

World Maritime University

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WMU in the News

7-1-1989

The World Maritime University

International Maritime Organization

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July 1989

THE WORLD MARITIME UNIVERSITY

The World Maritime University, based in Malmö, Sweden, was officially opened on 4 July 1983 and is one of the most exciting and ambitious projects ever undertaken by the International Maritime Organization.

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 not available in the 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 had already been made towards improving training

standards before the University was opened. But these efforts 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 133 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 equip-

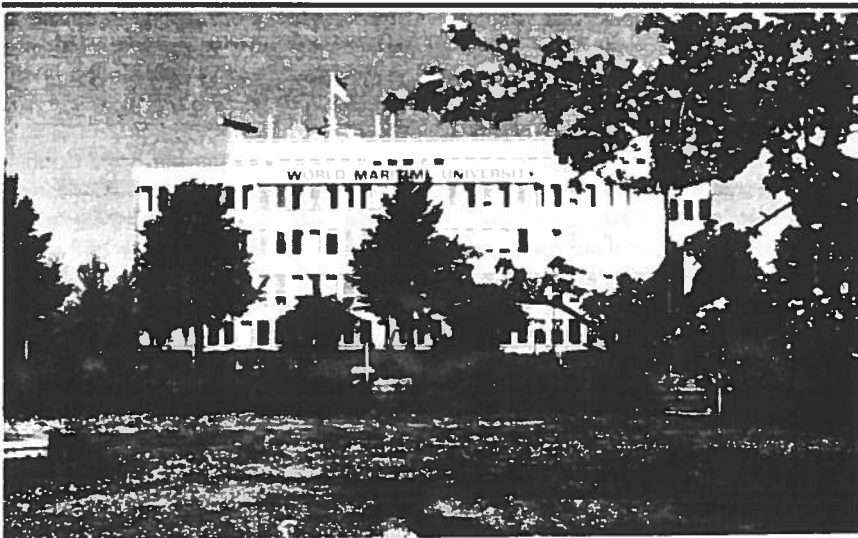
ment is more complex. The cargoes they carry are more diverse. Ports and loading terminals are more sophisticated. At the same time, more and more nations are becoming involved in shipping. Many of them are developing nations which recognize that the creation of a strong and efficient merchant marine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

All of these developments provide many opportunities. The technical changes which have occurred in the shipping industry during the last three decades (and which are likely to be even greater in the future) offer the possibility of greater efficiency and economy and - perhaps the most important of all - greater safety.

But these opportunities also involve 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 them.



The World Maritime University



The Chancellor of the University is Mr C. P. Srivastava, seen here speaking at the graduation of the 1988 class of students. His vision, as Secretary-General of IMO, was largely responsible for the creation of the University and although he will be retiring from IMO at the end of 1989 he will be staying on as Chancellor until 1991.

It is a deficiency which could not only seriously handicap economic development in the country concerned but could have a disastrous impact upon maritime safety and marine pollution.

IMO has been aware of this problem for many years and has taken steps to help Member States to overcome it. Some years ago the Organization established a technical assistance programme designed to help countries wishing to improve their maritime expertise. 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 the main effort to date has concentrated on training at relatively junior levels and in many countries the basic problem still remains: the shortage of staff qualified to fill senior posts.

Despite the success of the IMO technical assistance programme in the field of training, it became clear that further measures were necessary if real progress was to be made. Some way had to be found to enable developing countries to train the required staff 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 denied them at home.

In November 1980 a seminar on the implementation of global training standards was held in Malmö, again 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 Minister of Transport of Sweden made an im-

portant 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 (UNDP) - 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 November 1981 the IMO Assembly expressed its sincere gratitude to the Secretary-General for his wise and timely initiative and requested him to take all further necessary action for the establishment of the World Maritime University. He was authorized to take all steps necessary to secure financial support, especially from the UNDP, and the Assembly appealed to the Administrator of the UNDP to give the highest priority to providing financial support to the University.

