GLOBALMET
MARITIME EDUCATION & TRAINING

To promote, develop and support in the spirit of cooperation, the common interests of its members in all matters concerning the development and quality of maritime education and training.

NewsLetter

FEBRUARY – 2014

ISSUE NO. | 30 |

Train, Train, ReTrain, ReTain!

GLOBALMET
MARITIME EDUCATION & TRAINING

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Editorial

The Ocean, IMO and GlobalMET

n his introduction to IMO's financial statements for the year ended 31 December 2012, the Secretary General states in paragraphs 6 and 7:

6 The **purposes of the Organization**, as summarized in Article 1(a) of its Convention, are "to provide machinery for cooperation among Governments in the field of governmental regulation and practices relating to technical matters of all kinds affecting shipping engaged in international trade; to encourage and facilitate the general adoption of the highest practicable standards in matters concerning maritime safety, efficiency of navigation and prevention and control of marine pollution from ships; and to deal with administrative and legal matters related to the purposes set out in this Article".

7 The **mission statement** of IMO is as follows:

"The mission of the International Maritime Organization (IMO), as a United Nations specialized agency, is to promote safe, secure, environmentally sound, efficient and sustainable shipping through cooperation. This will be accomplished by adopting the highest practicable standards of maritime safety and security, efficiency of navigation and prevention and control of pollution from ships, as well as through consideration of the related legal matters and effective implementation of IMO's instruments, with a view to their universal and uniform application."

GlobalMET's NGO Observer Status at IMO and accompanying responsibility to assist IMO through participation in IMO meetings and other activities with respect to the development of maritime education and training (MET) are very welcome.

We strive to ensure the provision of MET that meets the needs of a safe, efficient, clean, secure shipping industry. The machinery that IMO provides with respect to encouraging and facilitating 'the highest practicable standards in matters concerning maritime safety, efficiency of navigation and prevention and control of marine pollution from ships' is essential.

Though a lot of thought has undoubtedly gone into formulating and also to revising these statements in accordance with changing industry, social and political needs, it is essential to understand recent changes and trends. We must ask how well these words reflect the current situation with respect to maritime transport, as well as the other uses of the ocean within IMO's mandate.

There are five named oceans – Arctic, Atlantic, Indian, Pacific, Southern – but in reality there is only one ocean, covering some 72% of the globe. It is to this huge body of salt water, teeming with life and full of energy, that humankind must increasingly turn for resources.

Shipping, the use of the ocean for transport, is only one aspect of the realisation of the resources of the oceans. As populations

and the global economy and trade grow, we will look more to the ocean for maritime transport, as well as for food, energy, minerals, pharmaceuticals, communication, relaxation, tourism, defence …

It is critical that the realisation of the enormous wealth of the oceans be responsibly administered. Protection and preservation must be paramount.

Whatever oceanic resources we use, ships, many highly specialised, will be of primary importance. The need for well trained, competent operators of those ships, on-board as well as on-shore, will grow. The provision of MET must fulfil the competence requirements.

IMO's purposes and mission statement mention 'ships' and there is a natural association with maritime transport, an industry in which ships load cargo in ports and then transport it. Ships are a fundamental part of the fishing industry, but these are ships that load their cargo at sea and then transport it.

For more than half a century IMO's work has improved the safety of fishing vessels. A very significant recent development was agreement in Cape Town in October 2012 to implement the provisions of the 1993 Protocol to the Torremolinos International Convention for the Safety of Fishing Vessels, 1977.

In addition, the entry into force the previous month of the International Convention on Standards of Training, Certification and Watchkeeping for Fishing Vessel Personnel (STCW-F) introduced, internationally mandatory training provisions for crews on fishing vessels generally of 24 metres in length and above. Although the original intention was to provide such training requirements for fishermen in the main STCW Convention, it was decided to have a short, but completely separate convention. In doing so the specific needs of this sector of activity in responsibly realising the resources of the ocean are more effectively recognised.

In addition to these two main treaties, the Torremolinos Protocol and the STCW-F, collaboration between FAO, ILO and IMO has resulted in the non-mandatory Document for Guidance on Fishermen's Training and Certification, the revised Code for Safety of Fishermen and Fishing Vessels, 2005, and the Voluntary Guidelines for the Design, Construction and Equipment of Small Fishing Vessels, 2005.

Though these welcome developments underscore IMO's expanding provision for the fisheries sector – the utilisation of ocean resources for food – there is much still to be done globally to ensure quality training of the crews on fishing vessels.

In addition to fisheries, it is essential that quality training is provided for the operation of ships engaged in other aspects of the use of the ocean; for example in tourism there is deep concern about how to effectively train multi-cultural crews to handle major emergencies aboard large cruise ships with a high diversity of passengers; in the offshore and workboat industry, rapidly increasing use of complex technology has led to differing training needs; and in all sectors, heavier traffic at choke-points calls for more training to ensure safe passage in very demanding circumstance, such as in the Straits of Malacca and Singapore.

The IMO purpose and mission statements refer only to 'ships' and though this is accurate, today and increasingly into the future, many ships will be designed and built for specific purposes. There will be a variety of operational demands. For the MET sector the need to ensure delivery of a wide variety of quality training already exists and will increase.

We, the MET providers, have an obligation to ensure that our sector provides the necessary input at IMO fora and that we assist IMO and all involved in maritime activities by having appropriate curricula, and providing the teaching and assessment needed to develop the competence essential to 'the highest practicable standards in matters concerning maritime safety, efficiency of navigation and prevention and control of marine pollution from ships'.

The IMO Symposium on the Future of Ship Safety in June 2013 requested that consideration be given to 'undertaking a long term comprehensive review of the existing safety regulatory framework with a view to ensuring that it will meet the future challenges associated with the application of new technologies, the human element, the needs of the maritime industry and the expectations of society, taking into account the ever-increasing pace of change and technological advancements …'.

