

World Maritime University

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C. P. Srivastava

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**“SIR WILLIAM HARRIS” LECTURE**

*by*

*C.P. Srivastava  
Secretary-General  
International Maritime Organization*

*and*

*Chancellor  
World Maritime University*

**Permanent International Association of Navigation Congresses  
London, 17 October 1988**

**Mr. Chairman, Honoured Guests, Ladies and Gentlemen,**

It is a great honour for me to be invited to be with you at this gathering of the Permanent International Association of Navigation Congresses. I would like first to pay my respectful tribute to Sir William Harris, who has played a very distinguished and outstanding role in promoting the extremely important objectives of the Permanent International Association of Navigation Congresses. As you are aware, he was the Chief British Delegate from 1969 to 1985 and was also a Vice-President of PIANC from 1976 to 1979. He was also the PIANC Observer to the London Dumping Convention for several years. Sir William is maintaining his keen interest in the work of PIANC of which he continues to be an Honorary Vice-President. Besides, Sir William has participated in maritime activities in a variety of other ways, such as membership of the Dover Harbour Board. It is, therefore, most appropriate that PIANC has decided to institute annual lectures named the "Sir William Harris" Lectures.

It is a special privilege for me to have been selected for the distinct honour of presenting the first in the series of "Sir William Harris" lectures which is being inaugurated tonight. And it is with the greatest pleasure that the topic of this evening's lecture is the World Maritime University, a subject which is very close to my heart.

First I should like to explain how the establishment of the World Maritime University came about. As many of you are aware, the International Maritime Organization is concerned with fostering enhanced maritime safety and the prevention of pollution of the seas by ships, the twin objectives of IMO often summarized as "Safer Shipping and Cleaner Oceans". The global character of international shipping in an increasingly inter-dependent world characterized by rapid technological change has impelled the international community, through the work of the IMO, to consider and develop universally accepted global standards for maritime safety and protection of the marine environment. To meet this imperative need, the International Maritime Organization has adopted 30 conventions and Treaty Instruments to promote maritime safety and to prevent pollution of the marine environment. Of these, as many as 23 instruments are already in force having been duly ratified by the requisite number of Member States. Besides ratification by Member States it is also essential for the global standards incorporated in these instruments to be implemented effectively. Our very considerable experience with technical co-operation programmes in many developing countries led to the clear conclusion that in many countries there was a serious deficiency of highly trained specialized maritime personnel for administration, training and management. It was evident that the world needed a new kind of institution, an international centre for advanced study, for specialist maritime personnel, particularly in developing countries – for maritime teachers, surveyors, examiners, accident investigators, technical managers, and maritime and port administrators.

The international community took official action in November 1981 when the Assembly of the International Maritime Organization decided to establish the World Maritime University for the training of senior specialist maritime personnel and authorized me as the Secretary-General of the International Maritime Organization to proceed with all necessary action for its establishment in Malmö, Sweden in the facilities offered by the City of Malmö and with generous financial support by the Government of Sweden. I was also authorized by the Assembly of IMO to take all necessary and appropriate steps to secure additional requisite financial support for the University, including consultations with the United Nations Development Programme.

I am pleased to recall that developments proceeded rapidly after the initial action taken by the IMO Assembly in November 1981. The City of Malmö generously agreed to provide the building for the University free of charge and to meet the maintenance costs in respect of these premises. Considerable expenditure was incurred by the City of Malmö to refurbish the building. The Government of Sweden agreed to meet one-third of the annual running costs of the University. The idea to establish WMU was warmly supported by many Governments at the meeting of the Governing Council of the United Nations Development Programme in the following year. Early in 1983 financial support was pledged by the United Nations Development Programme and other donors and strenuous efforts were made by a preparatory group to formulate the curriculum of the University and to develop the organization for its functioning. Action was taken to invite and screen candidates for admission to the first class. Thus within a fairly short period of time the World Maritime University came into being in Malmö, Sweden on 4 July 1983.

Now I wish to describe the legal and institutional setting for the World Maritime University and how it is governed. In the Spring of 1983 I had the honour to present to the Council of IMO two basic agreements for setting up the University, one was an agreement between the Government of Sweden and the IMO establishing the University as an international institution, within the administrative framework of IMO, to operate in Sweden with the privileges and immunities normally accorded to bodies and activities of specialized agencies of the United Nations. The other agreement was between the City of Malmö and IMO relating to the very generous provision by the City of a campus for the University to be made available at no cost, including maintenance borne by the City and residential quarters at a moderate rental for use by students and Visiting Professors.