Following this decision, the Secretary-General initiated discussions with the Government of Sweden which agreed to provide a cash contribution to meet one-third of the total running cost of the University subject to a ceiling of US \$1 million per annum. He then negotiated an Agreement with Sweden concerning the legal status of the University.

At the same time the Municipal Authorities of the City of Malmö agreed to provide appropriate premises and equipment for the University and also made excellent hostel facilities available at a very modest monthly charge.

In August 1982 the Secretary-General and the Administrator of the UNDP held detailed discussions concerning the WMU project, as a result of which the UNDP agreed to provide \$800,000 per year.

During the next year financial support

Special seminars

In addition to the regular academic programme, the University also holds five special seminars a year for students at the WMU which are sponsored by international organizations at no cost to the university. They are:

* *Scientific background to the International Convention for the Prevention of Pollution from Ships 1973 as modified by the Protocol of 1978 relating thereto (MARPOL 73/78) and the London Dumping Convention: a four day seminar held in the first semester under the sponsorship of the United Nations Educational, Scientific and Cultural Organization (Unesco)/International Oceanographic Commission*

* *Introduction to the Principles of International Maritime Law: five days in the first semester, sponsored by the International Centre for Ocean Development (ICOD) of Canada.*

* *Law of the Sea: five days at the end of the first semester, sponsored by the International Ocean Institute, Malta*

* *Marine Affairs I: five days at the beginning of the second semester, sponsored by ICOD.*

* *Marine Affairs II: five days at the beginning of the fourth semester, sponsored by ICOD.*

was secured, physical facilities provided, 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 the Agreement concerning the establishment of the University was formally signed by the Secretary-General of IMO and the Swedish Ambassador in London. Following approval by the Swedish Government this Agreement became effective on 1 May 1983. Six weeks later the first of 72 students from 40 different countries 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 further-

ance 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?

Virtually everybody involved in shipping can expect to benefit from its establishment.

- **Shipowners** will gain 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 improved training in merchant marine academies around the world 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

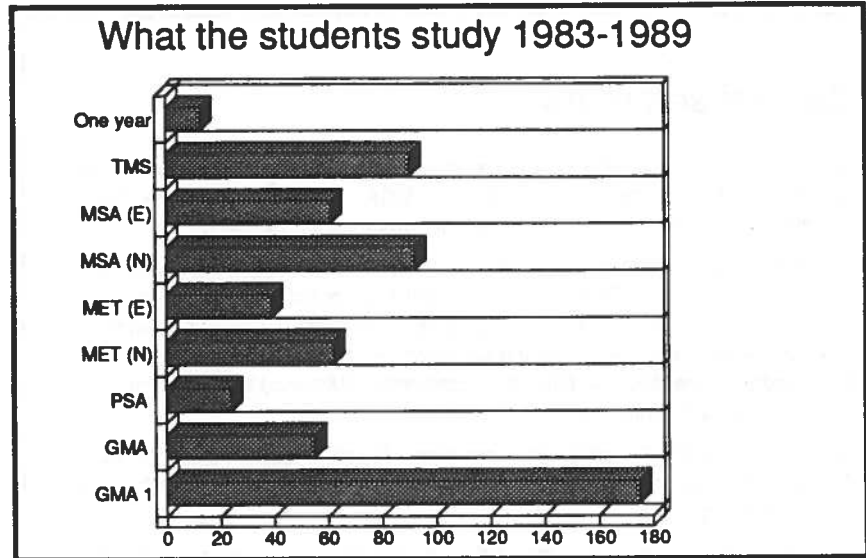
countries improve so it will become easier to establish and maintain effective co-operation between governments.

- **Business will gain:** delays in ports and administration will be reduced, enabling businessmen to deliver and receive goods more quickly and with less cost.
- **International co-operation will be strengthened** through the increasing participation of WMU graduates in meetings of international organizations.