It is perhaps time that the Purposes of the Organization and the Mission Statement of the IMO be reviewed and broadened beyond 'ships' to encompass more of the vast sweep of the maritime sector.

And we in GlobalMET have an important role in this, one that must also recognise the rapidly changing industry we service. We too must adjust accordingly.

Rod Short
Executive Secretary

Vessel Operations in Polar Regions

Regulatory Framework, Standard Practices and Crew Training and Competence Requirements

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Environmental Shipping in Polar Regions – Concerns about the Black Carbon (BC) Emissions from Vessels Operating in Polar Regions

Black Carbon (BC) Emissions, the unintended consequences of Greenhouse Gases (GHG), SO_x (Sulphur Oxides) and NO_x (Nitrogen Oxides) and many other anthropogenic activities in the remote Arctic environment are the major contributors in accelerating regional ice melt. In future, the extended lengthening of the navigation season and the possibilities for year-round navigation may also have far reaching consequences for Polar Regions ecosystems.

To address the above mentioned concerns and consequences, IMO, AMSA (Arctic Marine Shipping Association), Arctic States and many research organizations are focussing on Assessment and Inventory on Black Carbon Emission contributed by the vessels operating in Polar Regions.

This will greatly contribute in findings of near-term/long-term climate change impacts of air pollution along with impacts on human health and ecosystems in Polar Regions.

Ongoing Process for the Development of a Mandatory Code for Vessels Operating in Polar Regions

Norway, Sweden, and the United States in their recent paper submission (MEPC 60/4/24) to IMO discuss the impacts of Black Carbon (BC) emissions from shipping on the Arctic climate, its significance, and several approaches to reduce those emissions. The paper submitted to IMO maintains that BC emissions can be reduced by lowering fuel consumption and through specific pollution control measures. Fuel consumption strategies include slow steaming, modifications to vessel and propeller design, maximum use of alternative power technologies, and measures to improve ship routeing and logistics.

Examples of specific pollution control measures are in-engine adjustments, diesel particulate filters, water-in-fuel emulsification on demand, and slide valves. The paper emphasizes that BC emissions have serious impacts on the Arctic environment due to BC emission that shipping contributes, and that greater BC emission contributions from vessels are expected in the Arctic as sea ice diminishes and sea lanes open up. Importantly, the paper concludes that reductions of black carbon now, can provide short-term climate responses that are absolutely necessary to forestall a climate "tipping point", thereby providing the climate "breathing time" for the needed reductions in CO_2 to take hold over the longer term.

New Zealand's most recent Polar Code submission, DE 55/12/3, cites the environmental and health concerns associated with black carbon emissions from ships, and "supports the introduction of controls for this type of pollutant for vessels entering the Polar Regions". The paper goes on to cite operational and technical measures to further this goal that can be cost effective, and specifically references the use of emulsified fuels, which it asserts reduce particulate emissions by up to 60 percent without the need for engine modifications. Lastly, the paper points out that the measures to reduce black carbon and particulate matter may also offer co-benefits by reducing NO_x and SO_x as well.

European Parliament Resolution on Black Carbon Emissions from Polar Shipping

The European Parliament passed a resolution on January 20, 2011 stating "that the rapid warming of the Arctic makes it necessary, in addition, to work on possible further short-term measures to limit Arctic warming." In part to achieve that objective, the resolution "requests the EU and its Member States to propose, as part of the ongoing IMO work on a mandatory Polar Code for shipping, that soot emissions and heavy fuel oil be regulated specifically; in the event that such negotiations do not bear fruit, requests the European Commission to put forward proposals on rules for vessels calling at EU ports subsequent to, or prior to, journeys through Arctic waters, with a view to imposing a strict regime limiting soot emission and the use and carriage of heavy fuel oil.

New Research on Present and Future Black Carbon Emissions from Vessels in the Arctic and Existing, Cost-Effective Technologies to Reduce those Emissions

Two recently published reports provide further data pertinent to the MEPC's DE-Sub Committee's (Sub Committee on Ship Design and Equipment) consideration of measures to reduce Black Carbon Emissions from vessels in the Polar Regions.

In ***Arctic shipping emissions inventories and future scenarios***, **[Corbett et al. (2010)]**, BLG 15/INF.5 (Annex 1), 4 the authors analyse Arctic emissions inventories of Black Carbon (BC), Greenhouse Gases (GHG) and other pollutants from shipping under existing and future scenarios. The inventories take into account the predicted growth of regional shipping due to the decline of sea ice coverage, potential diversion of global shipping traffic to the Arctic using emerging routes, and available emissions reductions though implementation of emissions control measures. The report concludes that without control measures, black carbon will increase in all future scenarios. Black Carbon emissions in the Arctic are predicted to increase from 0.88 kilo tonnes (kt) per year in 2004 to between 2.7 kt per year (under a business as usual scenario) to 4.7 kt per year (under a high-growth scenario) by 2050.

The inventories were created using empirical data of shipping activity reported by Arctic Council member states using current estimates of particulate emission factors, and an activity-based approach used in the Arctic Marine Shipping Assessment 2009 report of the Arctic Council. Future seasonal emissions projections were created using high growth and business as usual assumptions, with a projected 1%, 2% and 5% diversion of global shipping for 2020, 2030 and 2050 due to the decline of Arctic sea ice and accessibility of new trade routes.

Maximum Feasible Reductions (MFR) in emissions were calculated using technologies employed individually or in combinations, including seawater scrubbing, slide valves, water-in-fuel emulsions, diesel particulate filters and emissions scrubbing technologies. The percentage of emissions due to transit vessels (as compared to fishing vessels) is predicted to rise in all future scenarios, from a 2004 level of 71%, to a 2050 level as high as 93%.