Also in the Spring of 1983 the Charter of the World Maritime University was promulgated at the IMO Council. Amendments to the Charter of the University may be made by the Council with the approval of the IMO Assembly, and at the request of the Board of Governors of the University, or in consultation with it, the Secretary-General may propose amendments of the Charter. The principle policy-making body of the University is its Board of Governors which normally meets once a year in Malmö. The Board now consists of 60 members appointed on a broad geographical basis and

drawn from educational and research institutions, various sectors of the shipping industry and departments of governments, who serve in a personal capacity except for heads of several UN agencies serving as ex-officio members. Between annual meetings of the Board, governance of the University is handled by the Executive Council, consisting of 8 Governors and the Chancellor, and they normally meet three times a year in between meetings of the Board of Governors. Major policy questions including approval of the University's budget are decided by the Board of Governors. The Governors report annually through the Secretary-General to the IMO Council on the work of the University, and the Charter also provides that the budget as approved by the Board shall be transmitted to the IMO Council.

Now I turn to the operations of the University: its functions and its main characteristics. In a number of respects the World Maritime University is unique. It is an outstanding example of genuine international co-operation, as I shall describe in a number of ways. Some of these are innovations, introduced perhaps with some boldness or hopeful confidence, but which have proven to be very successful.

I shall start with what may be considered to be the most important strength of the World Maritime University, its student body. In its first five years of operation no less than 97 countries have sent students to the World Maritime University. Almost all have come from developing countries, but in recent years there have also been some students from developed countries as well. They come from all regions of the world and I would suggest that it is the only place of learning and education where students from so large a number of countries have ever lived and studied together at any one time.

Indeed it was a bold undertaking to assemble students from so many countries with diverse backgrounds, cultures, prior education and work experience, and this diversity has involved problems for the faculty, but the challenge has been met with great success. Because of this diversity and sometimes unevenness among students, special attention has had to be paid both to groups of students as well as to individuals and the Faculty's dedication to ensure a beneficial learning experience and satisfactory result has been remarkably successful. The diversity and universality of the student body has produced its own richness in creating an amalgam of a new kind of international personality and institutional loyalty stemming from shared experiences and friendships among professionals who will occupy important places in the future of world shipping. This will add an entirely new dimension to international co-operation in the maritime sector.

One further word about the students at the World Maritime University. When establishing the University one could not be sure of how sponsoring countries would approach the problem, not only in terms of the number of those who would be interested in sending students, but also in the selection that they would make in nominating the candidates for study at WMU. I am very happy to say that experience has shown that sponsoring

governments and organizations take great care in sending a high quality of students and there has been evidence of greater selectivity each year as the new students have joined the University. This is really not surprising because it is the sponsors who wish to make the best use of these specialized personnel when they return to their home countries after graduation.

Thus far about 300 students have completed their studies at the World Maritime University and another 102 will graduate in December of this year. It is a source of great satisfaction, as we have found in a careful follow-up review which we are keeping up-to-date, that in a large majority of cases graduates have either been promoted or returned to their previous positions with increased responsibilities. Moreover, we find that increasingly, graduates of WMU are attending the IMO Assembly and Council, meetings of the Organization's Committees and Sub-Committees, as well as other international meetings as representatives of their countries. Shortly after the first class graduated in 1985, four graduates of WMU attended as members of their countries' delegations to the IMO Assembly in November 1985. In the following Assembly in 1987 the number of graduates attending as delegates increased to 12. Whether this geometric progression can be maintained I do not know, but I expect that at the IMO Assembly next year a considerable increase in the number of WMU alumni attending as part of their country delegations will be seen. In this way alone a rich reward is being reaped through the existence of WMU.

The faculty of the University is also universal in nature, coming from East and West, North and South. In addition to the Rector and Vice Rector, the resident faculty consists of seven nationalities and an additional seven lecturers come from diverse countries as well as three permanent members of the English language staff.

An unusual feature of WMU is its scheme of Visiting Professors. This innovation has proven to be very successful indeed. I wrote many letters to very prominent people in different lines of activity concerned with maritime affairs to invite them to become Visiting Professors at WMU and I am pleased to say that this roster consists of over 150 persons. More than 80 of these persons renowned in their specialized fields of interest have given lectures at the University, many on a regular basis more than once a year, and they add a significant extra dimension to the curriculum presented by the resident faculty. Noteworthy about the Visiting Professors is their willingness to offer their services to the University at no cost, since no fees are provided and the only expenses borne by the University are for their travel to and from Malmö and for a small per diem. Normally the Visiting Professors stay at the University hostel where the students reside and thus they have close contact with students not only in the classroom and at campus but also in the residence halls. Here again one cannot think only of the benefits to the students which derive from their period of enrolment at WMU. In many cases strong friendships and professional contacts are forged between students and Visiting Professors, which will prove to be of very considerable importance to the students in their later careers after graduation.