The courses offered

It can be seen from this description that the University is intended for students who are rather different from those who attend traditional Universities. The average student at Malmö is someone who has already embarked on his or her chosen career and achieved considerable success in it. The students come from administrations and shipping companies, from teaching positions at maritime academies and from port authorities. All have high professional or academic qualifications before even going to Sweden and many have spent many years at sea, gaining a master's or chief engineer's certificate. The average age is around 35 to 40 years. In almost every case, the students have been selected by their Governments because of qualities which have already been proven. They have a potential which would be further enhanced by the sort of intensive training that the WMU was established to provide - and which exists nowhere else. The result is that the students who attend the WMU are generally of remarkably high calibre. The report of the Board of Governors to the IMO Council in 1985 stated: 'Perhaps the greatest strength of the University is the excellence of its student body. The general evaluation of by resident and visiting professors, as well as by the organizations and persons visited by WMU students in field trips and on-the-job training clearly shows a high quality student body approaching their work at the University with seriousness and diligence.' This view has been amply confirmed in the years since that statement was written.

The courses offered by the World Maritime University are designed primarily to enable the students to do their job better. Consequently they are all



essentially practical in nature and cover subjects that are most in demand. All of them last for two years (including four semesters) and graduates receive a Master of Science degree.

Since 1983 the courses have been modified in the light of experience gained. One of the most important changes has been the dropping of one year courses: it was discovered that one year was simply not long enough for students to be taught everything necessary. Another change has been to divide the course on General Maritime Administration into two. The first still deals with general maritime administration and the second with Ports and Shipping Administration. The courses now offered by the University are as follows:

1. General Maritime Administration

Trained administrators are essential for a safe and efficient merchant marine. The problem in many developing countries is that the administrators who are made responsible for maritime matters often have little experience of shipping and little opportunity to gain it. The GMA course concentrates on developing concepts and skills to enable graduates to function in the specialized field of maritime administration. Emphasis is placed on administrative matters and the relevant legal requirements. The course also gives a good understanding of the elements and operation of shipping and shipping companies.

Entrance requirements are an academic degree (at least a Bachelor's) or the equivalent.

The above diagram shows the classes attended by the 611 students who have studied at the University so far. The most popular class has been General Maritime Administration and this has now been divided into two. GMA now deals with general administration while PSA is concerned with Ports and Shipping Administration.

When the University started in 1983 it offered one year courses for technical officers in maritime safety administration and the technical staff of shipping companies. In the event one year proved to be too short a period for the work involved and consequently one year courses were later dropped.

Of the courses now offered the Maritime Education and Training courses have attracted 101 students and Maritime Safety Administration 153. In both cases the demand for the nautical courses has been rather higher than for engineering.

2. Ports and Shipping Administration

This course was created when the original GMA course was divided. It enables students to specialize in a subject which is of great importance to national economies. Ports and shipping are vital to the economies of most countries and, if properly managed, can significantly contribute to national economic success. Inefficiency can lead to increases in import and export prices, harm national development - and severely affect safety.

The course adopts the view that managers need to know about ports, just as port managers need to know about

shipping, but students are also given the opportunity to specialize in either subject.

Entrance requirements are an academic degree (at least a Bachelor's) or the equivalent.

3. Maritime Safety Administration (Nautical)

Safety is one of IMO's major concerns and it depends to a large extent upon the proper enforcement of relevant conventions, codes and recommendations. The subject is also becoming increasingly complex with the growing sophistication of shipping, cargoes and handling techniques. Although some of the work involved, such as survey and inspection, can be delegated to classification societies, Administrations still have many responsibilities that cannot be devolved and are the ultimate guarantor that convention requirements have been met.

The course deals with maritime safety administration generally but concentrates on nautical aspects, including those which relate to navigation and deck functions. It covers survey and inspection of ships, the conduct of maritime accident inquiries and investigations and the examination of seafarers.

Entrance qualifications are the highest seagoing certificate (unrestricted) in the nautical field.

4. Maritime Safety Administration (Engineering)

This course is similar to No 3 but deals specifically with the engineering side of shipping operations.