Though quantitative data on Arctic shipping's contributions to global climate change remain uncertain, Corbett et al. estimate that in a high-growth shipping scenario, by 2030 the short-term climate forcing of Black Carbon could range from 17% to 78% of the global warming potential of CO_2 depending on growth, diversion of global ship traffic to the Arctic, and use of emissions reducing technologies. The MFR for black carbon, using a combination of technologies, was assessed at 70%. In a high-growth scenario the use of control measures to achieve MFR would reduce black carbon in the Arctic from 17 kt per year to 5 kt per year. In the business as usual scenario, MFR would reduce emissions to less than 2 kt per year. Without emission control technologies, Black Carbon (BC) emissions are predicted to increase by 2.44% to 3.69% per year by 2050.

Growth in global shipping (2.1% per year) and diversion of vessel traffic to the Arctic (ranging from 1% to 5%) may result in increased black carbon emissions despite implementation of MFR. Diversion traffic is predicted to add between 2.4 and 12 kt of Black Carbon per year by 2050. However, with MFR, Arctic Black Carbon Emission from global

shipping can be reduced in the near term and held nearly constant through 2050.

[Courtesy: Corbett et.al. (2010)]

In *An assessment of technologies for reducing regional short-lived climate forcers emitted by ships with implications for Arctic shipping,* **[Corbett et al. (2010)]**, the authors develop a cost-effectiveness decision framework to evaluate five black carbon abatement technologies for marine engines. The report concludes that emissions control targets for black carbon are most cost-effective (i.e. least US$/MT CO_2 eq reduced) at 60% reductions in emissions levels achieved using a combination of control technologies.

► The technologies analysed are slide valves, water-in-fuel emulsion, diesel particulate filters, emulsified fuel, and sea water scrubbing. The framework considers the effect of the technologies, implemented alone or in combination, on a set of short-lived climate forcers emitted by marine diesel combustion.

► All technologies produced benefits for global warming potential with the exception of sea water scrubbers, which selectively control particles that contribute to regional cooling. Combination technologies performed better than single technologies in the analysis, even the combination of the lowest-cost technologies.

► The total annual cost to achieve such a 60% reduction in black carbon emissions in the Arctic is estimated at US$8 to 50 million, avoiding roughly 9 to 70 million metric tons of CO_2 eq per year at an average annual cost of US$1200 to $8400 per vessel.

► Furthermore, a 70% reduction in black carbon emissions can be realized at about US$15 to 30 per mt CO_2 eq (20 year), under conditions where the vessel spends 25-100% of the time in a sensitive region.

► The paper also suggests that operational measures (such as slow steaming) to reduce BC emissions should be evaluated for their cost-effectiveness.

[Courtesy: Corbett et.al. (2010)]

Training Requirements under STCW for Personnel on Ships Operating in Polar Regions

IMO's Sub-Committee on Standards of Training and Watch-keeping (STW) is currently working on a comprehensive revision of the STCW Convention and the STCW Code. In the context of this work, Norway proposed at the last session of the Sub-Committee (STW 40 in February 2009) the introduction of mandatory minimum requirements for the training and qualification of navigators serving on board ships operating in areas where ice or ice floes are likely to be present, so called ice navigators, in chapter V (Special training requirements for persons on certain types of ships) of the STCW Convention and in the STCW Code.

The Sub-Committee supported the Norwegian proposal in general, also noting that Argentina and Chile had submitted a proposal to MSC 86 to strengthen and update the knowledge of officers in charge of a navigational watch in Antarctic waters.

Consequently, STW 40 established a correspondence group coordinated by Norway and instructed it to develop draft training guidance for personnel on ships operating in ice-covered waters. The group developed relevant draft training requirements for inclusion in the STCW Convention and Code as annexed to their report which was submitted to the second meeting of the *Ad hoc* Inter-sessional meeting of the STW Working Group on the Comprehensive Review of the STCW Convention and Code (7 to 11 September 2009) for consideration.

In the report, the group expressed the view that the application of the proposed new training requirements should not be limited to polar waters and that, due to heavy weather conditions, unpredictable situations, dangerous and unpredictable ice conditions in the captioned areas, the increase of traffic density, environmental protection issues, difficulties in SAR operations and some other restrictions in these navigation areas, resulting in a high risk level for the safety of navigation, the training for deck officers and masters should have a mandatory status. The group also pointed out that there might be a need to revisit the training requirements in order to harmonize them with the requirements of the future mandatory Code for ships operating in polar waters (see paragraphs 21 to 23), once finalized.

The STW Working Group considered the report during its inter-sessional meeting and, after an in-depth discussion, agreed that the proposed training requirements should be included in part B of chapter V of the STCW Convention as guidance, i.e. their status would be non-mandatory. The group further agreed that the proposed training requirements needed to be developed further and that the correspondence group should continue its work, taking into account the requirements in the Guidelines for ships operating in polar waters approved at MSC 86 (see paragraph 19), and submit a final report to STW 41 in January 2010.

Conclusion

The prime aim behind the IMO Guidelines for the development of the IMO Polar Code is on mitigating the additional risk imposed on shipping due to the harsh environmental and climatic conditions existing in polar waters. They address the fact that the polar environment imposes additional demands on ship systems, including navigation, communications, life-saving appliances, main and auxiliary machinery, maritime environmental protection and damage control, and emphasize the need to ensure that all ship systems are capable of functioning effectively under anticipated operating conditions and provide adequate levels of safety in accident and emergency situations. In addition, the IMO Guidelines recognize that safe operation in such conditions requires specific attention to human factors, including training and operational procedures.

Too Much Security

Mahendra Singh

Over the years, IMO has done a good job in promoting safety at sea and addressing environmental concerns. The spiritual development of the seafarer has not been given much importance even when it is realized that the loneliness in a seafarer's life needs spiritual balm. Prior to ISPS era, the priests visited the ship and gave us soothing talk and even helped us by taking us out to town and bringing back, saving our money and providing security in transit. Father used to come with the van at Vancouver and Portland and took us out and brought us back on board after some hours ashore. It was so convenient for everybody.

