ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC

Report of the Second Regional Forum on Maritime Manpower Planning, Training, Utilization and Networking of Centres of Excellence

Bangkok
15-17 October 2003

UNITED NATIONS

ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC

REPORT OF THE SECOND REGIONAL FORUM ON MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION AND NETWORKING OF CENTRES OF EXCELLENCE

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PART I

I. ORGANIZATION OF THE FORUM

1. The Second Regional Forum on Maritime Manpower Planning, Training, Utilization and Networking of Centres of Excellence was held in Bangkok on 15-17 October 2003. It was organized by the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP). The funds for the forum were provided by the Government of Japan.

A. Attendance

2. The Forum was attended by participants from the following ESCAP member countries: Bangladesh; Cambodia; China; Fiji; Hong Kong, China; India; Islamic Republic of Iran; Japan; Myanmar; Pakistan; Philippines; Samoa; Singapore; Thailand; Turkey; and Viet Nam.

3. Representatives of the following United Nations bodies and other entities were present: Joint United Nations Programme on HIV/AIDS (UNAIDS), UNDP South East Asia HIV and Development Programme (UNDP SEAHIV), International Maritime Organization (IMO), Federation of Asean Shipowners' Association, Hong Kong Shipowners' Association, Thai Shipowners' Association, and Lloyd's List Maritime Asia. The list of participants is given in annex I.

B. Opening address

4. In his opening address, Mr. Barry Cable, Chief of the Transport and Tourism Division of ESCAP outlined the work of the organization.

5. He described the three main themes of ESCAP: poverty alleviation, managing globalization and addressing emerging social issues. He positioned the Transport and Tourism Division under the globalization theme, which consists of four divisions. These are Transport and Tourism Division, Trade and Investment Division, Information, Communication and Space Technology Division and Environment and Sustainable Development Division. He also mentioned that the Transport and Tourism Division has been restructured to better reflect the work and that there are now three sections within the Division: Transport Infrastructure Section (former Land Transport Section), Transport Facilitation Section (former Water Transport Section) and Transport Policy and Tourism Section (former General Transport, Coordination and Communications Section).

6. He proceeded to describe the developments and achievement of the Asian Highway Network and of the Trans-Asian Railway Network, and mentioned that an Intergovernmental Agreement on the formalization of the Asian Highway is expected to be signed at the 60th session of the Commission, to be held in Shanghai in April 2004. The work undertaken by the Division also concerns the missing links in the various transport networks, insufficient capacity and lack of logistics facilities such as inland container depots. In the area of Transport Facilitation, issues addressed by the Secretariat concerns the identification and isolation of bottlenecks, the development and usage of efficient tools for measuring efficiency and the need for capacity building.

7. He pointed out that the division is moving from a modal focus to a multimodal focus and that the surge in land transport development has important implications for shipping and port development and that shipping and ports are important gateways for land transport.

8. He also mentioned the Maritime Policy Planning Model which provides projections of shipping and port capacity requirements, and informed the meeting that a model upgrade is in progress and that a new study is planned for 2004. He also informed the participants of the WTO/GATS negotiations and the Regional Seminar on Liberalization of Maritime Transport under WTO/GATS that was organized in Bangkok in February 2002 and the Subregional Workshop that was organized in Mumbai in March 2003.

9. Other important activities undertaken by the Secretariat include harmonization of aids to navigation on the Greater Mekong River, the development of a regional IWT Network as well as the integration of IWT within inter-modal transport systems.

10. Concerning the Shipping and Port Systems in North East Asia, he mentioned that there is currently a lack of sufficient port facilities for future demand increase as well as a lack of efficient inland intermodal transport, limiting the opportunities for the ports in North East Asia to serve the hinterlands. He also mentioned the need for harmonization of regulations related to maritime policies and border crossing among the countries of the region. He added that the Secretariat is undertaking surveys and research in order to identify the bottlenecks on specific routes and to propose a subregional integrated transport network.

11. He also briefly touched upon the new role for ports as logistics centres and the need for consolidation and for supplementing shipping services.

12. He ended his opening address on the topic of HIV/AIDS in the Seafarer Industry. He stated that with its mobile population the seafarer industry is considered vulnerable to the risks of HIV/AIDS. For this reason the ESCAP, with UNDP SEAHIV and UNAIDS have developed a Computer-Based Training Programme for the prevention of HIV/AIDS. The programme is designed to be included as part of seafarer curriculum. He announced that the programme would be launched at the end of the Forum.

C. Forum programme

13. The detailed programme was circulated among the participants and is attached as annex II to this report.

II. DELIBERATIONS OF THE FORUM

14. The programme of the Forum covered the following topics:

A. Developments in shipping and the Second Maritime Manpower Forum

15. The presentation given by Ms. Geetha Karandawala, Chief of the Transport Facilitation Section of ESCAP dealt with the developments in Maritime Transport and provided an outline for the Forum. She set the Forum in the context of the Maritime Transport Environment and the increasing globalization, which implies further liberalization of trade, global sourcing, free movement and increase in volumes and trade flows. This in turn will lead to deepening containerization, larger ships, developments in road and rail infrastructure and linkages to ports as well as an increasing importance of transport facilitation.

16. She outlined some of the issues for consideration of the Forum, such as the importance of meeting shipowner requirements and to ensure that training of seafarers are in compliance with IMO standards. She also proposed that the Forum discuss how training and employment opportunities can be improved, and how collaboration between member countries can help in achieving these objectives.

17. She also proposed to revisit some of the issues from the first forum, such as the need for greater opportunities for shipboard training, the prospect of jointly operating a training ship, the dissemination of good practices in collaborative training and employment arrangements as well as the creation of a sustainable networking scheme.

B. Implementation of IMO standards on maritime training and certification – working procedures

18. A comprehensive presentation was given by Captain Moin Ahmed, Chairman of the International Maritime Organization (IMO) Technical Cooperation Committee. In his presentation, he presented the IMO and its main purpose of providing machinery for cooperation among Governments in the field of governmental regulations and practices relating to technical matters of all kind affecting international shipping; 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 maritime pollution from ships.

19. The structure of the organization was presented and its standard setting mandate was explained, as well as the role of the IMO Committee and the contributors to the standard setting process relating to maritime education. He outlined the steps that are undertaken in the setting of standards on these issues. He also outlined the technical cooperation as undertaken by the IMO.

C. Seafarer qualities/competencies/standards: perspectives of shipowners

20. The first presentation under this topic was by Capt. Masako Nakaya, Senior Manager of Crewing, NYK Shipmanagement PTE Ltd., Japan and provided the Forum with

insights on the perspectives of the shipowners. Captain Nakaya reminded the Forum that the qualifications of the seafarers are governed by the 1978 STCW Convention as amended in 1995.

The Certificate of Competence is issued by the Administration but the shipowner needs to define the quality of the seafarer by assessing his/her ability to cope with the work on board, which may be very difficult. Even though this situation holds true for other professions as well, the consequences may be dire for the shipowner should the quality of the seafarer not be up to standard.

21. The shipowners view of a quality seafarer would thus be that he or she not only holds the necessary Certificate of Competence required of the rank and as per regulations, but also that the seafarer is fully qualified to deal with the equipment of the particular vessel. Capt. Nakaya informed the Forum of the actions taken by NYK to have their own specialized training schemes (NYK Maritime University Project) in order to prepare seafarers for the specific conditions of the fleet.

22. He concluded his presentation on the notion that from a shipowners perspective the quality and standard of seafarers have to be increased by complementary training as the Degrees and Certificates are not sufficient to prepare the seafarer for the conditions directly linked to the specific needs of different shipowners.

23. The second presentation was given by Mr. Daniel Tan, Executive Director of the Singapore Shipping Association. He also stressed the increasing importance of the human factor influencing the success and prosperity of the shipping industry. He cited research proving that 80 per cent of accidents at sea are the result of human error, and that consequently a reduction in the ratio of human error offers considerable economic incentives.

24. Mr. Tan noted a growing realization among the shipowners that the most important issue in safer ships is the qualities and skills of the personnel. He also said that seafarers need to be seen as a long-term asset instead of single voyage contractees. With higher use of technology there is an increasing need for training on these high tech vessels, Mr. Tan also stressed the social issues and maintained that these are important to consider from a shipowners perspective. He commended the ESCAP initiative to produce a training programme for greater awareness on HIV/AIDS.

D. Country reports – current status of seafarer industry and training, including any action taken to prevent HIV/AIDS in the maritime community

25. Participants presented their country reports and explained the current situation of the seafarer industry in each country and future prospects. The country reports are presented in Part II.

E. Best practices in collaborative arrangements between maritime training institutes and shipowners/employers

26. The presentation under this topic was given by Capt. Masakazu Kobayashi, Manager, International Seafarers Group, Marine Division, Mitsui O.S.K. Lines (MOL), Japan. Capt. Kobayashi introduced his company, which operates around 500 vessels, totaling more than 300 million DWT. They employ seafarers from Japan, the Philippines, India, Indonesia, Croatia, Myanmar, Bangladesh, China and Europe, and operate 4 Training Centres.

27. MOL starts with the STCW certificate and core competencies but also provide their own training in categories such as Navigation Simulator, LNG, Tanker, Deck and Navigation Equipment Maintenance, Deck Practical Skill, Main Engine Remote Control System, Turbine Engine Plant, Marine Electricity, Hydraulic and Pneumatic Technology, Engine Maintenance, Reefer Container, Lathe Machine and Welding.

28. The presentation dealt with examples of good cooperation with maritime colleges and private training centres in India, Montenegro and Philippines as well as in other locations. In conclusion Mr. Kobayashi recommended the accomplishment of basic maritime training to meet STCW requirements but also a combination of OJT and shore-based training. The cooperating with private shipping companies in order to develop appropriate training is necessary, as is a high quality of supervisors and instructors.

F. Liberalization of maritime services under WTO/GATS

29. The presentation was given by Ms. Mia Mikić of the Trade Policy Section, Trade and Investment Division, ESCAP, and provided an introduction to the WTO/GATS as it aims to increase international trade in services via increased transparency, predictability, stability and continued liberalization. The presentation covered the basic principles and the different levels at which WTO/GATS operates.

30. The presentation also provided some insights into the concept of the most-favoured treatment as well as the national treatment. It covered the questions of market access and the various regulations. It touched upon the outcomes of the Doha negotiations and the maritime services liberalization and its consequences for the industry.

G. International cooperation in seafarer education by Japan

31. The presentation given by Captain Yoshinari Okano of the National Institute for Sea Training of Japan provided information on the cooperation extended by Japan into the development of seafarers' education. The ODA can be given as a bilateral grant, loan or in other forms of contributions and subscriptions to multilateral donor organizations.

32. JICA activities in the maritime sector can be in the form of a technical training programme, dispatching of experts, provision of equipments, of in project type cooperation combining the various components, or as a grant aid.

33. Activity reports and numbers were presented to give a full picture of the extent of the aid given. Some of the countries receiving assistance from Japan in the region were mentioned, such as Bangladesh, China, Fiji, India, Indonesia, Malaysia, Pakistan, Philippines, Thailand, Turkey and Viet Nam. The activities of the Japanese training ship Seiun Maru were also presented as were the assistance provided by various Japanese foundations.

H. Innovative practices in seafarer training

34. The first presentation was given by Ms. Arhleen Romero, Director, Management Information Systems Office, Maritime Industry Authority, Philippines and dealt with the experiences of the Philippines in seafarer training and mainly in the field of distance learning.

The Philippines is a major supplier of seafarers and the challenge is to ensure that the qualifications are in compliance with the various international standards and to continue to maintain and upgrade the level of competence.

35. The Philippines has put in place a system of distance learning in order to efficiently disseminate training to its seafarers as they are dispersed and only have limited time ashore. The programme is developed by several collaborating agencies, such as the Maritime Industry Authority, Commission of Higher Education, Maritime Training Council, University of the Philippines Open University Foundation Inc. and in close cooperation with experts in the different subject matters. It is expected that the modules of the IMO Model Course 7.01 will be delivered through this mode and it was also noted that the National Maritime Polytechnic is planning to develop programmes in this manner.

36. The second presentation was an introduction to the newly opened IMO Regional Presence for Technical Cooperation in Asia, based in Manila. Ms. Brenda Pimentel, the Regional Coordinator, first gave the background to the IMO standards and conventions and explained the rationale behind the regional office: assisting countries in ratifying and implementing the conventions and IMO instruments.