Another unusual part of the World Maritime University is its programme of field training which offers valuable practical exposure outside the classroom and in diverse working conditions. As in the case of Visiting Professors, here again the co-operation of many governments, companies and individuals has made available to the University a very valuable resource in the form of practical field training. There is no question that effort, time and expense are involved for host countries and organizations in providing the opportunities for such field training and this is another manifestation of the wonderful international co-operative effort that has been developed through the activities of the World Maritime University. In this respect also the students not only get a valuable learning experience and exposure to current working activities in the maritime field, but they also develop contacts and friendships which can and are drawn on from time-to-time after graduation.

In recognizing the universality of its purpose and the character of its student body, WMU has established a very strong programme for intensive training in the English language. While the language of instruction and most of the learning materials are in English, many students come from countries where English is not their mother tongue. Accordingly an Intensive English Language Programme is offered for students prior to the conduct of the maritime classes, either for an 18-week period or for a 10-week period during which English is the sole focus of attention. There are three full-time English faculty members, and they are supplemented by additional short-term teachers during the 10 and 18-week programmes. During the remainder of the year the resident English faculty continues to assist the students in need and conducts activities such as composition workshops.

I should like also to touch briefly on two other aspects which reflect broad international support for the World Maritime University. The University has been the beneficiary of more than US\$800,000 worth of equipment made available by donors for teaching purposes. These have come very largely from companies all over the world and provide access for students to up-to-date modern equipment. Also the Library of the University has benefitted from grants from a number of sources which it has used effectively in addition to the University's budgetary provision to build a good Library at WMU.

One aspect of the operation of the World Maritime University, which is a matter of continuing interest and some concern, is the question of financing its operations. Here again we find a remarkable example of international co-operation in which a great many partners have taken part. The budget of the University, which now runs at about \$7 million per year, is financed essentially from two sources. Approximately 55% of total income of the University is provided by annual financial contributions by the Government of Sweden (which finances one-third of the University's operating budget), the United Nations Development Programme, Norway, Finland and France, and in recent years the Government of Portugal has also contributed to the budget of the University.

The remaining 45% of the University's revenue derives from fellowship income which is required for each student to be able to attend the University. These funds are mobilized in various ways. The largest single source of fellowship financing for WMU is provided under Country Programmes of the United Nations Development Programme and also important are fellowship payments made by governments, companies and national organizations of sponsoring countries. Together they finance fellowships for about one-third of the students. The remaining fellowships are financed by various donors, of which the principle government contributors have been the Federal Republic of Germany, Norway, Canada, Denmark, Japan, France, Canadian CIDA, Swedish SIDA, Italy and Greece. In addition, the Commonwealth Secretariat has provided fellowships each year from the very outset and there have been a number of fellowships provided by various private foundations. This wide range of fellowship support is another indication of the broad sweep of partnership in this undertaking. It should also be mentioned in this connection that the developing countries themselves, even if provided with fellowship financing by different donor sources, continue to bear a significant element of cost because the students are maintained as part of the cadre of governments and companies and financial support has to be continued for the students while enrolled at WMU particularly for those who have to leave their families behind in their home country.

Finally regarding financing, several years ago I addressed an appeal to a great many organizations and individuals inviting them to contribute to a Capital Fund of the World Maritime University. While the contributions and accrued interest thus far together amount to only about \$330,000, the great number of contributors has given much encouragement by their participation even though in many cases their contributions may not have been large.

It has now been a little over five years that the WMU has been in operation. What has this experience shown? Two years ago the Board of Governors decided to have an External Academic Review of the University after about five years of its operation and this was completed recently, and its report was submitted to the Board of Governors for its last session in June 1988. The External Academic Review was conducted by a group of very eminent persons in different maritime fields and they spoke very favourably of the work of the University while at the same time proposing a large number of recommendations for further improvement. The Report of the Academic Review noted that not only does the University's training and education contribute to upgrading the skills and competence of its students but it has provided an important impetus to international co-operation in the maritime field. The Academic Review has given much gratification in passing favourable judgement on the work of the University in its first five years, but perhaps more important are the helpful and constructive suggestions for improvement which it has proposed and which have been endorsed by the Board of Governors.



