes are held for students whose mother tongue is not English.

The inaugural class of the World Maritime University

<u>Country</u>	<u>Name</u>	<u>Course</u>
Algeria	Bernard DJEBAILI	2-MED(E)
	Lounes LAHYANI	2-MED(N)
	Abdelkrim REZAL	2-MED(E)
Bahrain	Yusuf Zainal A.M. ZAINAL	2-GMA
Bangladesh	A.S.M. FATEHLOHANI	2-MED(N)
	A. ZIAUDDIN	2-MED(E)
Benin	Wenceslas AFOUDA	2-GMA
Cameroon	Barnabas AKWO	2-GMA
	Hans Ntungwa EWANG	2-GMA
	Nzambu NSAHLAI	2-GMA
China	Chen YISHUN	2-MED(N)
Colombia	Jose D. BELTRAN MARTIN	2-MSA(N)
	Julio C. ESPITIA AVILEZ	2-GMA
	Antonella GAVIRIA DE LAVALLE	2-GMA
Cyprus	Andreas C. LOIZIDES	2-MED(E)
	Andreas A. CONSTANTINOU	2-MSA(N)
	Charalambos GEORGIADIS	2-TMS
	Yiannakis KARITZIS	2-MED(N)
Ecuador	Luis GONZALEZ FRAGA	2-TMS
	Oswaldo JARRIN	2-TMS
Egypt	Adel Hassan Adel EL AZIZ	2-MED(E)
	Salah Ahmed M. SALEH	2-MED(E)
Ethiopia	Abraha AMBACHEW	2-TMS
Gabon	Joseph M. Etoughe OBAME	2-GMA
	Kaka GNAMBAULT	2-GMA

Ghana	Ambrose K.N. BEECHAM	2-GMA
	Nestor Percy GALLEY	2-GMA
Greece	Konstantino ANDRITSOPOULUS	2-MSA(E)
Guinea	Ibrahima Dianka CONDE	2-GMA
	Nounke KEITA	2-TMS
India	Sudhir KUMAR	2-MSA(N)
Iran	Majid KEYNEJAD	2-MSA(N)
	Hossein MOHIT	2-MSA(N)
Ivory Coast	Okon Joel AHIMON	2-MED(E)
	Yoboue KOUASSI	2-MED(N)
Kenya	Mohammed Kassim MWATUWANO	2-GMA
Kuwait	Mohamed K. AL-MAZEEDI	2-GMA
Mexico	Santiago G. GARCIA GONZALEZ	2-MSA(N)
	Angel SAUCEDO ESCOBAR	2-MED(N)
	Armando FIERRO CARBAJAL	2-MED(N)
Morocco	Abderrafia BENNIS	2-MED(E)
	Habib-Allah EL-HASSAN	2-MED(E)
Mozambique	Antanasio FRANCISCO	2-MSA(E)
	Joao Jaime SITOI	2-MSA(E)
Nigeria	Herbert O. ANARAH	2-MED(N)
	Philip Chukwumma NWOKO	2-MSA(N)
	Moses Ayi OTOBO	2-MSA(E)
Panama	Eduardo ARAUZ MORANTES	2-MED(N)
	Nazareno A. MONTALVAN	2-MSA(E)
Peru	Gonzalo JAUREGUI BARRENECHEA	2-MSA(N)

Philippines	George M. PIMENTEL	2-MED(N)
	Julio L. RODRIGUES	2-MED(E)
Portugal	Serafim Silveira PINHEIRO	2-GMA
Republic of Korea	Chul KIM	2-TMS
	Soon Myung SUL	2-MSA(E)
Senegal	Malamine THIAM	2-MSA(N)
Sierra Leone	Francis BOCKARI	2-GMA
	Patrick KOMOKAI	2-MSA(N)
Somalia	Ahmed Hagi GAAL	2-TMS
Tanzania, United Republic of	Che-Chiwaló NDALAMA	2-GMA
Thailand	Pakit SANGKAPRIJA	2-MSA(N)
Trinidad and Tobago	Curtis Anthony ROACH	2-MSA(N)
Tunisia	Samir MILADI	2-MSA(N)
Vanuatu	Leith NASAK	2-GMA
Venezuela	Edgard N. JIMENEZ EGUI	2-GMA
	Marcos LUCCHESI-CELIS	2-GMA
	Pastor M. NARANJO LA GRAVE	2-TMS
	Carlos Roberto WATKINS	2-MSA(N)
	Omar Antonio VARELA	2-TMS
Zaire	LUTUMBA-KOMBA	2-GMA
	Samba K. VUSHI	2-TMS

The World Maritime University

Where do the students come from?

The World Maritime University must surely be the most international educational institution in the world. The 212 students come from no fewer than 74 different countries.

The countries are (in alphabetical order): Algeria, Angola, Argentina, Bahrain, Bangladesh, Barbados, Benin, Bolivia, Cameroon, Chile, China, Colombia, Comoros, Costa Rica, Cuba, Cyprus, Ecuador, Egypt, Equatorial Guinea, Ethiopia, Fiji, Gabon, Gambia, Ghana, Greece, Guatemala, Guinea, Haiti, Honduras, India, Indonesia, Iran, Ivory Coast, Jamaica, Jordan, Kenya, Kuwait, Liberia, Madagascar, Malawi, Malaysia, Maldives, Mauritania, Mauritius, Mexico, Morocco, Mozambique, Nicaragua, Nigeria, Pakistan, Panama, Papua New Guinea, Peru, Philippines, Portugal, Qatar, Republic of Korea, Samoa, Saudi Arabia, Senegal, Sierra Leone, Somalia, Sri Lanka, Sudan, United Republic of Tanzania, Thailand, Togo, Trinidad and Tobago, Tunisia, Vanuatu, Venezuela, Yemen Arab Republic, Zaire and Zambia.

The geographical origin of each year is as follows:

	Number of students		
	<u>Inaugural (1983) class</u>	<u>1984 class</u>	<u>1985 class</u>
Africa	25	23	29
Arab States	11	6	19
Asia and Pacific	12	19	16
Latin America and Caribbean	18	15	17
Europe	6	2	2
Total	72	65	83

What are they studying?

GMA	22	28	32
MED(N)	11	3	4
MED(E)	9	1	3
MSA(N)	14	4	11
MSA(E)	6	13	6
TMS	10	12	15

One year courses (either for technical officers engaged in maritime safety administration or technical staff in shipping companies).

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