37. The regional presence will enable the IMO to pursue its programme on advancing the human element factor through various programmes on training of trainers, as they are vital to the effectiveness of the training of seafarers. Ms. Pimentel also mentioned the "IMO/ASEAN project on drafting and updating maritime legislation to support the adoption and accession of ASEAN member countries to IMO conventions" and explained the actions undertaken under this project.

38. Ms. Pimentel emphasized the role of the regional presence to make the Technical Cooperation Programme more easily accessible to the member countries and she encouraged the participants to access the programme through the regional office and stressed the importance of the office as a means for the IMO to coordinate effectively with more developed maritime countries in the region to jointly extend assistance to less developed countries. She also noted the role of the ESCAP in such collaborations.

I. Prevention of HIV/AIDS in the seafarer industry – launching of the computer-based training programme developed by UNDP, UNAIDS and ESCAP

39. The first presentation was given by Mr. Tony Lisle, Team Leader, UNAIDS South East Asia and Pacific Intercountry Team (SEAPICT). He gave a picture of the situation of the epidemic in the world and in Asia and stressed the importance of speedy action, in order to not have the same development of the disease as on the African continent. He noted that there is an alarming spread throughout the region and that the epidemic is widening in countries such as China and India, as well as showing signs of danger in the Pacific.

40. Mr. Lisle described the diversity of the epidemic and the different risk groups, noting in this particular context that mobile populations, such as seafarers, belong to a higher risk population. He stressed the need for an effective response and that such a response is needed at the highest level of each state and that it needs to be multi-sectoral with a wide coverage across the different levels of every society.

41. The second presentation was given by Ms. Lee-Nah Hsu, Manager of the UNDP South East Asia HIV and Development Programme and convener of the UN Regional Taskforce on Mobility and HIV Vulnerability Reduction. After a brief introduction to the situation, Ms. Hsu stressed the importance of prevention in the Maritime Industry. She noted for example that the Philippines supply the largest number of seafarers in the world and that among the HIV infections in the Philippines, the percentage of overseas workers has gone from 19 per cent in 2000 to 38 per cent in 2002. She stressed that prevention must take place at different levels, in the source communities, at the transit points such as harbours and training sites, and also in the host communities.

42. Ms. Hsu introduced the computer-based training programme “Be Safe Not Sorry” that was developed by ESCAP, UNDP and UNAIDS and which promotes awareness and knowledge for the Maritime Industry.

43. The Programme was introduced to the Forum and the participants were given copies.

III. EVALUATION OF THE FORUM

44. An evaluation questionnaire was distributed on the last day of the Forum for completion prior to the closing session. Participants were invited to give their views and comments on the forum, in terms of issues affecting content and presentation.

IV. RECOMMENDATIONS AND CLOSING SESSION

45. The main conclusions and recommendations of the Forum included the importance of producing competent seafarers, in compliance with STCW requirements and defined by ability from the perspective of the shipowners. This can be facilitated by enhanced and intensified collaboration between countries and between training institutes as well as between shipowners.

46. The Forum also suggested enhanced networking among the Maritime Industry, at the national level and at the international level. The ESCAP initiative of creating a web-based forum was appreciated and it was decided that ESCAP would also initiate an e-mail group where every one can contribute and in this way keep abreast of developments.

47. Other ideas and opportunities that were put forward by the Forum were to exchange information on simulators and to create exchanges between the faculties in the maritime training institutes. It was also suggested to investigate the prospect of accessing training facilities wherever possible. Suggestions were also put forward to examine the possibilities of joint representation at standard setting bodies and negotiations.

48. The Forum raised concerns about time-consuming visa procedures and the adverse effects on the industry. Participants noted the need to search for long-term solutions to these and other issues with the assistance of international organizations.

49. The Forum recommended that representatives from shipowners in countries outside the ESCAP region be invited to these Forums in the future and that they be held regularly, even on a self-funded basis.

50. In the closing session, the Chief of the Transport Facilitation Section, Transport and Tourism Division of ESCAP, reviewed the topics covered during the three day Forum and also summed up the considerable recommendations that had been made by the participants during the discussions and deliberations of the Forum. She thanked the participants for their contributions and for the interest shown as well as commended the participants on the constructive recommendations. She stated that future activities of the Section would attempt to respond to the suggestions and recommendations that were made during the deliberations.

51. The participants expressed their appreciation of the Forum and the arrangements made by ESCAP in organizing the Forum as well as the hospitality extended to the delegates. The participants also expressed their appreciation to the Government of Japan for funding this important event.

ANNEX I

FORUM PROGRAMME

Wednesday 15 October, 2003

08.30-09.00	**Registration**
09.00-09.30	**Welcome address and introduction to ESCAP Activities** Mr. Barry Cable, Chief, Transport and Tourism Division, ESCAP
09.30-10.00	*Coffee and Tea*
10.00-10.30	**Developments in shippping and the second Maritime Manpower Forum** Ms. Geetha Karandawala, Chief, Transport Facilitation Section, Transport and Tourism Division, ESCAP
10.30-11.00	**Implementation of IMO standards on maritime training and certification – working procedures** Capt. Moin Ahmed, Chairman, IMO Technical Cooperation Committee, London
11.00-11.30	**Seafarer qualities/competencies/standards: Perspectives of shipowners** Capt. Masao Nakaya, Senior Manager of Crewing, NYK Shipmanagement PTE Ltd., Japan Mr. Daniel Tan, Executive Director, Singapore Shipping Association
11.30-13.30	*Lunch hosted by ESCAP*
13.30-14.30	**Country reports – Current status of seafarer industry and training, including any action being taken to prevent HIV/AIDS in the maritime community:** • Bangladesh • Cambodia • China
14.30-15.00	*Coffee and Tea*
15.00-16.30	**Country reports – Current status of seafarer industry and training, including any action being taken to prevent HIV/AIDS in the maritime community:** • Hong Kong, China • India

Thursday 16 October, 2003

09.00-09.30 **Best practices in collaborative arrangements between maritime training institutes and ship owners/employers**
Capt. Masakazu Kobyashi, Manager of International Seafarers Group, Marine Division, Mitsui O.S.K. Lines LTD., Japan

09.30-10.30 **Country reports – Current status of seafarer industry and training, including any action being taken to prevent HIV/AIDS in the maritime community:**
- Islamic Republic of Iran
- Japan

10.30-11.00 *Coffee and Tea*

11.00-12.00 **Country reports – Current status of seafarer industry and training, including any action being taken to prevent HIV/AIDS in the maritime community:**
- Myanmar
- Pakistan
- Philippines

12.00-13.30 *Lunch*

13.30-14.15 **Role of Government in Maritime Manpower Planning, Training and Employment**
Panel Discussion

14.15-15.15 **Country reports – Current status of seafarer industry and training, including any action being taken to prevent HIV/AIDS in the maritime community:**
- Singapore
- Samoa
- Sri Lanka

15.15-15.45 *Coffee and Tea*

15.45-16.30 **Country reports – Current status of seafarer industry and training, including any action being taken to prevent HIV/AIDS in the maritime community:**
- Thailand
- Turkey

Friday 17 October, 2003

09.00 - 09.45 **Country reports – Current status of seafarer industry and training, including any action being taken to prevent HIV/AIDS in the maritime community:**

- Fiji
- Viet Nam

09.45 - 10.30 **Liberalization of Maritime Services under WTO/GATS**

- **Overview of WTO/GATS negotiation: Trade and Investment Division, ESCAP**
  Ms. Mia Mikić, Economic Affairs Officer, Trade Policy Section, Trade and Investment Division, ESCAP
- **Preparations and deliberations under WTO/GATS: Country Perspective**
  Mr. Naresh Salecha, Senior Deputy Director General of Shipping, Directorate General of Shipping, Ministry of Shipping, Government of India

10.30 - 11.00 *Coffee and Tea*

11.00 - 11.30 **International cooperation in seafarer education by Japan**
Capt.Yoshinari Okano, National Institute for Sea Training, Japan

11.30 - 12.00 **Innovative practices in Seafarer Training: Collaboration in Distance learning**
Mr. Liberato Frigillana, Director, Manpower Development Office and Ms. Arhleen Romero, Director, Management Information Systems Office, Maritime Industry Authority, Philippines

12.00 - 13.00 *Lunch*

13.00 - 13.30 **Role of the IMO Regional Office, the Human Element and STCW:**
Ms. Brenda Pimentel, Regional Coordinator, IMO Regional Presence for Technical Cooperation in Asia, Manila

13.30 - 14.00 **Future cooperation among maritime stakeholders**

14.00 - 14.30 *Coffee and Tea*

14.30 - 16.30 **Prevention of HIV/AIDS in the seafarer industry – launching of the Computer Based Training Programme developed by UNDP, UNAIDS and ESCAP**

- **Facing the HIV/AIDS Epidemic in Asia and the Pacific:**
  Mr. Tony Lisle, Team Leader, UNAIDS South East Asia and Pacific Intercountry Team (SEAPICT)
- **Navigating safety through the HIV Pandemic:**
  Ms. Lee-Nah Hsu, Manager, United Nations Development Programme, South East Asia HIV and Development Programme
- **CBT programme on prevention of HIV/AIDS:**
  Ms. Geetha Karandawala, Chief, Transport Facilitation Section, Transport and Tourism Division, ESCAP
- Panel Discussion

16.30 - 17.00 **Closing Session**

ANNEX II

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PART II

COUNTRY PAPERS

COUNTRY REPORT FROM BANGLADESH

A. Introduction

Bangladesh is a riverine country having a long seacoast along the Bay of Bengal. It is well known as a maritime nation in the world history having about 8,533 km of inland waterways and about 535 km of seacoast. The inland waterways, consists of several important rivers which fall into the Bay of Bengal. For obvious reasons over 90% of its trade is transported by sea and rivers. Hence, shipping and prudent seafarers are always considered to be the most important factor for development of the National economy.

The history of Bangladeshi seafarers date back to British Colonial period when they earned good reputation in British and other foreign flag vessels for their hard work and sincerity. Before the partition of India, about 50,000 Seafarers from Bangladesh were serving on various foreign sea going vessels from the ports of Calcutta, Mumbai, Yangoon, Singapore, Colombo, etc.

After independence of Bangladesh about 10,328 (January - 1972) registered Seafarers were enlisted in the Government Shipping Office. Due to advancement of Shipboard technology and Ship types, only 1,776 numbers of registered Seafarers were employed in 1972 on board National and Foreign flags vessels. Present employment position of the Bangladeshi registered Seafarers of various ratings, as of 31st August 2003 stands to 4,273, and Seafarers employed in domestic and foreign flagships stand to only 1,270. About 30 per cent of the registered Seafarers were employed while the remaining 70 per cent were waiting for jobs. This means that in average a Seafarer has to wait for about 2/3 years to come to his turn for employment. On the other hand 60 per cent of the employed Seafarers are fully dependent on foreign flag vessels.

Bangladeshi Seafarers being well known for their obedience, bravery and quality, deserve attention of ESCAP, Ship owners, and International Crewing Agents for more participation in Manning World fleet by creating employment opportunities.

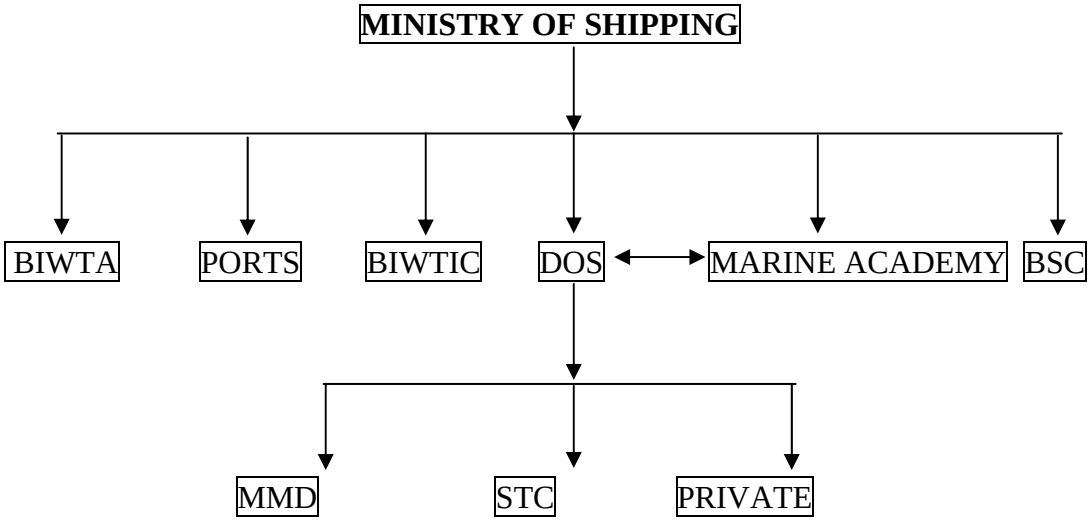
B. Training of seafarers

- ***Aim and Objectives:*** The main Aim and Objectives of establishing a modern Maritime Academy and Seaman's Training Centre are:
  a) To utilise the huge national human resources train them into competent maritime manpower, create scope for employment in National Merchant Fleet and foreign flag vessels.
  b) To provide International Standard Maritime Courses and Physical Training which will enable a rating and Officer to work onboard ship efficiently to achieve safer shipping and cleaner Ocean.
  c) To improve continuously overall competence and capabilities of seafarers and supervision and grow a sense of purpose, loyalty and devotion to duty amongst Seafarers.
  d) To achieve Training in accordance with the international maritime convention for employment in both National and International Maritime Industry.