At Durban, the van started to shuttle from 1800Hr taking people to club and from 2100Hrs same shuttling back to ships. Richards Bay has a very big club and bus used to shuttle from ship to club and back but this is gone as a result of ISPS.

Recently I see a demand that every body must do a course for designated security duties. It is two day course and fees varies widely from college to college (at least in Mumbai) and I do not see how people will become more proficient. This training could very easily have been provided by Masters and Chief Officers on board and that would have been more realistic. I still remember, we were put through a training on ship by our Croatian chief mate on Dangerous goods code and he so competently taught us about classification, segregation and precautions in regard to these, which, I don't think any one of us has forgotten. There was a small test and we even got a certificate signed by him and the master. The material was also put as CBT in Ship's office computer so that you can do a revision if you like. On a car carrier, there was a similar computer based course on safety and good practices where you even got your scores and it was popular because every body wanted to better his score (some thing like karaoke).

Do you think any amount of certification would have improved the behavior of Costa Concordia Master? There are numerous reports on this but not a single one says that the Master was in need of Papal guidance.

Priests are men of God. Let us pitch for allowing them a visit on board. In one of the Japanese ports (even post ISPS) an old husband- wife team used to come to the messroom with very useful items, husband was blind, and every crew member brought some thing from them and the cook even fed them. This depicted kindness in the nature of seamen. Seamen are generous persons and they love to interact and let us provide such an opportunity to them. While crossing Magellan strait, two priests always visited us and gave us good talk and the reading material. On board visit of holy persons and on board training should now form the agenda of the IMO.

Sludge and Bilge Water

These are two items which need to be managed well for self satisfaction and also to pass inspections. Water content in the sludge (F.O and L.O) should be evaporated by transferring to waste oil tank and opening the steam. The remnant can be burnt in the incinerator or can be given to shore reception facility. Shore reception facilities (free) have improved and now there are many ports where we can discharge sludge (Fujairah and Dammam to improve through IMO persuasion). Sludge tank heating coils should be tested to ensure that they do not leak and thereby create handling difficulties.

Sluge should not be transferred to Bunker tank unless very necessary and then also only through a fixed pipe line and not through improvised hose connections.

Incinerators do create problems from ship to ship but to keep using them (even partially) is the best option to keep the system operational and to burn at least part of sludge and the oily rags and paper cardboard based garbage.

Water ingress to bilges can be minimized by usage of mechanical seals on the pumps and by rectifying leakages and controlling overflows into the bilges, say, from the hotwell. We must trace the lines connected with the Bilge tank to ensure that no oil finds its way into the tank. Regular usage of Bilge primary tank and the Oily water separator is the best practice to keep the system in operation and to keep bilge tank level not more than 25% when entering a port. Bilge water can also be given ashore but the receivers generally do not like to pick up only the water. OWS bilge pump filter must be kept very clean preferably by using water and air or steam but not a chemical. Cleaning and inspection of Bilge tank once in 5 years must be carried out (we sought co-operation of sludge receivers in China to do this job) and striking plate must be checked if the arrangement is to take sounding by using a conventional tape. Some cases have happened where these plates have got holed creating water ingress problems needing help of a diver.

Talking of sludge handling, it is very important to see that the sludge pump does not run dry because then the rubber stator will get damaged. Generally management of small tanks in engine room is left to the oilers (motormen) alone and this is not a good practice, Chief engineer must keep track of these tanks himself so that the oil record book entries are more realistic and he can explain questions from PSC more confidently.

Scavenge drain tank is another important tank and the line from under piston spaces to this tank must be traced and kept clear. Greater attention is required when the vessel is operating in cold areas because the pipe at the bends and the portion below floor plates tends to get blocked.

Is Ethics a Poser?

By
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> *The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.*
> *Albert Einstein*

Is ethics a part of the syllabus in maritime colleges or merely a learned skill based on conditioning, observations or expectations? I'm in the opinion that it should be the essence of any reputable maritime college in the world. It is in one's DNA; the lasting impression of an entity: be it at personal, community or organisation level. Everything shall be based on ethics. How many of us have ethics as our new year's resolution?

This is indeed a very difficult question unless we have an ethical work culture in place. People fear reprisals and nobody wants to be under the spotlight. Organisations will lose their competitiveness if no one bothers to ask tough questions.

STCW 78 does not spell out ethics explicitly even though many schools integrate business ethics into their programmes. Does it mean that those who score in this subject will end up running great organisations? Are we interested only in profits or in business ethics?

In this shipping industry, at which level could ethics be the most significant? Is it at support, operational or management level? How much exactly can we learn about ethics in colleges?

Now shipping has become too prescriptive. It is all about compliance to the rules and regulations. I wonder why we do not equate ethics with seamanship; a tough subject isn't it? I do not understand why organisations require lecturers to punch-in and out knowing that their responsibilities will never end! Teaching is a life-time commitment, to be precise.

How do we inculcate ethics among our students? Is there any difference between ethics and values? It is very common to see people communicating in their mother-tongue even though with the presence of others who do not share the language per se. People take things for granted when using property. Many are late for their appointments. Some like to interrupt others. So like to discredit others. The list grows as opportunity looms.

We like to boast about ourselves to the extent that we compose our resume out of our imagination. Sea-time is another area of concern. It is quite difficult to verify the exact days spent at sea? People cheat because they do not expect to be caught. It is not so much about ethics or values? Anyway, does ethics matter in the real world? How about in the cyberspace? Will it still matter in the next 5 or 10 years?

Organisations usually observe the intellectual property (IP) rights out of legal concerns. How many practice this as part of their work culture? We do not throw garbage overboard because it is wrong and not just because the rules say so. I always tell my students that the only thing you can control in this world is the ship's head. You do not control people because they are born free. It is just an illusion if you feel like being in control at all times. Joke aside; I'm not talking about queen-control!

Do we really have a level playing field in this globalised world? In the spirit of competition, ethics seems to have taken a back seat. The new manning requirement in January 2014 will be a challenge to many manning agencies. It will then snowball into a nightmare for mariners to justify their rest periods.