Entrance qualifications are for the highest seagoing certificate (unrestricted) in the engineering field.

5. Maritime Education and Training (Nautical)

The need for proper maritime education and training has become even more important in recent years, not only because of the complexity and internationalisation of modern shipping, but also because of the widespread adoption and implementation of IMO conventions and other standards. Today, the courses offered by maritime training academies and

similar institutions have to take into account these internationally adopted measures and cannot simply offer courses that are based on national requirements.

Many countries lack the personnel and infrastructure able to provide education and training of this type and the course offered by the University is designed to fill this need. It covers the examination of seafarers and the investigation of marine accidents

Entrance qualifications: highest seagoing certificate (unrestricted) in the nautical field or equivalent and sufficient academic background for studies as a lecturer.

6. Maritime Education and Training (Marine Engineering)

This course is similar to No 6 above but concentrates on the engineering side. Entrance qualifications are also similar but the comparable certificate should refer to engineering.

7. Technical Management of Shipping Companies.

Efficient technical management of shipping companies has a considerable impact upon maritime safety and pollution prevention as well as general operational efficiency. The course concentrates on developing skills required of officials serving in a managerial capacity in shipping companies and special emphasis is placed

The branches of the WMU

Although the University is IMO's most important and most ambitious project it still forms one part of the Organization's global technical co-operation programme. This programme, which has been operating since the 1960s, provides assistance of various types but the emphasis is on training and the development of human resources.

In order to complement the course offered by the University, a programme of specialized short courses for seaboard and shore-based personnel has been designed under a joint IMO/Norway Technical Co-operation Programme. The short courses are intended to meet the maritime training needs of developing countries and cover a wide variety of shipping activities, especially in the light of the requirements contained in the International Convention on Standards of Training, Certification and Watchkeeping (STCW) 1978.

The implementation of these courses depends upon close collaboration between training academies and IMO and in order to assist this process, a number of training academies around the world have been designated as branches of the World Maritime University. They specialize in the implementation of short courses and other activities at national and sometimes regional levels. The courses are selected in accordance with each institution's training priorities.

Designation as a branch of the WMU is dependent upon strict criteria being met and imposes a number of obligations on the institution concerned.

The institutions which have been accorded the status of branch of the World Maritime University are:

Institut Supérieur Maritime, Algeria

Escuela Nacional de Nautica 'Manuel Belgrano', Argentina

Centro de Instrucao Almirante Graca Aranha, Brazil

Dalian Maritime University, China

Academie des Sciences at Techniques de la Mer, Cote d'Ivoire

Alexandria Maritime Transport Academy, Egypt

Regional Maritime Academy, Ghana

Maritime Training Institute, Shipping Corporation of India, India

Escuela Nautica Mercante de Tampico, Mexico

Institut Supérieur d'Etudes Maritimes, Morocco

Arab Maritime Transport Academy, United Arab Emirates

on the management of personnel, the safe operation of ships and technical matters affecting the economic viability of ships.

Entrance qualifications: highest sea-going certificate (unrestricted) or equivalent applying to the marine engineering field.

8. The Intensive English Language Programme

All teaching at the University is carried out in English and students must be proficient in that language before beginning their studies. For students who need instruction in English two courses have been arranged. One begins in November and runs for 18 weeks until shortly before the University's first semester in mid-March. A second ten-week course, for students whose command of English is much better, is held from January to March.

Organization of Courses

The teaching methods used at the World Maritime University have been carefully designed to meet its special requirements and take full advantage of modern technologies and teaching methods. Courses include:

- Lectures
- Tutorials
- Demonstrations
- Case studies
- Projects
- Operational experience
- Field (on-the-job) training/experience. While students will spend most of their time at the University, arrangements are made for them to extend their experience by field trips to other cities and institutions within Sweden and many other countries in Europe and elsewhere. These visits are among the most important features of the whole project and were one reason why Malmö was selected as the site for the University.

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 field training.