In Bangladesh, Maritime activities are mainly divided into two sectors. One is for Sea-going Ship's operating in international water and the other for small ships operating in Inland waterways. There are five Government Maritime Training Institutions. Besides there are three Private Maritime Training Institutions offering maritime courses in different grades and areas.

The Department of Shipping (DOS) is responsible for supervising and monitoring the requisite International Standard of the Public and Private Sector Maritime Institutes regularly. The present organizational set-up is shown as bellow:

Government of the People's Republic of Bangladesh



The Bangladeshi Government owned Maritime Institutes are:

- ✓ Marine Academy, Chittagong.
- ✓ Seamen's Training Centre, Chittagong.
- ✓ Marine Fisheries Academy, Chittagong.
- ✓ Bangladesh Institute Of Marine Technology, Dhaka.
- ✓ Deck Personnel Training Centre, Dhaka.

The Private Maritime Training Institutes in Bangladesh are:

- ✓ Bangladesh Maritime Training Institute (BMTI), Dhaka/Chittagong.
- ✓ Maritime Institute of Science and Technology (MIST), Dhaka/Chittagong.
- ✓ International Institute of Maritime Technology (IIMT), Dhaka.

Marine Academy:

The Marine Academy Chittagong was established in 1962 to provide training for Maritime Officers of Bangladesh. After liberation in 1971, the Academy was upgraded to keep pace with international standard and requirements. The Academy provides various Pre-Sea and Post-sea Ancillary Courses for the officers. The Academy on average trains 60 cadets (Nautical – 30, Engineering – 30) per year. The number of trainee cadet intake varies according to the demand of the shipping market and Government policy. From its existence in 1962, the Academy has trained 2,026 Pre-sea cadets and 15,142 Post-sea officers and ratings.

The Marine Academy also provides BSC degrees in Nautical and Marine Engineering disciplines in affiliation with National University.

The Academy having had an excellent reputation for decades achieved the status as a branch of World Maritime University in 1990. Bangladesh was included in the White List of the International Maritime Organization in 2000 on the first phase of recognition. The Academy has successfully arranged a number of international courses namely Survey of small craft and ISM Code etc.

Today, the Marine Academy is considered to be one of the worlds leading maritime institutions. With the advancement of Marine technology & shipboard equipment, the Academy has been expanded and equipped to meet the growing need of international standards of training to both Pre-sea cadet and Post-sea merchant marine officers in accordance with the STCW-78/95 convention. The Academy also provides them with a sound background in management and technical skills, so that they are able to take up senior level management positions ashore in different maritime and maritime related Government/Industrial sectors.

Course conducted by Marine Academy, Chittagong
As per STCW-95 Convention

Sl. No.	Name of courses	Duration
1.	Junior Nautical/Engineering (Pre-sea)	1 Year
2.	Senior Nautical/Engineering (pre-sea)	1 Year
3.	Class IV & III (Deck)	3 Months
4.	Class IV & III (Engineering)	4 Months
5.	Phase III (Engineering)	6 Months
	Ancillary courses	
6.	Elementary First Aid	4 Days
7.	Fire Prevention & Fire Fighting	4 Days
8.	Personal Survival Techniques	4 days
9.	Personal Safety & Social Responsibility	4 Days
10.	Proficiency in Survival Craft & Rescue Boat	2 Weeks
11.	Efficient Deck Hand	2 Weeks
12.	Training in Advanced Fire Fighting	5 Days
13.	Proficiency in Medical First Aid	1 Week
14.	Proficiency in Medical Care	8 Days
15.	Global Maritime Distress & Safety System	2 Weeks
16.	Advanced Training in Chemical Tanker Operation	2 Weeks
17.	Training Course for Instructors	2 Weeks

Training Facilities and Equipment:

Training simulation, equipment as GMDSS, RADAR & ARPA.

- Shipboard machineries a modern marine workshop.
- Well-equipped Seamanship block.
- Fire Fighting House (fully equipped to run Basic & Advance Fire Fighting Courses).
- Lifeboat launching jetty & training lake & swimming pool.
- Accommodation and Canteen.
- Medical and Library facility.
- Gymnasium.
- Parade ground.
- Sports facilities.
- Auditorium.

Plans to Expand or Improve Training Facilities:

The Government of Bangladesh has a plan to continuously upgrade the academy in order to match the growing international standards by implementing various training projects. Presently a project namely, “Modernization of a part of the Hostel Building of Marine Academy and other facilities” is under implementation between 2002 to June 2005. The Academy has taken another project, namely, “Upgrading of training Facilities of Marine Academy to comply with STCW’95 Convention”. The project is expected to be implement during July 2003 to June 2008.

Number of Seafarers Trained/Produced each year

Marine Academy, Chittagong, Bangladesh Number of Pre-sea Cadets passed out up to 2003				
Batch	**Years**	**Nautical**	**Engineering**	**Total (Nautical + Engineering)**
1st	1963	19	22	41
2nd	1965	17	21	38
3rd	1966	15	17	32
4th	1967	15	19	34
5th	1968	20	21	41
6th	1969	22	23	45
7th	1970	22	22	44
8th	1971	22	21	43
9th	1973	8	8	16
10th	1975	17	18	35
11th	1976	16	10	26
12th	1977	21	21	42
13th	1977	22		22
13th	1978		21	21
14th	1978	22		22
14th	1979		24	24
15th	1980	24	24	48
16th	1980	23	24	47
17th	1982	23	23	46
18th	1983	24	23	47
19th	1984	24	23	47
20th	1985	24	24	48
21st	1986	18	23	41
22nd	1987	20	19	39
23rd	1988	14	14	28
24th	1989	24	26	50
25th	1990	50	50	100
26th	1991	55	55	110
27th	1992	55	54	109
28th	1993	49	49	98
29th	1994	55	54	109
30th	1995	49	47	96
31st	1996	35	34	69
32nd	1997	30	26	56
33rd	1998	30	29	59
34th	1999	30	30	60
35th	2000	27	30	57
36th	2001	38	38	76
37th	2002	30	30	60
				Grand Total 2026

Seaman's Training Centre (STC):

The Seaman's Training Centre, Chittagong, was established in 1952. The Government of Bangladesh established a well-equipped and modern Seaman's Training Centre in conformity with the STCW 1978/95 Convention and National requirement to train and develop competent seafarers for employment on National and International Ocean going vessels. Bangladesh being included in the White List of the International Maritime Organization, the name of STC has also been listed in the IMO compendium published by IMO.

With the rapid technological advancement and ratification of STCW convention 1978/95 the Government adopted a policy to continuously upgrade knowledge and skills through proper Training. Accordingly, under the Government control and supervision of Maritime Safety Administration, the Seamen's Training Centre was modernized and facilities improved to provide Training of 300 fresher and 1000 refresher (Post Sea Training) seaman/ annually. However, the intake of fresher Seamen (ratings) is, according to market demand and Government polices. The centre also provides short mandatory ancillary courses leading to certificate of competency.

The centre has now got the full potential to train Seafarers up to the International standard and fulfills the requirement of the foreign ship owners.

Pre-Sea Mainstream Courses:

Fresh intakes undertake these courses, which are designed to prepare them for serving on board vessels in deck, engine and catering disciplines as a crew or ratings. All trainees also complete Pre-sea Training on different disciplines as follows:

- Deck Rating (Regulation II/4, para 2.2.2 of STCW95).
- Engine Rating (Regulation III/4 para 2.2.2 of STCW95).
- Cook Rating (Bangladesh Merchant Shipping Rule 6(5) 0f 1991).
- Steward Rating (Bangladesh Merchant Shipping Rule 6(1) 0f 1991).
- Electrician Rating (Bangladesh Merchant Shipping Rule 5(5) 0f 1991).
- Fitter Rating (Bangladesh Merchant Shipping Rule 5(5) of 1991).

Additionally all trainees complete the following mandatory Basic Training (Reg. VI/1 of STCW95) courses during their training period in the Centre:

- Personal Survival Techniques (STCW Code A-VI/1-1).
- Fire Prevention and Fire-fighting (A-VI/1-2).
- Elementary First-Aid (A-VI/1-3).
- Personal Safety and Social Responsibilities (A-VI/1-4).

Post-Sea and Ancillary Courses:

Depending on the numbers of candidates and availability of instructors the following short and mandatory courses are also conducted in the Centre:

- Certificate of Proficiency in Survival Craft and Rescue Boat.
- Efficient Deck Hand.
- Tanker Safety & Familiarization.
- Chemical Tanker Safety & Familiarization.
- Oil Tanker Familiarization Training.
- Navigation Watch Keeping for Rating (Deck).

- Watch Keeping Training for Rating (Engine).
- Steering Familiarization Course (Deck, Non-Conventional).

For the above courses, practical and hands on training is emphasized. Delivery of the courses comprises of lecturing in the classroom and practical training in the workshop, nautical & engineering instruction model room, simulator and real life situation. Being the leading international language, English is taken as the medium of instruction. Special classes are run on Spoken English to prepare the trainees for global market. A lot of emphasis is put on safety, discipline, physical training and punctuality during the training period. Fresh intakes are given regimental training to suit ship's working environment.

Training Facilities and Equipment:

Training Block: A three-storied training building contains all training facilities.

Workshop: Equipped with a variety of machines, the Workshop also has a training generator with a complete marine type switchboard; machines include lathe, drill, universal etc. Welding sets are also available for the trainees.

Galley: All equipment and appliances normally used in ship's galleys/pantry are installed including necessary utensils, crockery, cutlery, cooking ranges and ovens. Cold chambers and provision fridge rooms are installed complete with cooling plants as found on board ship.

Deck/Engine Model Rooms: Complete models of different types of ships, deck machineries and cargo gears. There are models of different types of engines and pumps with cross sections of components are installed for training in both Nautical and Engineering disciplines. A simulator of common shipboard electro-hydraulic steering plant is available for training.

Seamanship Workshop: Common seamanship gadgets like ropes, guys, pulleys, blocks, shackles, chains etc., are available here for practical training. An actual size ship's derrick is installed on the roof of the Training Block complete with winches. The derrick is maintained and operated by the Trainees as a part of their Training Program.

Class Rooms: All classrooms are located in the Training Block and instructions are carried out in these rooms.

Other training Aids: OHP, VCR, TV, and a good number of wall charts, posters and training videos are available for training purpose. Different types of fire extinguishers are also available there for Practical Training.

Fire Fighting and Store House: These are fully equipped to run Basic Fire Fighting Courses.

Training Pond: There is a large Training Pond where Pre-Sea and Post-Sea Trainees are trained in swimming, rowing and rescue boat operation, etc.

Lifeboat launching jetty: The jetty is purpose built beside the training pond to provide a launching facility for lifeboats as found on Board ships.

Parade Ground: There is a regimental Parade Ground for the new entrants where the trainees are trained in parade drills, physical training and games, etc.

Marine Fisheries Academy, Chittagong, Bangladesh:

Marine Fisheries Academy is the only National Professional Institution of Bangladesh established in 1973 for training of personnel for fishing vessel and related industries. With the growing demand and expansion of the fishing fleet, both in Private and Public sectors, the centre was upgraded in 1983 and renamed as "Marine Fisheries Academy". It is a Government Institution, which offers specialized courses for building a career in the fisheries and maritime industries.