The similarity between leadership and friendship is that both thrive on ethics. We do not bad-mouth our friends and the same goes with our leaders. We do not take advantage of our friends. Instead, we care so much for them. It is all about ethics by the way. I came across a CEO who had retired more than a decade ago but still in close contact with his subordinates just because of ethics. It is time now for us to put ethics high on the agenda. Furthermore, it should be one of the survival skills in this world. I for one do not want to be around those who are known to be unethical, for sure.
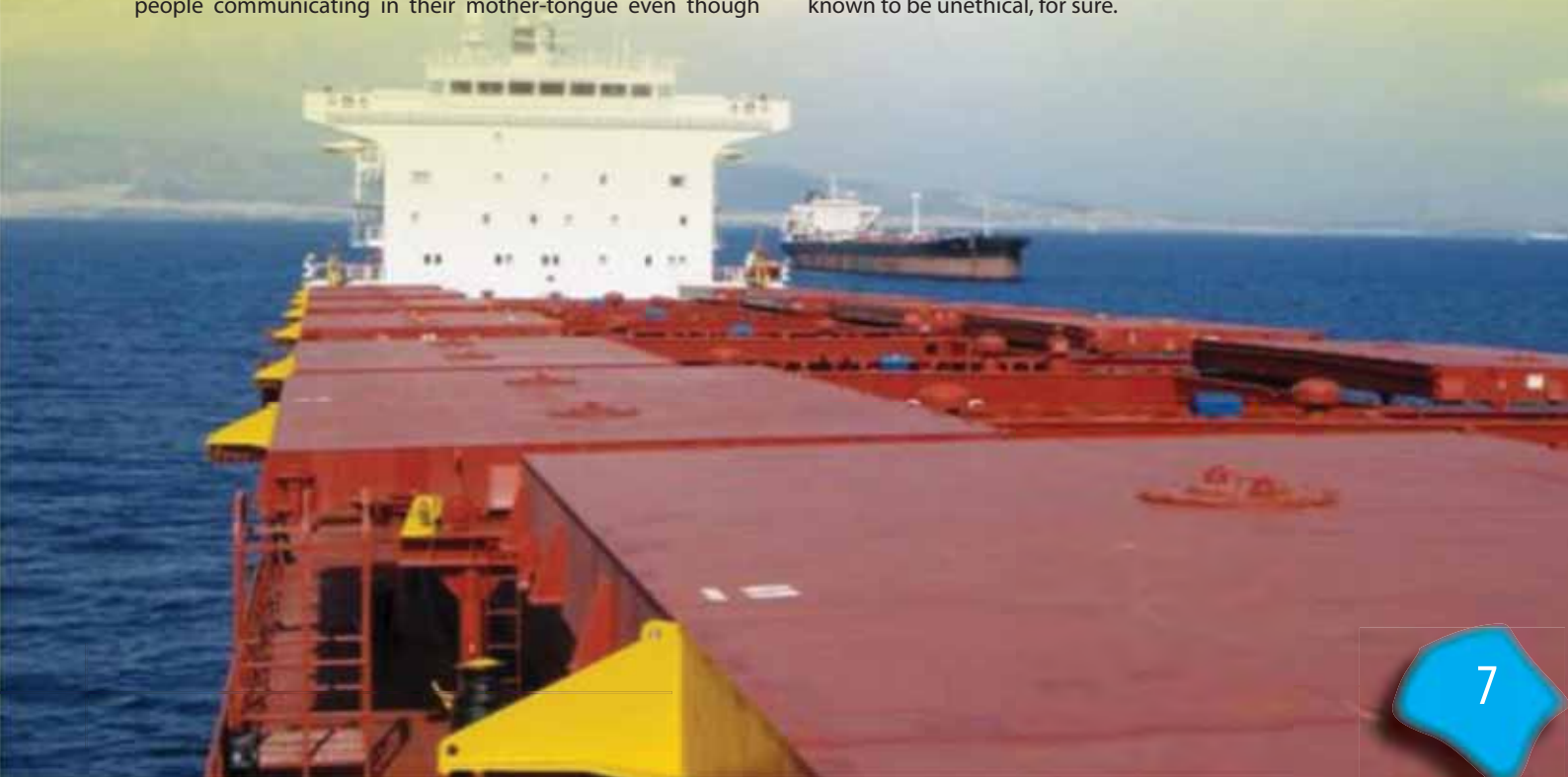
Maritime Education, Andragogy and Generation "Y"

by
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Previous articles written here on virtual learning and Massive Open Online Course spoke to using Andragogy for use in adult learning, until now there's not been an actual example or methodology for use online.

In visualizing what an adult online learning venue might look like, one must first try and understand Generation "Y", as it seems it is their prolific use of social media, thirst for information and knowledge online and intense use of anywhere, anytime systems that help drive innovation online; defining "Generation "Y", otherwise known as the millennial generation, refers to individuals born between 1982 and 2005" (Eckleberry-Hunt & Tuccuarone, 2011); note there is some variation in dates, but the point is taken.

According to Eckleberry-Hunt (2011), educators may have missed an opportunity with Gen Y in understanding their needs and missed training opportunities as this generation enters the workforce and create their own distinct patterns and understandings of the world around them, work force and their place in it. The ramifications of which might not be readily apparent; possibilities include human capital development, workplace synergies, use of technology, goal alignment and a whole host of other implications that may very well depend on understanding the needs of Gen Y and acting accordingly; for example, creating bridges and frameworks for leveraging knowledge gained in a meaningful way.

Eckleberry-Hunt (2011), lays out a series of events and catastrophes that Gen Y has endured growing up and makes the leap that this in turn facilitates nurturing and over protecting Gen Y and goes to the state of Gen Y in the workforce, creating knowledge management opportunities given that one must nurture and behave with Gen Y in a specific manner in order to solicit the desired condition response as it were. The ultimate question being can this be facilitated in an online environment?