It cannot be emphasized too strongly that the World Maritime University is essentially a practical institution designed for students who have already proved their abilities and have been selected for further promotion. While courses include a considerable amount of traditional classroom work, the practical content is much greater and more varied than in normal post-graduate studies.

Board of Governors

The University is supervised by a Board of Governors whose members have been chosen for their pre-eminence in shipping and related areas and to give a wide representation to both developed and developing maritime nations.

Professional faculty

The academic and administrative work of the University is directed by the Rector, a highly qualified professional with long experience in the maritime sector. He is

assisted by the Vice Rector, seven full-time academic professors each specializing in a different field, and a number of lecturers. The University also has three programme officers who are involved in organizing field trips and the practical aspects of the on-the-job training programmes.

In addition to the full-time academic staff, the University also benefits from short-term visiting professors and lecturers to cover certain specialized subjects. The University arranges for the services of these specialists who, not available on a long-term basis, can as top persons in their field provide a valuable teaching resource. The combination of full-time staff and visiting professors and lecturers thus allows the University to provide a comprehensive coverage of each subject as well as to give the students access to the leading experts in their respective professions. It has been a particularly encouraging feature that so many renowned persons in maritime transport have served the University free of charge. Normally the Visiting Professors reside at the students' hostel in Malmö where some apartments are reserved for their use. This has

The Academic Review

In 1988 an Academic Review of the University was carried out to ascertain whether or not it was meeting its mandate and to identify any changes which needed to be made.

The Review team was headed by Professor Pierre Bauchet of France and included Rear-Admiral Michael Benkert (United States); Dr J.A. Cowley (United Kingdom); Dr Edgar Gold (Canada); Mr George P. Livanos, (Greece) and Captain D. M. Waters, (Australia). The rapporteur was Mr B. Zagorin (IMO).

The introduction to the review states:

"The Academic Review has clearly concluded that the academic programme offered at the World Maritime University meets the aims as set forth in its Charter. The University, in its brief lifetime of five years, has shown itself not only to be an effective medium for imparting more advanced skills and greater knowledge to maritime specialists but an important contributor to international co-operation in the maritime field.

"In its first four classes, the University has trained 296 students who generally hold important posts in the maritime world. Continuous progress has been made in improving the training of each class. The WMU has overcome the difficulties that any new institution has to face, although the fact that its students come from 97 different countries has made its task more difficult. Its success has been due to the impetus and inspiration provided by its distinguished Chancellor, the high quality and dedication of the Rector, Vice-Rector, faculty and administrative staff. Especially important have been the enthusiasm and motivation of the students.

"At the same time the Academic Review has identified the need for improvements in general and in particular courses which warrant attention at an early date. The appraisal and recommendations presented in this report in no way diminish the remarkable achievement of WMU in the first five years of its existence."

proved very rewarding both to students and to the Professors.

The roster of persons from which Visiting Professors are invited to give lectures at the University now totals well over 150 from countries all over the world. They provide a unique and indeed an indispensable resource for the University, since it would be impossible for the permanent staff of the University to cover all aspects of the syllabus.

The visiting professors come from a very diverse group of countries and institutions including governments, multilateral organizations, associations and companies. During 1988 more than 80 visiting professors and 10 senior IMO officials lectured at the University.

Living accommodation

Students at the University are provided with their own individual apartments in the Henrik Smith House. The building contains 160 flats, each containing cooking and bathroom facilities, together with an indoor garage, restaurant, sauna, recreation and television rooms and other amenities. The building is fully staffed and in practice offers many of the advantages of a hotel - at a rent which is only a fraction of the normal rate. The building has been completely redecorated and refurnished.