Aim (M.F.A):

- The academy educates and trains cadets as per STCW'95F for the deep sea going fishing vessels. Academy also trains cadets for processing plants as per Hazard Analysis and Critical Control Point (HACCP) requirements and also other Maritime Industries. All the Courses are accredited under National University, Gazipur, as Bachelor of Science Courses.
- The academy was specially founded to meet the requirements of an acute shortage of Deck and Engineering floating officers and Processing Technologist in the fishing sector.

Training Courses:

The Academy educates and trains cadets for deep sea going fishing trawlers, processing plants and other maritime industries. Cadets are awarded with Bachelor of Marine Science degree certificate for appropriate discipline. The institute provides 3 years training in three branches. They are as follows:

(1) BSC (Pass) Nautical.

(2) BSC (Pass) Engineering.

(3) BSC (Pass) Marine Fisheries.

Cadets graduating from Marine Fisheries Academy are able to find suitable jobs at national and foreign fishing vessels. However, ambitious cadets with seven years experience on the fishing vessels are able to join in sea-going vessel through appropriate examination conducted by the Department of Shipping.

	Branch	Year	No. of graduated cadets
Successfully 841 cadets graduating from the academy:	Nautical	1973-2001	253
	Engineering	1973-2001	329
	Marine Fisheries	1973-2001	128
	Electrical Engineering	1973-1977	15
	Radio Engineering	1973-1977	17
	Refrigeration Engineering	1973-1979	24
	Troll operation	1973-1981	46
	Gear Technology	1973-1986	29
	Total		841

Facilities:

1) Administrative Building.
2) Bank, Post office.
3) Residential Cadet Block/Hostel.
4) Play ground.
5) Officer's residential area.
6) Laboratory facilities:
    (a) Marine Engineering.
    (b) Marine Fisheries Technology.
    (c) Nautical studies.
    (d) Marine Fisheries Museum.
    (e) Marine Workshop.
7) Maritime Library; Rich in technical collection; the collection is particularly strong in the field of:
    (a) Nautical Studies.
    (b) Marine Engineering.
    (c) Electronics.
    (d) Seamanship.
    (e) Gear technology and fisheries technology.

Bangladesh Institute of Marine Technology, (BIMT) Dhaka:

It provides education and training for Engine ratings of Inland Vessels of Bangladesh that ply in our rivers. This institution offers courses to train and develop technical personnel (engine driver/crews) to operate passenger launches/ferries, cargo launches/barges, tugboats, pontoons, smaller crafts etc. that ply only in river-ways. The institution offers 3 years Diploma Course and associated safety and other ancillary courses. The graduated trainees from BIMT also have the scope of employment in foreign offshore installation and inland vessels.

Deck Personnel Training Centre, Dhaka:

It provides education and training for Deck personnel of inland vessels that ply in rivers. This institution offers courses to train and develop navigational personnel (Navigation drivers/serangs/Lascars, Seacunny crews) to operate passenger launches/ferries, cargo launches/barges, tug boats, pontoons, smaller crafts etc. that ply only in inland river-ways. The institution offers 1 (One) year Diploma Course and associated safety and other ancillary courses. Recently it also started the basic safety courses for sea-service. The DPTC have trained 831 Fresher Trainees and 4678 In Service Trainees up to May 2002.

The Deck Personnel Training Centre (DPTC) has the following Training facilities:

1) Training ship:
   (a) Life Boat.
   (b) Rescue Boat/Sailing Boat.
2) Computer Laboratory.
3) Class Rooms.
4) Fire Fighting Laboratory.
5) Seamanship and cargo works Laboratory.
6) Life Saving Apparatus Laboratory.
7) Navigation equipment Laboratory.
8) Library/Conference Room.
9) Recreation Room/Store Room.
10) Pre-Sea Trainee Barras.
11) In service Trainee Barrack.

Due to improvement in the Ocean going shipping sectors, there has been sufficient improvement in the inland water sectors also. The DPTC have modern Training gears, Instructional Books and various courses, which will be an asset for the Inland Transport officers/employees in future.

The DPTC is providing four Basic Safety courses according to STCW-95 convention in conduct to improve safety in Inland vessels. Inland ship owners are very reluctant to employ the trained cadets for their low cost effectiveness. However the Government has taken various steps to convince the ship owners to employ the trained cadets in order to improve safety of Inland vessel's personnel.

Private Maritime Training Institutions:

Private entrepreneurs have recently established three Maritime Training Institutes for sea-going Deck officers and Marine Engineers with the approval of the Department of Shipping. They are:

- Bangladesh Maritime Training Institute (BMTI).
- Maritime Institute of Science and Technology (MIST).
- International Institute of Maritime Technology (IIMT).

All these three Institutions offer various post-sea courses (preparatory/ancillary) complying with the requirements of STCW'95 Convention as approved by the Department of Shipping, Bangladesh. The quality and standards of training is monitored by the Department of Shipping.

HIV/AIDS awareness Training current or planned activities:

Most Maritime Institutions of Bangladesh arranges HIV/AIDS awareness training through seminar and normal classes. Local experts/Doctors deliver lectures on the subjects especially to the serving/waiting seamen's of Bangladesh. A Non-Governmental Organization named "MAMATA" voluntarily deliver lectures on the subject in Seamen's Training Centre on a regular basis.

Current Activities:

- Basic knowledge about sexually transmitted diseases or venereal diseases including HIV/AIDS especially to the serving/waiting seafarers.
- Mode of spread of STDs & V. Diseases.
- Mode of spread of HIV/AIDS.
- Sign and symptoms of V. Diseases & HIV/AIDS.
- High-risk groups for V.D + HIV/AIDS.
- How to prevent Venereal Diseases & HIV/AIDS.
- Where to get treatment for Venereal Diseases.

Future Planned Activities:

- To continue current activities among seafaring community including local communities who are connected with them.
- To update latest information about venereal diseases and HIV/AIDS.
- Providing leaflets in easy languages and small Booklet about venereal diseases and HIV/AIDS.
- Arranging seminars on HIV/AIDS from time to time to promote more awareness among seafarers including locals connected with the seafaring community.

C. Demand and supply of seafarers

Overflow of Seafarers in Bangladesh and measures are being taken to resolve the problem:

The shipping industry in Bangladesh is presently passing through a difficult phase, mainly due to low freight, rising cost of Ship/Port operations, and the 11th September 2001 incident in USA, has strongly set back the employment of the Bangladeshi Seafarers. Especially, the imposition of visa restriction by USA and Singapore has caused loss of employment of Bangladeshi Seafarers. This has caused great concern to the Government and the seafaring community over future scope of employment of the Bangladeshi Seafarers. Bangladesh government is trying to discuss the issue with the respective Governments on diplomatic levels to resolve the matter but the progress is very slow and still unresolved.

The Number of Bangladeshi seafarers employed in domestic and foreign flag ship during last 10 years

Year	No. of registered seamen	No. of employed seamen				No. of unemployed seamen	No. of employed fresh seamen	No. of unemployed fresher seamen
		Foreign ships	National ships	Other private ships	Total			
1	2	3	4	5	6	7	8	9
1993	5038	1763	467	165	2395	2643	47	
1994	4886	1673	469	146	2288	2598	40	
1995	5014	1690	469	141	2300	2714	119	
1996	5054	1503	447	124	2074	2980	143	
1997	4956	1392	411	107	1910	3047		
1998	4998	1277	379	125	1781	3217	103	
1999	4924	1228	335	111	1674	3250	76	
2000	4712	1219	335	111	1664	3048	69	
2001	4533	1136	335	111	1582	2951	106	
2002	4419	871	337	167	1375	3044	67	
2003	4273	764	338	168	1270	3003	23	703

***Present employment position*:** The number of Bangladeshi seafarers employed in domestic and foreign flagships as of 31.10. 2003 stands to 1,270. From the above table 35 per cent of the registered seafarers were employed while the remaining 65 per cent were waiting for job, and in average a seafarer had to wait for about 3 years for re-employment. On the other hand, it is clear that 60 per cent to 70 per cent of unemployed Seafarers are fully dependent on foreign flag vessels. Above statistics indicates that a large number of crews are waiting for employment on national and international flag vessels, which resulted in the oversupply of seafarer. The main cause of oversupply of seafarers is the reduction of national and international fleet, reduced manning by ship owners due to technological advancement and quality of seafarers. It also happened due to some company's/shipping agents unwillingness of taking over 50 years old seamen including unwillingness of not taking fresher trainees. Also the decreasing trend of seamen's employment incurred due to joining of seafarers from ex-socialist countries in the world shipping sectors, etc.

Measures are being taken to promote Seafarers employment opportunities:

However, shipping is a very capital intensive, complex industry and the market position is never truly predictable. The shipping companies often faces difficulties in implementing their plans. In the current concept of globalization it is very difficult to stand independently. Following measures are taken in this regard:

- The Government of Bangladesh (GOB) is taking steps to send a high-level delegation to the seafarer employing countries/shipping companies to find new employers.
- Proper Training: Government of Bangladesh mainly emphasizing on the selection and training of seafarers to meet international standard in accordance with STCW' 78/95

Convention to make them competent and able to perform their duties onboard with the satisfaction of the Ship owners and the maritime administrations.

- Taking strict judicial steps to stop seamen's desertion.
- Taking steps to remove difficulties on obtaining VISA from various countries.
- Giving more importance to English language in all maritime institutes.
- Implementing refresher courses for the serving seafarers in every 3 years as per STCW'95 Convention.

D. Role of the maritime administration, including monitoring of training activities and employment, setting of terms of employment and negotiations with maritime unions

In Bangladesh, The Department of Shipping (DOS) is the only maritime administration under the Ministry of Shipping and is a regulatory body. The main functions of the DOS are:

- Giving advise to Government from time to time for promotion of maritime/shipping activities.
- Formulation of rules and regulations in conformity with the International Conventions and their implementation.
- Promotion of maritime safety at sea and inland waters.
- Prevention of marine environment.
- Monitoring and upgrading of maritime training standards of the Government/private training center/institutions.
- Carry out competency examinations and issuing certificates.
- Looking after seafarers' welfare, employment and other related matters.
- Carrying out surveys of the ships and casualty investigations.
- Keeping liaison with ship owners and manning agencies to determine the requirements of seafarers' supply and demand in the Industry.
- Negotiate terms and employments of the ratings by dialogue with national and foreign ship owners and maritime unions whenever is necessary.
- The Government shipping office located in the port city of Chittagong under the direct control of DOS is responsible for the administration, employment, discipline, maintenance of crew register and their welfare.

E. Strength and special qualities of the national seafarers

Bangladesh being historically a Maritime nation, the Seafarers still regards the seafaring profession as a socially respectable career. Seafarers who have trained locally have relatively high standards of proficiency, are hard working and they are traditionally good seaman. They are well behaved, obedient, trustworthy and have good reputation. Presently the undergoing trainees (Ratings) are required to pass the Secondary School Certificate (SSC)

Examination which is equivalent to O'Level Examination. They are able to understand the English language up to the required standards. Beside this, they are happy with reasonable wages in comparison to Seafarers from the developed nations. More over, they are not addicted to alcohol and posses a high moral courage. They are content with reasonable wages.

F. Constraints facing the Industry in its effects to progress further and possible solutions to these constraints

The progress of the National Merchant Fleet is quite unpredictable at the present poor freight market and high operation cost, detention of vessel unreasonably by Port State Control (PSC) Surveyor and Fund constraints. These factors have badly influenced our national fleets' strength. In 1983 there were 35 ships under national flags, which has decreased to 25 ships in 2003. There is a considerable reduction of national fleet, which has reduced employment opportunities on national flagships. On the other hand foreign ship owners are not much willing to take fresh seafarers without some sea experience, which hinders training progress. Bangladesh neither has any training vessel for providing sea experience nor enough ships to employ all seafarers, especially ratings. The VISA restriction imposed by USA and Singapore for Bangladeshi seafarers has caused major constraints on employment of Bangladeshi seafarers.

Occasional desertion of some seafarers employed on foreign flag vessels is another critical and unique problem, which restricts future scope of employment of the Bangladeshi seafarers. The Government of Bangladesh is very much concerned about the issue and has adopted stringent rules such as official undertaking with bond security, imposing severe punishment. Since we consider this as an universal problem, one party alone is unable to prevent such desertion until the immigration authority of foreign countries faces desertion, willing to co-operate, detect the deserter and repatriate them to their home country to face disciplinary procedure. Then only the seafarers would not easily desert in foreign countries. However, we believe that this problem needs to be addressed globally for possible solution.