Long story short, below is an actual construction of such an online site designed by the author using Moodle, as a venue for adults – with the objective of facilitating an andragogical framework as previously discussed.

Figure 1, is only a small portion of the entire site, but one can readily see in it a number of the examples of facilitating andragogical methods— also refer Figure 2, Moodle Tool Guide for Teachers; the guide is still under construction, is robust and suggests desired outcomes, competencies or end-states across the top (andragogy end-states) using methods and tools down the left side; e.g. resulting in the dynamic content Global Footprint Calculator in Figure 1, where one can actually see one's own contribution to Global Warming, connect directly with critical events in the world today, and experience a sense of Global Awareness (end-state) and knowledge gained.
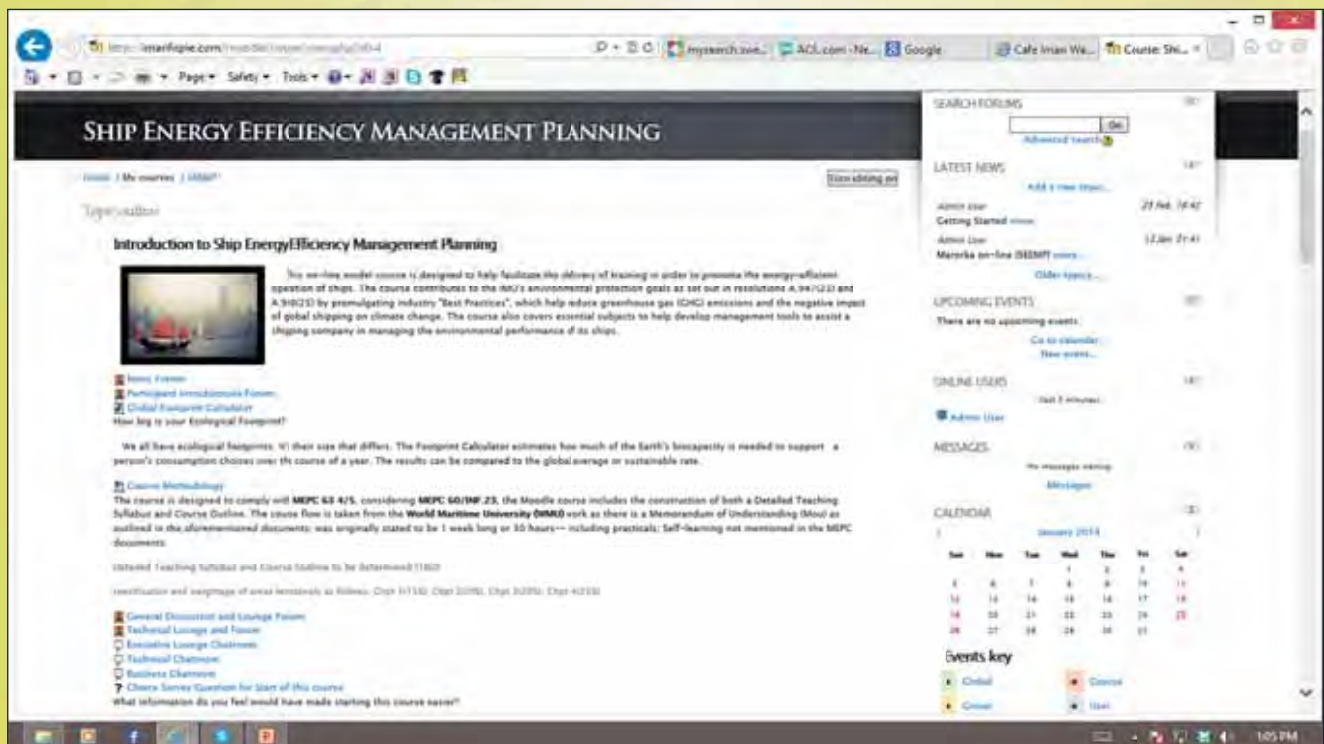