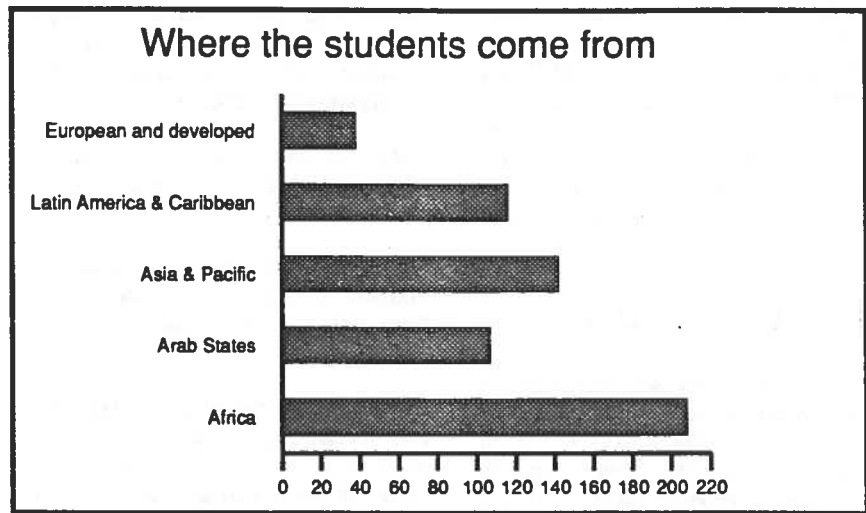
Social facilities

The Malmö authorities have also arranged for students at the University to be allowed to use a modern recreation centre, situated only a few hundred yards from the World Maritime University itself.

The building contains an indoor swimming pool, ice rink, bowling alley, squash and badminton and tennis courts, restaurant and other facilities.

Admission to the WMU

All candidates for places at the University are expected to be nominated by



Governmental authorities. Those interested in attending the University should therefore contact the appropriate Government department in their home country.

How it operates

Much of the teaching at the WMU is conducted on traditional lines, with lectures and tutorials and regular examinations, culminating in the production of a final written paper on a chosen subject.

A special feature of the University is the use made of field trips and on-the-job training which provide valuable opportunities for exposure to practical work. It is not only the additional knowledge and exposure to practical problems relating to maritime safety, administration education or management that are of benefit; the field training programme also offers useful contacts with organizations and people who may be useful to graduates after returning to their home countries.

The field study programme is carefully organized to suit the different courses at WMU, and individual students where this is possible. Host organizations expend a considerable amount of time and effort as well as provide funding for student visits. In a number of cases this involves special allocations of financing by governments to the host organizations.

A recent analysis showed that for the GMA course the students visited 14 countries in Europe, North America and Egypt while the PSA course visited the United States and eight countries in Europe. The TMS stu-

The diagram shows where the students at the WMU have come from. More than 100 countries have been represented at one stage or another and as the diagram shows, every region in the world has sent students. Perhaps the most significant group are those from Europe and the developed maritime countries. The University was envisaged primarily as an institution for the developing maritime nations but its success has led to increasing demand from students from the established shipping countries. Their presence adds to the international nature of the University and at the same time demonstrates the effectiveness of this unique institution.

dents visited Japan and 11 European countries. The MSA students had their on-the-job training offered primarily under a programme organized by the Nordic countries. In addition selected groups went to France, Spain the United Kingdom or the United States according to background, nationality and the expected benefits of the training provided. The MET courses concentrated on visits to maritime training institutions in Sweden, Finland, Denmark, the Netherlands, the United States, the United Kingdom, France, the German Democratic Republic and the Federal Republic of Germany.

Since opening

The University's inaugural class numbered 72 students from 40 different countries - an indication of the wide appeal of the University concept. This enthusiasm has grown steadily: in 1984 some 65 students enrolled, a fur-

ther 83 in 1985, and in 1986 this rose to 95, while the number of countries represented increased to 76. Since 1987 the annual intake has been around 100, the maximum number of students that can be provided for, while the number of countries sending students to Malmo has increased to 104.

Financial support

When the University was established in 1983 it was envisaged that about half the budget would be made up from contributions by the United Nations Development Programme (UNDP) and other sources and the remainder would come from fellowships to cover the education of individual students.