G. Future plans

Recent and past events in USA, Russia, Middle East, South East Asia and unforeseen events has created a complex situation to make any kind of forecast about Maritime manpower planning especially for a developing country like Bangladesh. However, considering the vast human resources available in the country, the Government has plans to update continuously its maritime training scheme and produce about 60 cadet officers and 150 – 200 seafarers (Ratings) annually to meet ship-manning demand on national and international fleet. The Government also has taken steps to publicize the training facilities available in the country and the quality of trainings imparted to the seafarers.

Bangladesh has future plans to increase its shipping fleet in the public and private sector and serious steps will be taken to prevent desertion of crew members in foreign countries by implementing strict laws and heavy penalties.

Second Regional Forum on Maritime Manpower Planning, Training, Utilization and Networking of Centres of Excellence

15 -17 October, 2003.

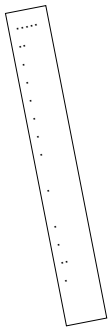
BANGKOK

C O U N T R Y R E P O R T

B A N G L A D E S H

Introduction

- Bangladesh is a riverine country having a long seacoast, 8533 km of inland water ways and about 535 km of seacoast along the Bay of Bengal of Indian Ocean.
- 90% of the trade transported by sea and rivers. Hence shipping and competent seafarers considered to be the most important factor for the development of the national economy.



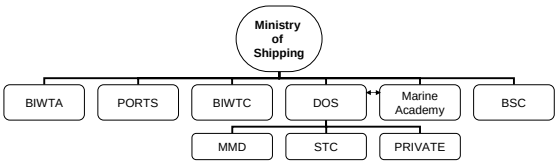
- Bangladesh is a well known maritime nation and its seafarers have a long history of serving at sea with good reputation and bravery.
- Bangladesh has training institutes of international standards, both for Officers and Ratings.
- Bangladesh qualified to be in the 'white list' in the first phase of acceptance by IMO.

- Bangladesh has huge human resources and surplus seafarers in both Officers and Ratings discipline, and looks for more participation in manning world fleet.
- Bangladesh deserves the attention of ESCAP, ship owners and crewing agents for their employment.

T*raining of* **S***eafarers*

- Bangladesh maritime activities are divided into two sectors.
  - Ships operating in inland waters (coasters, tugs, passenger ferries, etc.)
  - Ships operating in international waters. (i.e., sea-going ships)
- Shipping, including training, is under the supervision and control of the Dept. of Shipping under over all control Ministry of Shipping.

Govt. of the **P**eople's **R**epublic of **B**angladesh



***G**overnment **T**raining **I**nstitutes*

- Marine Academy, Chittagong.
- Seamen's Training Centre (STC), Chittagong
- Marine Fisheries Academy, Chittagong.
- Bangladesh Institute of Marine Technology (BIMT), Dhaka.
- Deck personnel Training Centre (DPTC), Dhaka.

Private **T**raining **I**nstitutes

- Bangladesh Maritime Training Institute (BMTI), Dhaka/Chittagong.
- Maritime Institute of Science and Technology (MIST), Dhaka/Chittagong.
- International Institute of Marine Technology (IIMT), Dhaka/Chittagong.

Marine **A**cademy

- Established in 1962, for training of cadets leading to officer.
- Provides training for 2 years pre-sea basic training leading to a B.Sc. Degree.
- Preparatory and post-sea ancillary courses according to STCW '95.

Marine **A**cademy

- Produces 30 ***nautical*** and 30 ***engineering*** cadets every year.
- Intake may vary according to market demands.
- Having excellent reputation for decades, achieved the status as a ***Branch of World Maritime University***.
- The name of Marine Academy is listed in the compendium published by IMO.

Marine **A**cademy **:**

Training Facilities

- Training Simulation Equipment such as GMDSS, RADAR & ARPA
- Modern marine workshops containing shipboard machineries
- Seamanship block
- Fire-fighting house for basic and advanced courses
- Lifeboat launching jetty training lake and swimming pool
- Hostel accommodation and canteen
- Medical and library facilities
- Gymnasium
- Parade ground
- Auditorium
- Sports facilities

- NEXT **Courses**

Marine **A**cademy:

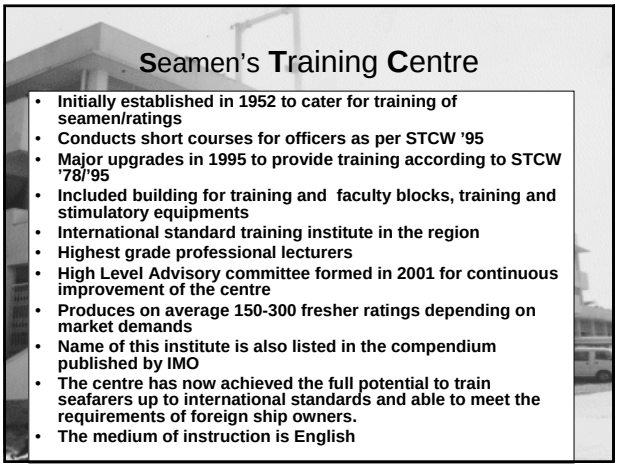
Courses:

- **Pre-sea: 2 years training (Nautical/Engineering cadets)**
- **Preparatory course leading to COC.**
- **Ancillary courses**
  - Elementary first-aid
  - Fire prevention and fire-fighting
  - Personal survival technique
  - Personal safety and social responsibility (PSSR)
  - Proficiency in Survival Craft and Rescue Boat
  - Efficient Deck Hand
  - Advanced fire-fighting
  - Proficiency in Medical First-Aid
  - GMDSS
  - Advanced Chemical Tanker
  - Training course for instructors

Number of seafarers trained/produced each year (last 15 years)

Years	Nautical	Engr.	TOTAL
1988	14	14	28
1989	24	26	50
1990	50	50	100
1991	55	55	110
1992	55	54	109
1993	49	49	98
1994	55	54	109
1995	49	47	96
1996	35	34	69
1997	30	26	56
1998	30	29	59
1999	30	30	60
2000	27	30	57
2001	38	38	76
2002	30	30	60

Total since 1962: 2026 cadets



Seamen's **T**raining **C**entre

- **Initially established in 1952 to cater for training of seamen/ratings**
- **Conducts short courses for officers as per STCW '95**
- **Major upgrades in 1995 to provide training according to STCW '78/'95**
- **Included building for training and faculty blocks, training and stimulatory equipments**
- **International standard training institute in the region**
- **Highest grade professional lecturers**
- **High Level Advisory committee formed in 2001 for continuous improvement of the centre**
- **Produces on average 150-300 fresher ratings depending on market demands**
- **Name of this institute is also listed in the compendium published by IMO**
- **The centre has now achieved the full potential to train seafarers up to international standards and able to meet the requirements of foreign ship owners.**
- **The medium of instruction is English**

Seamen's **T**raining **C**entre:

Training Facilities

- Seamen's Training Centre is equipped with most modern training facilities with the financial and technical assistance from the Govt. of Japan. The facilities available are:

  Deck Model Room: Collection of Navigational Aids & instruments including a simulator of shipboard Electro-hydraulic steering gear system, Deck Machinery & Cargo Gears, Ship's Models, Plans etc.

  Engine Model Room: Equipped with cross sections of various pumps, 2/4 stroke marine engine etc.

  First Aid Model Room: Equipped with human skeleton, artificial resuscitation instrument, models of burn injury, first aid kit, medical operational instruments etc.

  Seamanship Floor: Equipped with complete ship's Derrick and Seamanship items for practical training demonstration.

  Workshop: Equipped with generators, Lathe machines, Welding Machines, Universal Machine, Drill Machine, Grinder, marine type switchboard etc. for demonstration.

- **Fridge Room**: Equipped with large ship's type Provision Fridge Room with cooling plants for frozen food handling/maintenance training.

  Training Galley & Tasting Room: Equipped with collection of Boiler, Oven, Dishwasher, Ice Cream freezer, Blender Sink, Burner, Toaster, Juicer, fridge cutlery items etc. for training of Cook & Steward trainee.

  Firehouse: Equipped with fire simulator, Fire pump, Extinguishers for fire-fighting class.

  Parade Ground: There is a 50 m long and 45 m width parade ground, for parade Drills & physical training for seafarers.

  Training pond: Equipped with lifeboat/rowing boat, and training Jetty for training of swimming, rowing… rescue etc.

  Miscellaneous: STC has reasonable collection of books, periodicals, audio-video & other educational aids including Overhead projectors, VCR, TV and a good number of wall charts, posters for training purposes.

Seamen's **T**raining **C**entre:

Courses

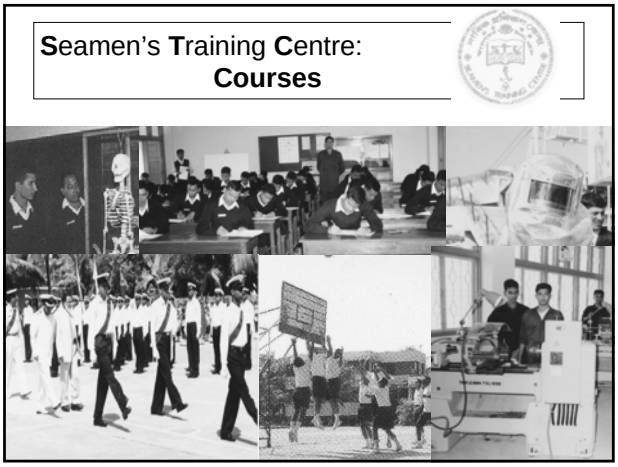
- STC is conducting pre-sea Training for ship's ratings (Deck, Engine, Saloon). Special emphasis is given to Spoken English classes to prepare them for Global Market. Besides many other, short mandatory, ancillary courses for both Officers and crew are being conducted in STC as per International Convention on STCW-78 as amended in 1995, which are as: follows:

  1. Personal Safety and Social Responsibilities. (PSSR)
  2. Certificate of proficiency in Survival Craft & Rescue Boat (CPSC & RB)
  3. Elementary First Aid (EFA)
  4. Fire Prevention & Fire Fighting (FPFF)
  5. Personal Survival Technique (PST)
  6. Efficient Deck Hand (EDH)
  7. Tanker Familiarization.
  8. Chemical Tanker Familiarization.
  9. Oil Tanker Familiarization.
  10. Watch keeping training for rating (Navigation)
  11. Watch keeping training for rating (Engine)
  12. Crowd and crisis management for passenger vessels
  13. Steering familiarization training (non-conventional)

A lot of emphasis is put on safety, discipline, physical training and punctuality.

Seamen's **T**raining **C**entre:
Courses

Seamen's **T**raining **C**entre:
Courses



Marine **F**isheries **A**cademy

- Established in 1973 under the Ministry of Livestock and Fisheries for training of personnel for fishing vessels
- The centre was upgraded in 1983 with the growing demand and expansion of the fishing fleet
- Offers basic and specialized courses for building careers in fisheries and fishing related industries ashore
- Educates and trains cadets as per STCW '95F for deep sea-going fishing vessels
- All courses are accredited under National University

Marine **F**isheries **A**cademy:
Training Facilities

- Administrative Building
- Bank, post office
- Residential block for cadets/officers
- Sports ground
- Laboratory Facilities
  - Marine Engineering
  - Marine Fisheries Technology
  - Nautical Studies
  - Marine Fisheries Museum
  - Marine Workshop
- Library

Marine **F**isheries **A**cademy:
Courses

- 3 years training courses leading to Bachelor of Marine Science in 3 disciplines:
  1. BSc (Pass) Nautical
  2. BSc (Pass) Engineering
  3. BSc (Pass) Marine Fisheries
- Cadets with 7 years experience in fishing vessels are able to join sea-going vessels though qualifying appropriate course/examination conducted by DOS

Bangladesh **I**nstitute of **M**arine **T**echnology (**BIMT**)

- Provides education and training for inland vessels
- Offers 3 years diploma course associated with safety and other ancillary courses
- Personnel trained in this institute are employed in passenger launches/ferries, cargo launch/vessels, barges, tug boats, small craft etc.