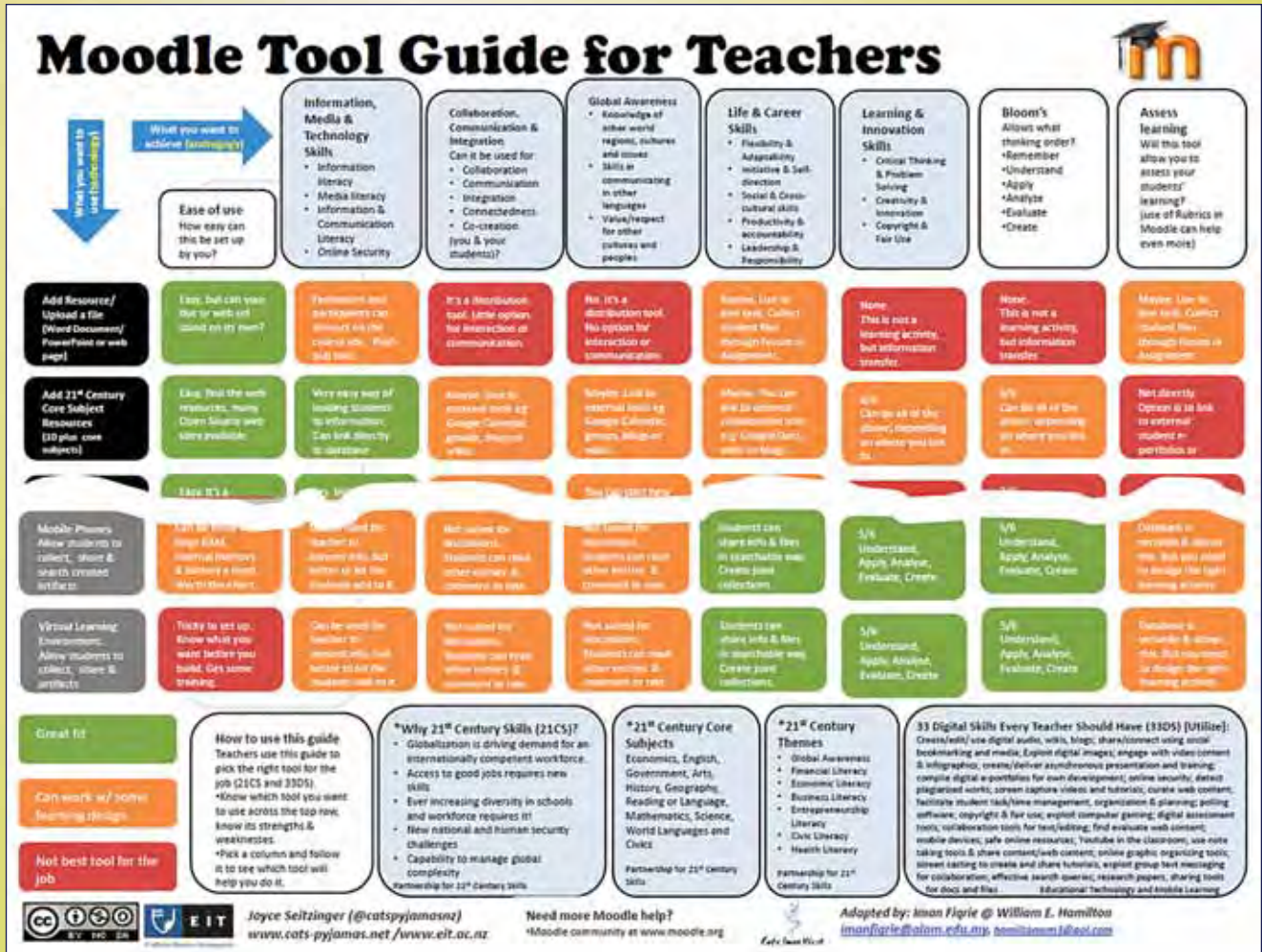**Figure 1 - Sample Andragogical Online Learning Venue (http://imanfiqrie.com/moodledev22, login ID required)**

Figure 2 - Moodle Tool Guide for Teachers, Andragogy. Creative Commons (CC), Share-alike, Non-commercial
(http://en.wikipedia.org/wiki/Knowledge_management, accessed 24 Jan 2014)

Also cited are numerous end-states for collaboration, knowledge management and such facilitated by discussion, lounge forums, 21st Century Skills and feedback mechanisms designed entirely to help facilitate knowledge management (KM) of andragogy. Defining KM here, it is used to mean, "... the process of capturing, developing, sharing, and effectively using organisational knowledge... [and] a multi-disciplined approach to achieving organisational objectives by making the best use of knowledge".

In adult learning, as opposed to learning involving children – the objective should not be to "ring the bell" and "claim victory" as it were when an adult reproduces a facilitator's knowledge with the declaration then that the participant has thus "learned" as testament to that fact! The objective is supposed to be the achievement of some meaningful outcomes or competencies that further – among other things, synthesized knowledge of individuals directly involved (facilitators and participants) and the greater society potentially affected by the accumulation and use of new knowledge as opposed to "stale or stagnant" knowledge recycled.

Figure 2, attempts to demonstrate the ability to construct such complex schemes that would satisfy andragogical constructs to the extent that these frameworks allow for quantifying and qualifying the adult learning or knowledge management of Gen Y. In essence, the scheme utilizes the American practitioner, Malcolm Knowles' six principles of adult learning in the framing of desired andragogy outcomes against the desired resources

or tools to achieve this – utilizes the 33 Digital Skills Every 21st Century Teacher Should Have (33DS) and 21st Century Skills (21CS).

These types of steps allow for not only robust outcomes but go beyond just meeting the current challenges brought about by new technologies and complex systems – all of which must be dealt with in both a social and work context – it still really speaks to future education. One might even suggest that these online venues are mindset behavior modification mechanisms disguised as online learning venues because they both meet the current challenge of Gen Y's thirst for knowledge, mentoring, creativity, and innovation online as well as provide mechanisms for facilitation and competency achievement with eyes on the future in a way never before envisioned by traditional methodologies—i.e. pedagogy.

