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Reports from Organizations

Progress Report on the World Maritime University (WMU) 1987*

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 primary purpose of the University is to provide advanced training for senior personnel from developing countries who are involved in various maritime activities. Institutional training of this type is a novel concept and there is no comparable institution anywhere else 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 recognises that the improvement of personnel standards, on shore and at sea, is crucial if its global standards are to be effectively implemented.

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 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 Specialised Agency of the United Nations.

In order to achieve the 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.

*EDITORS' NOTE.—The information for this report was supplied by Ambassador Bernard Zagorin, Senior Adviser to the Secretary-General of IMO (World Maritime University). For information on previous activities of the WMU, see "WMU: Activities for 1985," *Ocean Yearbook 6*, ed. Elisabeth Mann Borgese and Norton Ginsburg (Chicago: University of Chicago Press, 1986), pp. 495–502.

The University will also:

help to establish an internationally recognised 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 standards in merchant marine academies around the world rising in the years to come.
- * The environment will benefit: the University emphasises the importance of IMO anti-pollution measures. It also runs special short courses on tanker safety, pollution control and other aspects.
- * Governments will gain: as the administrative capabilities of newly emerging shipowning countries improve so will it become easier to establish and maintain effective cooperation between governments.
- * Business will gain: delays in ports and administration will be reduced, enabling business to deliver and receive goods more quickly and with less cost.

SINCE OPENING

The University's Inaugural Class numbered 72 students from 42 different countries—an indication of the wide appeal of the University concept. This increase has continued: in 1984 some 65 students enrolled, a further 81 in 1985, 85 in 1986, and 102 in 1987 from 59 countries, while the total number of countries represented increased to 89.

The students have come from many different countries and have varied backgrounds and experience and their quality has been one of the University's strongest assets.

The Report of the Board of Governors to the IMO Council in 1985 states: "Perhaps the greatest strength of the University is the excellence of its student body. The general evaluation by resident and visiting professors, as well as by the Organisations 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."

Proof of the high calibre of the students, and the value of their training at the University, came shortly after the Inaugural Class graduated in July 1985. Most of the graduates, at the request of their professors, provided information on their occupations which showed that many of them had immediately been appointed highly responsible positions in their home countries. In addition, four members of the Inaugural Class returned to IMO Headquarters in November 1985 as members of their countries' Delegations to the IMO Assembly.

The intake in 1987 shows very good distribution from all regions of the world. From all the major regions of the developing world—Africa, the Arab States, Asia and the Pacific, and Latin America and the Caribbean—20 or more students have enrolled in 1987. A total of eight students entered the University from European countries with UNDP Country Programmes.

A summary of the regional distribution of students for all five classes thus far is given in table 1.

FINANCIAL SUPPORT

By careful management, the present annual budget of the World Maritime University has been kept to barely US\$4.4 million—a fraction of what it costs to build even a medium-sized cargo ship today. The money for the University comes entirely from voluntary contributions, both in cash and in kind. Over half the annual budget comes from recurring contributions from Sweden (US\$1 million); the United Nations Development Programme (US\$800,000); and Norway (US\$350,000) (figures for 1985). Other contributions are in the form of Fellowships. The leading donors were the Federal Republic of Germany (US\$402,000); Commonwealth Secretariat (US\$110,000); Japan (US\$100,000); Sweden (US\$58,000); France (US\$50,000); Denmark (US\$48,000); and the United Kingdom (US\$12,000). Since it is proposed to increase the intake of students to 100 per annum (i.e., a total of 200 students each year), the budget also would need an appropriate increase. In this connection the

TABLE I.—REGIONAL DISTRIBUTION OF STUDENT ENROLLMENT AT WORLD MARITIME UNIVERSITY, 1983-1987

	NO. OF COUNTRIES 1983-87	NUMBER OF STUDENTS ENROLLED IN					TOTAL STUDENTS
		1983	1984	1985	1986	1987	
Africa	29	25	23	28	28	30	134
Arab States	15	11	6	18	17	20	72
Asia & Pacific	16	12	19	16	20	20	87
Latin America & the Caribbean	21	18	15	17	19	20	89
European countries with UNDP Country Programmes	5	6	2	2	1	8	19
Developed Countries	3	4	4
Totals	89	72	65	81	85	102	405

University is optimistic that the donors would consider favourably the provision of enhanced support.