Deck **P**ersonnel **T**raining **C**entre (DPTC), Narayanganj

- Provides training for deck personnel of inland vessels
- Well equipped with modern training equipments and facilities
- Offers one year diploma course
- Graduated trainees are employed as navigators, drivers, serangs, lascars in inland vessels
- Recently started the basic safety course in conformity with STCW convention to improve safety of inland vessels
- Till now trained 831 fresher trainees and 4678 in-service trainees

Private **M**aritime **T**raining **I**nstitutions

- Govt. approved 3 private institutions established in 2002
  - **Bangladesh Maritime Training Institute (BMTI)**
  - **Maritime Institute of Science & Technology**
  - **International Institute of Maritime Technology**
- Offers post-sea courses according to STCW '95
- Preparatory course leading to COC
- Ancillary short courses
- BMTI is equipped with GMDSS, ARPA, and Bridge simulator equipments
- All courses are monitored by DOS and audited

Plan to **e**xpand or **i**mprove **T**raining **F**acilities

- Govt. has policy to continuously upgrade the institution to match the growing international standard by implementing training projects:
  - 'Modernization of hostel buildings and other facilities of marine academy' is under implementation between 2002 and 2005
  - 'Upgrading of training facilities of Marine Academy to comply with STCW '95' is under implementation process between 2003-2008
  - 'Strengthening of Seamen's Training Centre' also being approved to upgrade the training facilities. Is in final phase.
  - Private institutions are also having improvement plans.

HIV/AIDS Awareness **A**ctivities

- HIV/AIDS awareness made through lectures in classes and seminars
- Local experts/Doctors and NGOs voluntarily delivers lectures to create the awareness
- Govt. level awareness is also made through seminars, discussions and media coverage

HIV/AIDS Awareness **A**ctivities

- Current Activities:
  - Knowledge about STDs, or venereal diseases including HIV/AIDS especially to the serving/waiting seafarers
  - Mode of spread of the diseases
  - Signs and symptoms
  - High risk groups for VD & HIV/AIDS
  - Prevention
  - Where to get treatment for VD
- Planned Activities:
  - Continuing current activities among seafaring community
  - Providing leaflets and publishing small booklets about the disease
  - Arranging seminars for more awareness among seafarers and others

Demand and **S**upply of **S**eafarers

- Overflow of seafarers
  - High cost of operation and burden of international conventions have resulted in the reduction of the national tonnage causing the loss of jobs in national fleet
  - The tragedy of 9/11 incident in USA and middle-east unrest have also caused a setback in the employment of Bangladeshi seafarers
  - Restrictions on issuance of visa by USA and Singapore for Bangladeshi seafarers have also caused great deal of damage and loss of jobs

Demand and **S**upply of **Seafarers**

- Measures taken to resolve the problem
  - Govt. have already taken step to discuss the issue of visas to seafarers with respective governments on diplomatic channel
  - Govt. also have taken plan to increase the national tonnage and marketing drive for employment overseas

Forward **P**lanning for **D**etermining **N**umber of **S**eafarers to be **T**rained

- Govt. representative, Dept. of Shipping (regulatory body), Shipping master, concerned training institutes, determines the number to be trained with due consideration of the national policy and market demand as and when necessary

N*umber* of **B***angladeshi* **S***eafarers* **E***mployed* in **D**omestic and **F**oreign **F**lag **S**hips during the last **10** *years*

Year	Regd. Seamen	Foreign Ships	National Ships	Private Ships	Total	Un-employed
1	2	3	4	5	6	7
1993	5038	1763	467	165	2395	2643
1994	4886	1673	469	146	2288	2598
1995	5014	1690	469	141	2300	2714
1996	5054	1503	447	124	2074	2980
1997	4956	1392	411	107	1910	3047
1998	4998	1277	379	125	1781	3217
1999	4924	1228	335	111	1674	3250
2000	4712	1219	335	111	1664	3048
2001	4533	1136	335	111	1582	2951
2002	4419	871	337	167	1375	3044
2003	4273	764	338	168	1270	3003

!

- 35% registered seafarers are employed while 65% are waiting for jobs
- 60-70% of the seafarers are dependent for jobs on foreign flag vessels

M*easures* taken to **p**romote **e**mployment

- Send high level delegation to seafarer employing country
- Maintaining quality training
- Strict selection procedures
- More emphasis on English marine vocabulary
- Implementation of strict rules and regulations to prevent desertion
- Taking diplomatic initiative to remove obstacles in obtaining seaman visa for USA and Singapore

Role of **M**aritime **A**dministration

- Dept. of Shipping (DOS) is the Maritime Safety Administration, a regulatory body under Ministry of Shipping
- Role of DOS:
  - Advising govt. for promotion of maritime and shipping activities, formation of rules and regulations
  - Promotion of maritime safety on ocean going and inland water vessels
  - Prevention of marine environment
  - Monitoring and upgrading of maritime training
  - Conduct competency examination and issue of COC
  - Seafarers welfare, employment
  - Survey of ships and casualty investigations
  - Keeping liaison with ship owners and agencies to discuss maritime issue
  - Negotiate terms and employment of seafarers with dialog with national and foreign ship owners and maritime unions

Strength and **S**pecial **Q**ualities of **N**ational **S**eafarers

- Bangladesh is historically a maritime nation and seafaring profession is considered a socially respectable career
- Seafarers contain high standards of proficiency, well behaved, obedient and hard working
- Fresher trainee recruits are required to pass SSC examination ('O' Level equivalent)
- Able to understand English to the required standard
- Less prone to alcohol
- Content with reasonable wages
- Good morals

C*onstraints* facing the **I**ndustry

- Constraints facing the industry in its effects to progress further and possible solutions
- Reduction of national fleet
- Hence, increased unemployment
- High cost of ship operation
- Socio economic conditions
- Visa restrictions by certain countries
- Occasional desertion
- Lack of exploring foreign markets

C*onstraints* facing the **I**ndustry

- Govt. is concerned about all these constraints and taking measures to overcome all the constraints including increasing the national fleet and making stringent desertion rules
- However, Govt. requires assistance and cooperation of concerned countries to prevent desertion. This problem needs global attention

New **O**pportunities for the **S**eafarer **I**ndustry

- Bangladesh has the opportunity to enhance employment of the seafarer by taking advantage of the shortage of seafaring personnel existing in the world market

Future **P**lans

- Continuously updating Maritime Training scheme
- To publicize the training facilities and the quality training in the country to attract attention of foreign ship owners/agencies
- Increase National Fleet ☺

Conclusion

Bangladeshi seafarers being well known for their obedience, bravery, and quality desires attention of ESCAP, foreign ship owners, and international crewing agents for more participation in Manning World fleet by creating employment opportunities

USA and Singapore governments should consider remove the obstacles for issuance of visa for Bangladeshi seafarers taking into consideration of ILO maritime conventions so that their employment is not hampered

COUNTRY REPORT FROM CAMBODIA

A. Introduction

Cambodia is a country covering an area of 181,035 km^2. It is situated in South East Asia forming part of the Southwestern portion of the Indochinese peninsula between latitude 10^o and 15^o and longitude 102^o and 108^o east. The country is about 580 km from east to West and 450 km from north to south. Cambodia shares its 2,438 km border with Thailand (in the West and North), Lao PDR (in the North) and Vietnam (in East and Southeast). In the southwest Cambodia is bordered by the Gulf of Thailand. Its coastline is ca. 435 km.

The population of Cambodia is approximately 11.5 million (1999) spread out over 21 provinces and 3 municipalities. The Cambodian population is skewed with over 40 per cent aged less than 15 years old. Almost 85 per cent of the population lives in rural areas earning their living from agriculture. Almost 40 per cent of Cambodian people live below the poverty line. The majority of Cambodians are Khmer (90-95 per cent), 95 per cent are Buddhists and 5 per cent are of other religions (Muslim, Christian).

The current social, economic and political situation in Cambodia has been greatly influenced by over 30 years of civil and internal war. The adult literacy rate is ca. 37 per cent nationally. These rates indicate that there are severe educational disparities among sub-population groups in Cambodia.

Life expectancy is a low 51 years while infant mortality rate is high; 115 deaths per 1,000 births. Access to safe water is only 37 per cent.

B. Maritime administrative organizations

1. Background

From 1973 to 1993, for twenty years, the Kingdom of Cambodia was engaged in a civil war. During this period, the management of maritime transport activities was interrupted. The legal and administrative framework inherited from the French colonial period disappeared.

In 1994, however, the Merchant Marine Service was set up again, and later promoted to a Department. The Royal Government of Cambodia established the Department of Merchant Marine (MMD) on 5 April 1999. The MMD is under the direct responsibility of the General Department of Transport of the Ministry of Public Works and Transport. This Department consists of five offices including the General Affairs, Planning and Legal Affairs, Ship Registration, Seaman Affairs and Certificates, Ports and Flag State Implementation, and Coastal State and Search and Rescue. The organizational structure of Merchant Marine Department is attached herewith.

2. Role and Responsibilities

(a) *General Affairs Office*

- Supervise the general administrative works and department's staff.
- Provide training to the staff of the department and other seafarers.
- Cooperate with the port authorities on the management of ship navigation within the ports areas.
- Supervise coastal ports in terms of loading and unloading techniques of goods, passengers, and ship navigation within the ports areas.
- Review all kinds of forms of permission for operation of shipping companies and their agents; and other seagoing ships such as fishing vessels, merchant ships, cruise ships, and search and rescue ships.
- Supervise shipyards of any kind, in terms of techniques for ship construction and repairs.
- Review and advise on the request for entry permits, and loading and unloading of goods of all types of merchant ships.
- Manipulate materials, equipment, facilities, petroleum/fuel, construction work of the department, and unmovable assets, and make inventories according to the determined regime.
- Collect revenues derived from shipping and transfer such income to the national coffin.

(b) *Planning and Legal Office*

- Develop, promote and monitor the implementation of plans and options for maritime transport development with respect to the government's defined policy.
- Cooperate, in terms of economic and technical aspects of maritime transport, with local and international organizations.
- Develop material and technical base for maritime transport, in order to ensure the safety of sea, and avoid environment pollution.
- Conduct research and statistics, and sum up activities of maritime transport.
- Develop draft of law and various norms, which relate to the management of maritime transport. Implement and supervise law enforcement and all effective norms.
- Undertake research and dissimulate treaties, conventions, convents and the other regulations of international organizations such as IMO, ILO UNCTAD, and UNCLOS, to which the Government is ratified.
- Tackle all conflicts related to maritime transport.

(c) *Office of Ship Registration, Seamen Affairs and Certificates*

- Study and develop registration fees of all kind ship, and review the documents for such registration.
- Review and tackle all conflicts related to ship registration.
- Supervise all affairs of seafarers such as discipline, safety and welfare.

- Review and make an arrangement related to the issuance of seamen's book, certificates, and other necessary documents.
- The Office also makes sure that the ships have complete documents/certificates. The Office prepares documents, such as ship cards, technical inspection book, seamen book, ship operational license, certificates of competency and other related documents. Recently, the Office prepared a draft proposal for the establishment of maritime vocational schools for the purpose to strengthen Cambodia's seamen capacity and increase employment opportunities in maritime sectors.

(d) *Office of Port/Flag State Implementation*

- Inspect technical characteristics of ships and other facilities on-board ship of all nationality, calling the maritime ports of the Kingdom of Cambodia.
- Inspect necessary documents of ships and their seafarers.
- Take reasonable measures necessary for ships incompliant with the national and international legislation.
- Survey ships of any kind and other facilities equipped with the ship. Prepare documents related to the issuance of ship cards, ship certificates and equipment certificates.
- The Office staff has been sent to the field for ship inspection before putting ships in service.

Note that there are no Port State Control (PSC) activities in Cambodia at the moment. It is in the preparing stage.

(e) *Office of Coastal State Control, and Search and Rescue*

- Control over ship navigation in Cambodia coastal water, and conduct search and rescue of all maritime accidents/incidents, in cooperation with relevant institutions.
- Research and develop methodology for search and rescue operation.
- Conduct maritime investigation on all maritime accidents/incidents.
- Coordination of the search and rescue activities (Between the Royal Army and Royal Navy), because we do not have own operation means.

Note that all offices are based in Phnom Penh. However, they work closely with the provincial/municipal departments of public works and transport. The preparing works are still going on.

3. Maritime legislations

(a) *The existing national laws and regulations*

In the current situation, there are very few regulations directly or indirectly related to the maritime issues. The legal framework itself remains to be developed. Below are some legal instruments, which are currently in force.