According to one retired educator now working, listening to, writing about and attending workshops and conferences – Tom Whitby - many of the desired andragogy goals (self-direction, motivation, collaboration, etc.) could quite possibly be desired and accomplished by kids, however, current pedagogical frameworks prohibit the kind of participation from kids in the classroom; citing several cases; e.g. during an adult education internet conference, about 40 or more adults stood up to take a picture with their mobile phones of a white board presentation; Whitby, suggests, how many kids would be allowed to take a picture in class of the chalk or marker board?
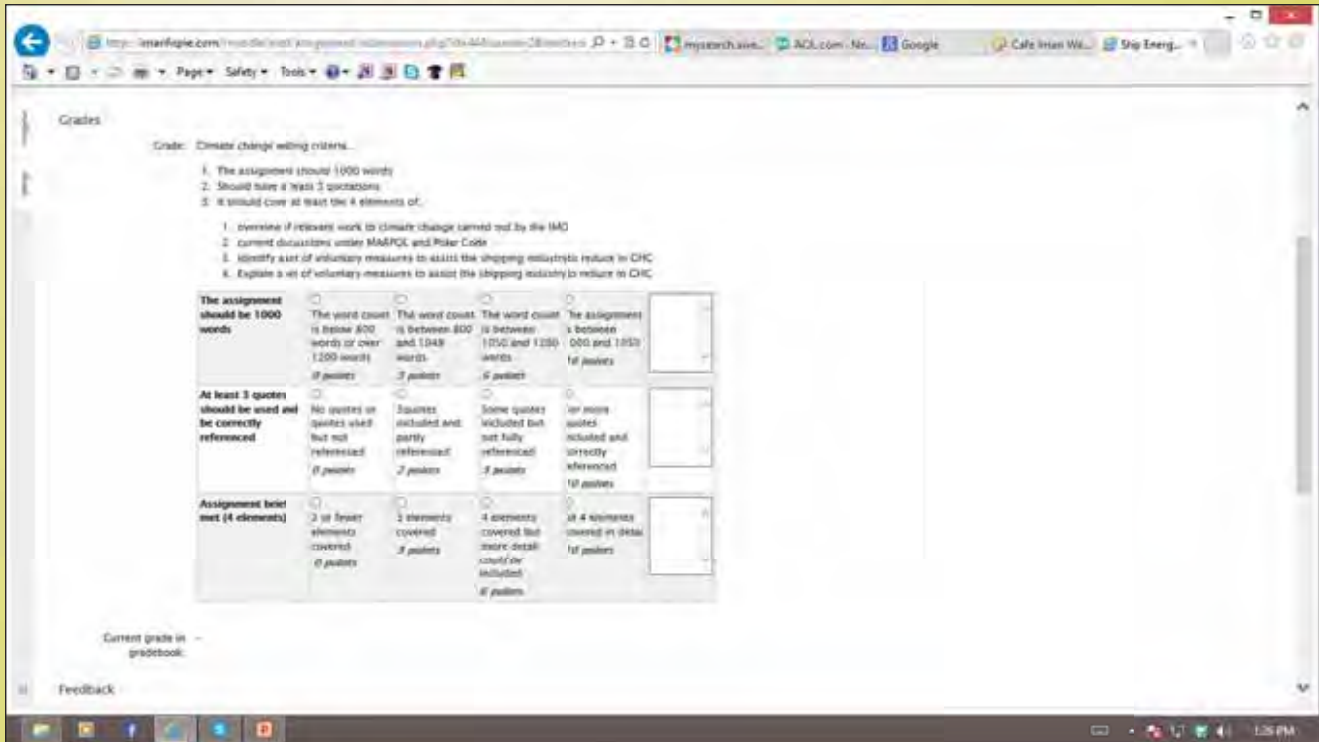
Figure 3 - Further grading complexities as expressed in Rubric schemes within grading schemes.

Figure 3, represents a "drilling down" capability to assess the complexities of things like creativity and innovation while preserving assessment frameworks, albeit it a different level.

It should be obvious then, that one doesn't have to continue using the same standard pedagogical framework designed for children. Gen Y has raised the stakes in constructing a viable adult methodological framework that considers the adult, Gen Y, technology, all relevant stakeholders, information technology, collaboration, integration, etc. These frameworks according to Eckleberry-Hunt (2011), would also include "...online social connectedness, teamwork, free expression, close relationships with authority, creativity, workout flexibility and of course use of technology" (461).

The author continues and further describes Gen Y, "... Works with hands on experience, trial and error, not value reading and listening to lectures, wanting creativity and interactivity and thinks outside the box" (461).

In closing, the current "time warp" and teaching style manifested by pedagogical frameworks today cannot stand; even so – solutions like that in Figure 2, may be extremely difficult to accommodate – especially online! A number of VLE and CCS give robust opportunities for andragogical frameworks. As much, current administrative frameworks present huge barriers to allowing true advanced change to occur. Strategic business initiatives must consider the next five or more years as these concepts are standard in most business programs and should be adhered to! Management then must be held accountable for addressing and properly utilizing new technologies in a proactive way that considers the future of maritime education and training!

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IMO Implementation Theme

IMO **INTERNATIONAL MARITIME ORGANIZATION**

IMO Secretary-General launches 2014 World Maritime Day theme: "IMO conventions: effective implementation"

There will be widespread approval within the industry for the 2014 theme for the International Maritime Organization's (IMO) World Maritime Day, which will be "IMO conventions – effective implementation". A problem that is as old as IMO itself, the slow pace of implementation of IMO instruments has been regretted by successive IMO Secretary-Generals, so the emphasis put on this matter by Mr. Sekimizu in the current year is very welcome.

The sometimes extraordinary lapse between the adoption of an IMO instrument and its coming into force does nobody any favours. It exposes the organisation to criticism from those who have a limited knowledge of the process but who invariably blame the IMO for any delays. It also exposes the shipping industry to indecision and delay, as inevitably what is written in Lambeth will, in greater or lesser ways, affect shipping all over the world.

Not knowing when a convention or other instrument will "bite", makes it impossible for the industry to plan, to buy the new equipment specified, or to elect to send a ship for recycling because the cost of implementation will not be economic. An owner without certainty over implementation dates is placed in an unenviable dilemma as such a hiatus may continue for years.

As has been emphasised for decades by frustrated industry people and regulators alike, the long delays between ratification and implementation may reflect badly on IMO, but it is the member states alone who have the ability to bring instruments into effect. The industry can attempt to put pressure on domestic legislators, but all too often, their failure to respond will say something about the priorities the lawmakers attach to marine transport. Domestic politics may all too often intrude, with the needs of the maritime industry going to the bottom of the queue for government time.

It is notable that in those flag states which clearly have a major interest in maritime industry, the enthusiasm of the authorities

for making progress in international maritime affairs will be greatest. By contrast, those flag states which have seen their maritime industries decline, will see the amount of government interest in them evaporate accordingly.

So is anything likely to change because of the 2014 theme of implementation? It is worth pointing out that a number of conventions which need to be implemented, such as the Ballast Water Convention, or the Hong Kong Ship Recycling Convention, the Nairobi Wreck Removal Convention and the HNS Liability Protocol have an environmental emphasis. As such, there may be increased political interest in seeing them in force, attracting pressure from activists and media alike.

Perhaps rather more pressure to speed matters up might come from the mandatory provisions for the auditing of member states, which will encourage those states wishing to appear to be of the highest quality to hurry along their enabling legislation to implement all these important treaties. To be seen at or near the top of any "league table" is a powerful incentive for progress in the effectiveness of a maritime administration, as it is in sport!

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