OTHER FORMS OF SUPPORT

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 Organization has even donated a mini-bus.

A significant contribution made by several countries, mainly those in the category of developed maritime nations, is in the form of renowned maritime personages, who have agreed to serve as Visiting Professors. Although these Professors serve in their individual capacity and entirely free of charge, it is clear that they receive the necessary encouragement from their employers. The World Maritime University budget pays only for their travel and per diem. Over 150 such Professors are now on the WMU roster.

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 were 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, UK, USA, USSR 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 must 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 arrangement exists. Within the limited amount of aid available, necessary priority must be given to the WMU courses at the cost of something else.

FELLOWSHIP SUPPORT

There has been an encouraging increase in the number of donors offering fellowships for students to attend WMU. In addition to the continued financing by the Governments of the Federal Republic of Germany, Sweden (SIDA), Denmark, Norway (NORAD) and France, the Government of Canada (CIDA) in 1987 has joined Government contributors in the financing of WMU fellowships for students from developing countries. In 1987 the Commonwealth Secretariat continued its financing of five new students each year and the International Centre for Ocean Development in Canada provided fellowship support for two students entering in 1987 as in the previous year. The International Transport Workers' Federation provided fellowship financing for the first time for three students enrolled in 1987. There has also been a notable

TABLE 2.—ACADEMIC STAFF AT WORLD MARITIME UNIVERSITY
APRIL 1986

Name	Country	Office	Course and Class
E. Nordström	Sweden	Rector	Maritime Education and Training (Nautical)
G. Zade	Federal Republic of Germany	Vice Rector	Maritime Safety Administration (Marine Engineering)
T. F. Balmer	United Kingdom	Professor	Technical Management of Shipping Companies and General Maritime Administration
P. Houssin	France	Professor	Maritime Education and Training (Marine Engineering)
C. E. Mathieu	United States of America	Professor	General Maritime Administration
A. A. Monsef	Egypt	Professor	Technical Management of Shipping Companies
K. Nomoto	Japan	Professor	General Maritime Administration
A. Os	Norway	Professor	Maritime Safety Administration (Nautical)
P. S. Vanchiswar	India	Professor	
P. Lauridsen	Denmark	Lecturer	
C. Moreno	Spain	Lecturer	
H. van Walen	The Netherlands	Lecturer	
I. Battista	Sweden	Lecturer	
C. Cole	United Kingdom	English Language Programme Lecturer	
A. Howe	United States of America	English Language Programme Senior Lecturer	
K. Mordt	Sweden	English Language Programme Senior Lecturer	
J. Horck	Sweden	English Language Programme Programme Officer	
B. Wagner	Sweden	Programme Officer	
S. A. Wernhult	Sweden	Programme Officer	
R. Poisson	United States of America	Librarian	

increase in financing of fellowships by foundations. The Henri Kummerman Foundation and the Friends of the World Maritime University, USA, again provided fellowship financing for new students in 1987 and new contributors were the Salén Foundation of Sweden, the Royal Swedish Court, joint financing by two Malmö Shipping Foundations and the Swedish Agency for International Technical and Economic Co-operation, all of these contributors supporting one student each in 1987.

CAPITAL FUND

It will be recalled that the total contribution to the Capital Fund of WMU amounted to US\$288,857 as of 31 March 1986, as given in last year's report to the Council. Since then, as of 30 April 1987, the total standing in the Capital Fund amounted to US\$321,391 including US\$50,010 of interest earnings.

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 WMU.

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