In 1989 UNDP provided \$1.2 million, with Sweden, the host country, providing \$2.3 million - one third of the total recurring contributions. Norway has also been a regular contributor and this year has paid \$500 000 in budgetary support and fellowships. France contributed \$100 000 to the regular budget in 1989, as well as providing fellowships. Finland's contribution has grown during the years and totalled \$176 000 in 1989. Other contributions to the regular budget have been made by Portugal, the Republic of Korea and Venezuela. A number of private institutions have also donated to the regular budget. Contributions to the regular budget have totalled \$19.1 million over the years, representing 56% of the University's budget.

About 40% has come in the form of fellowships. The cost of a fellowship was originally fixed at \$10,000 a student per year, but this has now been raised to \$14 000 and it is expected that it will be \$15,000 in 1990 and 1991. Throughout the period the largest single source of fellowship financing has been the allocation by countries and regions of their UNDP Indicative Planning Figure resources (about 26% of total fellowship income). The next largest source comes from Governments, companies and national organizations of the countries which have sent students to Malmo. The Commonwealth Secretariat and the European Economic Community both provided fellowships totalling \$140,000 in 1989 and individual countries also provided generous support under multilateral aid programmes. These included Canada, Denmark, the Federal Republic of Germany, Sweden and Norway.

Support to the University through fellowships has also been provided by a number of non-governmental organizations and charities.

The donation of a substantial amount of training equipment has been arranged by several donors.

Several organizations have also donated textbooks and other professional literature. One has even donated a mini-bus.

Maritime administrations, shipyards, classification societies and other maritime institutions are also playing a very important role in educating the students. Their facilities are now available to the students free of charge during their field trips for on-the-job training. This type of training forms an important and integral part of the training programme of the students. Excellent programmes have been drawn up for the visits of students.

The countries which have offered such facilities are Brazil, Canada, Denmark, Egypt, Finland, France, Federal Republic of Germany, German Democratic Republic, Greece, Italy, Japan, the Netherlands, Norway, Poland, Portugal, Spain, Sweden, the United Kingdom, the United States, the Soviet Union and Yugoslavia. No less important is the support of the developing countries themselves for the World Maritime University. Although they are the main beneficiaries, they have sent students at great sacrifice. Each student who joins the University has to be backed up by the stipulated amount of fellowship money. This often comes out of the assistance provided by an international donor Agency such as UNDP or a donor country with whom some bilateral aid arrangements exist. Within the limited amount of aid available, necessary priority must be given to the WMU courses at the cost of something else.

In a number of cases direct financing in foreign exchange has been provided for fellowship money.

Further, the absence of the official undergoing training at the University for as much as two years, requires a developing country to make alternative arrangements to fill the vacancy. Additional expenditure has therefore to be incurred by the country for this purpose. Thus, the combined and creative use of the facilities of international organizations and other donors, the host country, private foundations and enterprises, developing countries and the goodwill of numerous individuals adds

strength and originality to a truly universal institution.

To help secure funding for the University on a long-term basis, Mr C. P. Srivastava, Chancellor of the University and the Secretary-General of IMO launched a world-wide appeal for contributions to a Capital Fund, the aim of which is to provide very stable financing for the University. By 15 March 1989 there had been a total contribution of \$353,086 to this Fund.

A major effort to increase support for the University is to be made this year when Mr Srivastava launches a new appeal for funds.

Conclusion

The World Maritime University has come a long way in the brief period since July 1983. Its first two classes have graduated and new groups of students have enrolled in 1985 and 1986. There is now a well-established Resident Faculty, enriched through an effective scheme of Visiting Professors, a successful programme of field trips and on-the-job training, a strengthened intensive English Language Programme, a considerable amount of up-to-date donated equipment installed for instructional purposes, a good Library and, perhaps the most important of all, the diligent involvement of an excellent student body sponsored by a vast and ever-growing number of countries who see the advantages of the advanced training offered at the WMU.

All concerned can state with pride that in this early phase the World Maritime University has lived up to its promise.

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