It has been extremely timely and of great importance in the life of the World Maritime University to have this thorough and objective evaluation conducted by the External Academic Review both for the many parties who have had confidence in and assisted generously in its establishment and early operations and for the future work of the University. It should add to the widely held recognition of the World Maritime University for its unique contribution to the international community and for the excellence of its advanced education and practical training for maritime specialists. It will, I believe, confirm the renown and global acceptance of the University which can already be seen by the fact that during its first five years some 500 students\* have been enrolled from 97 countries and another full capacity class may be expected next year.

The success of the World Maritime University since its establishment can only bring a sense of satisfaction to those who have supported its establishment and to the many who have contributed to its activities in so many ways. It has been a remarkable example of combined effort and truly international co-operation. It is now not only a question of hope and confidence, as I felt years ago before it was established, for I am now certain that the World Maritime University will make an important contribution to the development and implementation of global standards for the promotion of maritime safety and prevention of marine pollution. By its very existence, the excellence of its training programme and the bringing together of highly qualified specialists from many countries, the World Maritime University is creating a body of internationally aware and concerned maritime specialists who will play a key role in international maritime affairs in future years, promoting peaceful co-operation among the nations of the world.

In conclusion, Mr. Chairman, I would like to reiterate my profound gratitude to you, Sir, and to the British National Committee of the Permanent International Association of Navigation Congresses for the great honour you have bestowed upon me by asking me to deliver this inaugural "Sir William Harris" lecture. My grateful thanks to all of you, Ladies and Gentlemen.

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\* For details please see Annexes I, II and III.

## *Annex I*

### **STUDENT POPULATION**

#### **Countries represented at the World Maritime University 1983-1988**

Algeria	Liberia
Angola	Libyan Arab Jamahiriya
Argentina	Madagascar
Bahrain	Malawi
Bangladesh	Malaysia
Barbados	Maldives
Benin	Malta
Bolivia	Mauritania
Brazil	Mauritius
Burma	Mexico
Burundi	Morocco
Cameroon	Mozambique
Canada	Namibia
Chile	Nicaragua
China	Niger
Colombia	Nigeria
Comoros	Oman
Congo	Pakistan
Costa Rica	Panama
Côte d'Ivoire	Papua New Guinea
Cuba	Peru
Cyprus	Philippines
Democratic People's Republic of Korea	Portugal
Democratic Yemen	Qatar
Ecuador	Republic of Korea
Egypt	Samoa
Equatorial Guinea	Sao Tomé and Principe
Ethiopia	Saudi Arabia
Fiji	Senegal
Gabon	Seychelles
Gambia	Sierra Leone
Ghana	Somalia
Greece	Spain
Guatemala	Sri Lanka
Guinea	Sudan
Guinea-Bissau	Sweden
Guyana	Tanzania
Haiti	Thailand
Honduras	Togo
India	Trinidad and Tobago
Indonesia	Tunisia
Iran	Turkey
Jamaica	Uruguay
Jordan	Vanuatu
Kenya	Venezuela
Kiribati	Yemen Arab Republic
Kuwait	Yugoslavia
Lebanon	Zaire
Kuwait	Zambia

TOTAL NUMBER OF COUNTRIES: 97

## *Annex II*

### **WORLD MARITIME UNIVERSITY**

#### **Distribution of students between courses 1983-1988**

Course	Number of students enrolled in						TOTAL
	1983	1984	1985	1986	1987	1988	
General Maritime Administration (of which, Ports & Shipping)	22	27	31	39	40	47	206
	-	-	-	(14)	(16)	(25)	(55)
Maritime Education & Training (Nautical)	9	4	4	11	11	11	50
Maritime Education & Training (Engineering)	10	1	3	3	6	7	30
Maritime Safety Administration (Nautical)	15	6	12	12	16	15	76
Maritime Safety Administration (Engineering)	6	12	7	8	14	9	56
Technical Management of Shipping Companies	10	12	14	12	15	13	76
*Technical Officers engaged in Maritime Safety Administration	-	-	7	-	-	-	7
*Technical Staff of Shipping Companies	-	3	3	-	-	-	6
<b>TOTALS</b>	<u>72</u>	<u>65</u>	<u>81</u>	<u>85</u>	<u>102</u>	<u>102</u>	<u>507</u>

\* One-year courses no longer given at WMU.