- Sub-decree no. 14 of 3rd March 1989, authorizes the organization and functioning of the Ministry of public works and Transport. Thereafter, the Merchant Marine Department (MMD) was set up and it prescribes the main responsibility of the MMD for the maritime transport issues.
- Declaration No. 189 of 05th April 1999 on organization and functioning of the MMD.
- Ministry Instruction No. 006 of 01st October 1999 on administrative management and technical survey of Cambodian coastal ships.
- Memo No. 007 of 18th April 2001 on tariffs for registration and ship operation related documents of Cambodian coastal ships.
- Declaration No. 222 of 19th July 2002 on creating and using of MMD-logo.

In the past, Cambodia had its own maritime legislation, which was enacted long time ago. Those are Preah Reachkrom no. 901 NS and 902 NS dated on 13th September 1954 and no. 403 BR on 04 October 1969 with regards to ship registration.

(b) *The National Laws and regulations in drafting and approval process*

- The Cambodian Shipping Acts.
- Declaration on Maritime Transport Permit.
- Sub-decree on the Establishment of PSC for the Kingdom of Cambodia.

(c) *International and IMO Conventions*

Cambodia is now back as a member of the IMO (acceded in 1961). Like other maritime states, Cambodia is now party to International Conventions including IMO Conventions i.e.: MARPOL 73/78, Annexes I, II, III, IV and V, SOLAS Convention 74, SOLAS Protocol 78/88, LOAD LINES Convention 66, LOAD LINES Protocol 88, TONNAGE Convention 69, COLREG Convention 72, STCW Convention 78, CLC Convention 69, CLC Protocol 76 and 92 and FUND Convention 92.

4. Cambodian fleet

There are two kinds of Cambodian vessels, the local coastal and foreign-going vessels.

(a) *Local sea vessels*

This category, including the ships in coastal navigation, is only partly controlled by Cambodian Maritime Administration. They are registered either in the Merchant Marine Department (MMD) or, for smaller ones, at the local government. There are 1250 coastal ships, 244 (July 2003) registered in the MMD. Most of Cambodian coastal ships are fishing vessels. The main part of this fleet is based in ports Sihanouk Ville and Koh Kong.

(b) *Foreign-going vessels*

This ship category is related to ship entered in the "Open Register" of Cambodia

SOLAS should be implemented to the foreign-going fleet. But at present there is no national foreign-going vessel. Though, Cambodia has open registry, but a private company, COSMOS based in South Korea, operates it. The Council of the Ministers supervises the COSMOS. The MMD has no control on this category of ships, and even on the private company.

5. Maritime training center

At present there is no maritime training center in Cambodia. The unique and last seafarer vocational school was closed in the 90s due to the budget shortage. The new establishment of maritime training center here is very important. Such as center would produce a huge amount of Cambodians, who will probably find jobs on board of foreign ships.

Recently, the government has negotiated with Flander's government (Belgium) to set up a vocational training center. The new training center will meet the IOM requirements and educate Cambodian seafarers at the initial stage only ratings. The HIV/AIDS awareness will be part of the new program.

6. Cambodian Seafarers

It is very difficult to know the exact number of Cambodian seafarers due to the lack of registration of seamen and there is no training institute in the country. Because of the political altercation in the last three decades most of educating institutions have been destroyed, including the seafarers' education center. In the 80s a lots of Cambodian students were sent abroad, to former socialist countries, to be educated as seafarers. After their graduations from universities they work now as seafarers on Cambodian passenger ships or as pilots at the Sihanouk Ville Port and Phnom Penh Port. The people who attended the training course in the vocational school of Cambodia during the 80s and 90s, supported by Vietnamese in the 80s and French experts in the 90s are now working as 1st, 2nd or 3rd Officers of Cambodian coastal passenger ships or and chief officers of coastal cargo or fishing vessels.

It is understood that the MMD and Provincial Authority have issued more than 500 seaman books to Cambodians working on the local (coastal) vessels. It is estimated that the number of Cambodian seafarers engaged in the coastal and inland water transport, most of them fishermen, amounts to 6000. Until May 2003 there are only 277 seafarers registered in the MMD.

The accession of Cambodia to STCW 78 as amended in 1995 is significant for the country, so that its seamen/seafarers can be recognized by other maritime countries. For implementation of this convention, especially Reg. I/10 and its related provisions, Cambodia has so far signed Memorandum of Undertaking on Recognition of Certificates of Competency with 11 countries (Philippines, the Republic of Korea, the Democratic Republic of Korea, Russian Federation, Ukraine, Estonia, Egypt, Romania, Singapore, Latvia and Georgia), all of them are member to and in the White List of IMO.

There are no Cambodian seafarers serving on board of foreign-going vessels. Seamen working on board of ships under the Cambodian flag, like the ships, are not under control of the MMD at present.

C. Future plans

The Merchant Marine Department has tried to achieve its goals in capacity building to meet international standard and has been successful in matter of:

- Organizing a National Seminar on Flag State Implementation, to be held from 27-31 October 2003, in Phnom Penh, Cambodia and supported by IMO.
- Will get a maritime legal expert from Belgium to support the maritime administration.
- Will establish a maritime training school with support of the Flander's Government of Belgium.
- Will organize workshops on following themes: The oil spill and the use of dispersants, Containment, Recovery, Storage and disposal of spill oil, Shoreline Clean Up Techniques, and Offshore Operation, and Crisis Management.

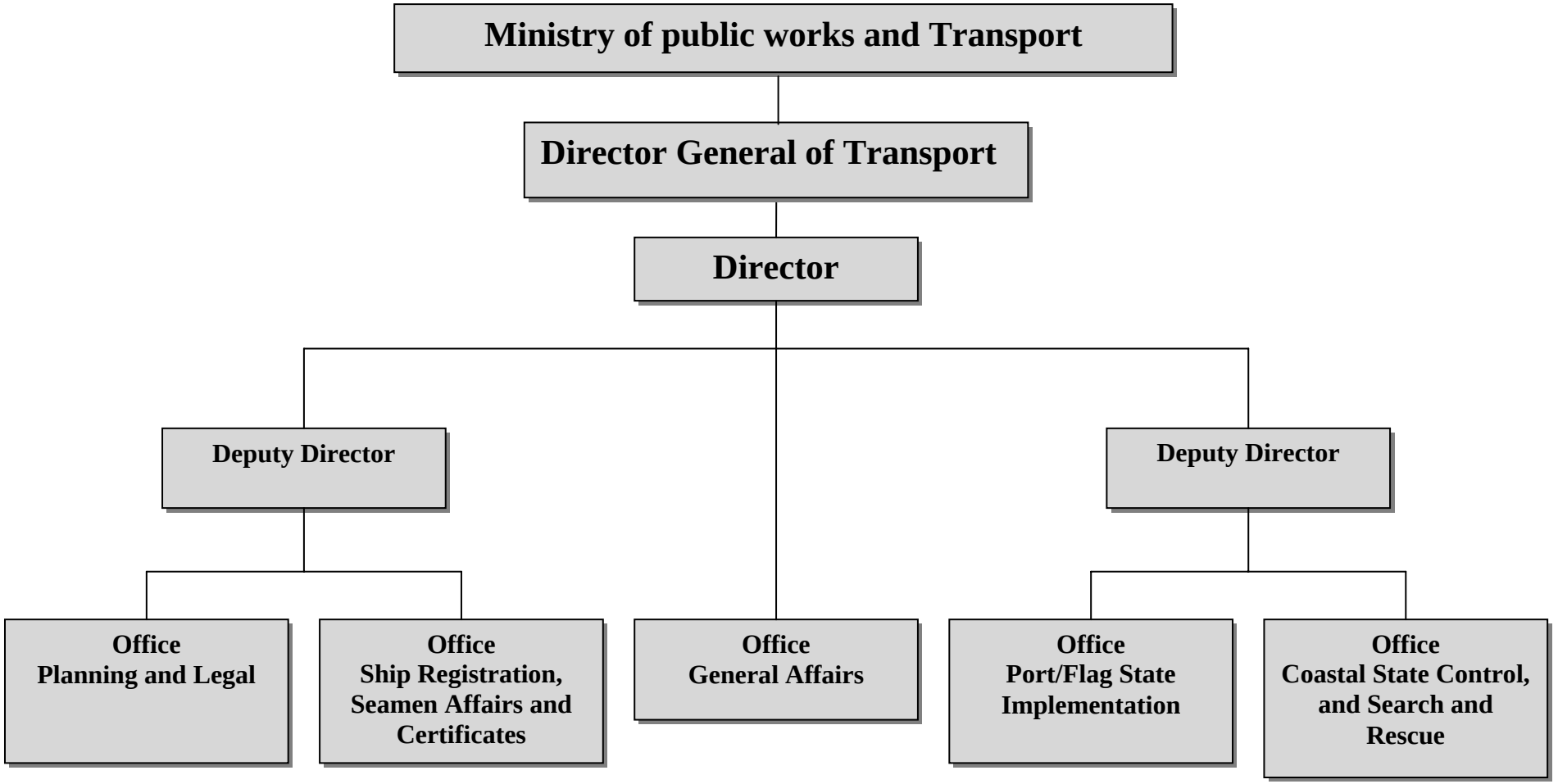
These last three workshops will be held on the middle of January 2004 in cooperation with supports of the Japan Association of Marine Safety (JAMS) International Project Department.

D. Conclusion

The Cambodian Maritime Administration is very young. Every thing is starting now, in all aspects, and it consumes time and needs more support from experienced maritime administrations.

Though the administration is lacking all kinds of resources and faces tremendous problems, its work can be seen in domestic shipping issues. Moreover, as the Cambodian Maritime Administration, the MMD is committed to push its work forward and will start to implement all national laws and ratified IMO Conventions, especially, the seafarers related Conventions as soon as possible. The commitment of Ministry of Education, Youth and Sports in close cooperation with the Ministry of Public Works and Transport and the Ministry of Social Affairs, Labor, Vocational Training and Youth Rehabilitation as well as with supports of international communities and all stake holder will be a key to success.

Organizational Structure of Merchant Marine Department



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COUNTRY REPORT FROM CHINA

A. The current situation of China's maritime training and education

There are about 500,000 seafarers is China, of which two thirds are serving in coastal or inland waterway fleets. 162,000 seafarers are serving in deep-sea fleets (62,000 are Officers) of which some 42,000 are serving on foreign-owned vessels. China has abundant ability and capacity for maritime training and education. Currently, there are 7 maritime universities/colleges, including Dalian Maritime University, Shanghai Maritime University, Jimei University, etc. China also has 18 high and middle level vocational maritime training institutes, such as Qingdao Ocean Shipping Mariners College, Zhoushan Navigation School, etc. In addition, there are also other 43 seafarers' maritime technical schools. The total number of lecturers amounts to 4,000, among which 1,000 are professors and associate professors, 1,200 are lecturers. Most of the lecturers have sea experiences and hold valid officer's competency certificates. With the implementation of STCW95, great amount of capital have been invested to the maritime training and education institutions for training equipments such as ship-maneuvering simulators, engine room simulators, cargo handling simulators etc. All of the maritime Universities/colleges are equipped with large-scale ship maneuvering simulators. The financing of the maritime training and education institutions comes from several channels: some of them are financed by the central government, as in the case of Dalian Maritime University; some of them are financed by major shipping companies, for example, the Qingdao Ocean Shipping Mariners College is sponsored by China Ocean Shipping Company (COSCO). Others are financed by the various local governments. For the reason that maritime training and education involves huge investment, there is still no private owned maritime training institutions for the time being. The total output capacity of the major 25 maritime universities/colleges is about 5,000 per year; these graduates will become operational level seafarers referred to in the STCW Convention. Before they can get the certificates of third-mate or second-engineer (as the case maybe), they have to pass examinations organized by the Maritime Safety Administrations, in addition to one year on board experiences.

The scale of Chinese maritime training and education system basically ensured the balance between the demand and supply side of Chinese Seafarers. The White Paper on the Development of Maritime Shipping in China shows that, the total number of vessels flying Chinese flag is 2,525 which need to be manned by 60,000 seafarers approximately. At the same time, About 40,000 Chinese seafarers now are working on board foreign flag ships. Taking into account the reserve factors, the 160,000 Chinese seafarers more or less match the current demand. According to a survey conducted by a major shipping company in China, the natural reduction and career leaving rate is about 5 per cent, thus about 5,000 new seafarers are needed to join in the seafarer profession each year, which equals to the number of graduates from the major maritime education and training institutions.

B. Roles played by the China MSA in maritime training and education

The China Maritime Safety Administration (China MSA) is the competent authority in China for the implementation of STCW Convention, it is responsible for the administration of seafarers training, examination, assessment and certification under national legislation. In November 1997, China submitted the documentation for the implementation of the STCW Convention as required by the convention to the International Maritime Organization

(IMO), and has been accepted on to the IMO's first "White List". This signifies that the competency certificate issued to seafarers by China MSA complies with the requirements of STCW Convention. In China, the maritime training and education institutions are only responsible for the vocational training and education of the students, all the certificates related to the STCW Convention, such as the Certificate of Competency, Certificate of Professional training, Certificates of Special Training all fall into the responsibilities of China MSA. In order to satisfy the requirements of STCW Convention, China MSA has formulated and promulgated a series of regulations, which stipulate that any person pursuing a seafarer profession must have completed a formal maritime education with adequate sea-going experience, passed the examination and assessment, and gone through onboard training. All the institutions involved in seafarers training and education must have in place a quality assurance system in accordance with the provisions of STCW convention, which need to be reviewed from time to time and approved by the China MSA.

Although the requirements for joining in the seafarer career is very strict in China, there are still some shortcomings related to Chinese seafarers in general. For instance, the English communication skill of Chinese seafarers is usually not as good as those of other seafarers from some other seafarer supplying countries, it is sometimes found this can create a big difficulty when a multinational crew working onboard a ship where Chinese seafarers forming part of it. Besides, if they are going to work for European shipowners, it is not easy for them to meet themselves into the management culture of the western style. All these disadvantages have greatly impeded the Chinese seafarers going further into the international ship-manning market.

As the competent authority, China MSA has taken many steps to overcome these disadvantages. We've already recognized that, in order to improve the English proficiency of the students, high quality maritime English teachers are indispensable. Last year, we organized a training of trainers' workshop on maritime English in Shanghai with the help of International Maritime Organization. Furthermore, the China MSA has always been promoting the co-operation between Chinese maritime training institutions with foreign shipping companies or foreign maritime training institutions and providing supports for this kind of co-operation, because the China MSA believes that these co-operation programs will greatly enhance the improvement of Chinese maritime training and education system, we hope that the experience gained in such co-operation be implanted into other maritime training and educational institutions.

C. The future of the Chinese maritime training and education

As mentioned earlier, the output of Chinese maritime training and education institutions can only satisfy the current demand. Therefore, it is our belief that China's maritime training and education has a great potential to be explored, since China is rich of young people with good education background who are willing to pursue a seafaring career, and the maritime institutions still have the extra capacity to enlarge their admittance number. Dalian Maritime University has already taken a step forward in this respect. The number of students admitted to the university has already expanded to 1,100 from 358 of the level of year 1998. Secondly, the maritime training and education institutions need to be reformed, and the contents and methodology of teaching and instruction need to be improved. Lastly, we need to strengthen our co-operation with the international maritime community to make Chinese seafarers fit better to the need of international shipping.

In summary, I wish to point out that, firstly, Chinese Seafarers are trained and educated in accordance with the STCW convention and applicable national requirement, therefore are of good quality in general. Secondly, China is rich of human resources, and we are quite willing to co-operate with other countries in this region to constantly improve of the quality of seafarers, increase the number of qualified seafarers, and to provide the international shipping with more and better quality seafarers.

COUNTRY REPORT FROM FIJI

A. Introduction

The Republic of Fiji Islands consists of more than 300 islands varying from more than 8,000 square kilometers for the large islands to small tiny islet with only few square meters in area, where approximately one third of these islands are inhabited. Fiji is geographically located between 17 degrees latitude and 179 degrees longitude south of the equator and has the International Dateline passing through its eastern part. The geographic location has made Fiji the hub of the southwest pacific and now the cross road for shipping service between North America, Australia and New Zealand.

In the wake of the revised STCW95 Convention Fiji made amendments to its national Marine Regulation 1990 incorporating the new standards, now cited as the Marine (STCW) Regulation 2001. The main objective of the new Regulations was the focus on the standard of training for seafarers. Fiji became a member of the IMO *White List* in the 74th MSC meeting (5/2001).

Training Institutions

		Programs/Courses	STCW Regulation	Marine Reg. 2001
1	**Marine Port and Industrial Training Board [MPITB]**	Coastal Licenses [Mobile Programs]	-	Part V
2	**School of Maritime Studies [SOMS]**	Watch keeper Officer Level, Ratings, Coastal Licenses + Shipbuilding	II/1 + II/4 III/1 + III/4	-
	Sub Contractors to SOMS			
	Fire Authority	Fire Fighting	VI/1.2	-
	Fiji Navy	Fire Fighting + Advance F/F	VI/1 + VI/3	-
	Red Cross	First Aid at Sea	VI/1.3	-
	St. John Ambulance	First Aid at Sea	VI/1.3	-

B. Marine Port Industrial and Training Board [MPITB] - TPAF

MPITB is a mobile training provider, that conducts most of it's training outside its main locations covering the majority of islands or maritime coastal areas. It is governed by either demands from ship operators [Tourists, Ferries etc.] or schedule programs catering for local small boat users as means of reaching out to the less privileged areas, whose main modes of transports and source of incomes are from sea. MPITB teaches basic skills, knowledge and safety at sea to these boat operators in outstations.

C. School of Maritime Studies [SOMS] - FIT

Facilities:

- SOMS owned complex – 4 Buildings (Engineering Workshop, Lab and Library, Class rooms, bridge and staff building).
- Nautical Simulator (3/2003).
- Survival Technique Launching Facility.
- Play Ground.
- Engineering Simulator – discussion in progress.

Number of Seafarers Trained/Produced each year:

- 30 trained seafarers per year [Deck + Engineering] leading to STCW 95 endorsed certificates
- 30 for the Coastal marine qualification.

Programs/Course:

1) Deck Watch-keeper Officer.
2) Deck Ratings.
3) Engineer Watch-keeper Officer.
4) Engineer Deck Ratings.
5) Survival Technique.
6) Proficiency in Survival Crafts.
7) OHS.
8) GMDSS (ROC + GOC).
9) ARPA.
10) Class 3 Master.
11) Class 4 Master.
12) Class 5 Master.
13) Class 6 Master.
14) Boat Master.
15) Class 3 Engineer.
16) Class 4 Engineer.
17) Class 5 Engineer.

Note: 1 to 9 in line with the STCW Standards.
10 to 17 for Coastal Marine Licenses.

Training Undertaken by Public/Private Sector:

- Both SOMS and MPITB are autonomous institutions and are subsidized by Fiji government in terms of student fees grant.
- Even though government provides financial support, the Training Institutions requires Effective Full Time Students [EFTS] to run feasible programs.
- Both are audited by FIMSA – ISO standards + STCW Code.

Plan for Expansion to improve training facilities:

- SOMS plans to conduct higher courses Reg. II/2, II/3, III/2 + III/3.
- Diversify and facilitate higher training needs for the pacific neighboring states.
- Diplomas in Eng, nautical and shipbuilding.

Compliance to STCW Convention:

- Full compliance to the requirements of STCW Convention & in the IMO *White List.*
- Continuous communication with IMO for information and queries.
- SOMS and MPITB were audited by the FIMSA and accredited.
- Update and vet our progress – assistance Secretariat of the Pacific Community [SPC].

HIV/AIDS Awareness:

- Occupational Health and Safety + Medical First Aid do provide brief information on HIV/AIDS - brochures/leaflets.
- Most NGOs and the Ministry of Health do conduct workshops and public awareness, providing means for most of our seafarers to obtain information.

D. Demand and supply of seafarers

Fiji has over 5,000 registered seafarers with at least 50% holders of Certificate of Competency. Majority of the seafarers are serving in over 350 Fiji registered merchant vessels, with a small percentage on foreign going vessels. Statistically, around 1,700 seafarers are employed in our domestic trade and 300 seafarers on foreign going vessels leaving around 500 out of work. Due to the excessive number of qualified seafarers available, most officers and ratings have opted for similar types of shore-based professions (mostly engineering), however some remain loyal to sea life and to an extent officers were willing to serve as ratings on foreign going vessels.

There is not much demand for our local seafarers from the international shipping companies, however most Fiji seafarers are always readily available, fully trained and qualified in there respective capacity to join any ships for any short notice recruitment. As for the coastal trade Fiji will be always in a position to meet the demand of its national merchant ships.

Forward Planning:

- Seafarers Body or Crewing Agencies/Institution to market Fiji's seafarers.
- Coordinate training to STCW Standards/Ship Owners demands and needs.
- Training Institution to diversify in other areas – Fisheries, Ship-buildings etc.

Note: Continuous Training is a major problem if the products of the institutions do not have employment opportunities.

E. FIMSA role in motoring training activities, employments, terms of employment, and negotiation with maritime unions

The Fiji Islands Maritime Safety Administration (FIMSA) is a governmental department under the Ministry of Transport and Civil Aviation and is responsible for all maritime affairs in Fiji dealing with safety of ships, Certification of seafarers, charting of Fiji Waters, protection of the environment and other related maritime matters. It administers IMO Conventions – STCW 95 etc. and the Fiji Marine Act 1986.

Main Roles are:

- Registrations of Ships.
- Certification of Seafarers.
- Ships Survey.
- Hydrographic & NAVAID.
- Marine Pollution.
- Port State Control.
- Marine Investigation & Search and Rescue.
- Audit of Training Providers.
- Maritime advise to Government.

F. Strengths and special qualities of the national seafarers

- Maritime Background national – Sea locked country.
- High Quality Training.
- Hardworking, efficient, loyal, obedient and responsible.
- British Colony – English language.
- Pre – sea qualification – Safety Certificate.

G. Constraints

- No National Fleet.
- Training on large size vessel [<20000grt].
- Social/Traditional Obligations.
- WOE +WDE highest level at the SOMS, therefore for C/E, 2nd Engineer, Master and Chief Officers trainings are done in Australia, New Zealand and UK.

H. Future plans

- Under the Ministry of Transport, the Transport Planning Unit [TPU] – Strategies.
- Government incentives to Shipping Companies.
- Supplying Crew Agencies.
- Design training to cater variety of requirements from Ship Operators.
- Acknowledge Seafarers contribution to maritime industry.

COUNTRY REPORT FROM HONG KONG, CHINA

A. Introduction

Hong Kong, China has a rich maritime heritage and shipping is one of the major industries in Hong Kong. Ships currently controlled by Hong Kong shipowners and companies account for about 7.6 per cent of the world tonnage. As at 30 August 2003, a total of 620 ocean going ships comprising of 18.52 million gross tonnage were registered in Hong Kong. Over 13,000 seafarers were employed on these ships of which only 150 were Hong Kong seafarers. The majority of these seafarers were recruited from other countries. The number of registered Hong Kong seafarers has dropped from a peak of 87,424 in 1982 to the present 3,874, which indicates a decline of 95.6 per cent in the past 21 years.

B. Training of seafarers

In Hong Kong, the responsibility of seafarers' training lies mainly with the Vocational Training Council (VTC). The organization was established under an Ordinance. The Government of Hong Kong Special Administrative Region (HKSAR) provides the VTC with support and financial resources necessary for the provision of vocational training. To determine the seafaring manpower, training needs and to oversee the seafarers' training offered by its operational units, the VTC had set up the Maritime Services Training Board (MSTB). Members of the MSTB are composite by the shipping industry, seafarer unions, government departments and institutions.

Hong Kong Polytechnic University (HKPU) also plays a role in maritime education. It offers a degree course in International Shipping & Transport Logistics, of which some of the disciplines are recognized as pre-sea training meeting the requirements of STCW95. HKPU also runs upgrading training for deck officers on ARPA, radar simulator and electronic navigation

At present, three system institutions, namely HKPU, Maritime Services Training Institute (MSTI, ex Seamen's Training Centre) and Hong Kong Institute of Vocational Education (Tsing Yi Campus) (HKIVE (TY)) are providing various pre-sea and in-service training for seafarers. The pre-sea courses and number of trainee places provided by these institutions are shown in the table at Annex 1.

Other short courses for in-service seafarers are run by the MSTI as follows:

- Basic Seamanship.
- Basic Engineering Knowledge.
- Efficient Deck Hand.
- Engine Room Watch keeping Knowledge.
- Navigational Watch keeping Knowledge.
- Personal Safety and Social Responsibility.
- Tanker Familiarization.
- Personal Survival Techniques.

- Fire Prevention, Fire Fighting and Advanced Fire Fighting.
- Proficiency in Survival Craft & Rescue Boats other than Fast Rescue Boat.
- Elementary First Aid at Sea and Medical First Aid (Combined).
- Proficiency in Medical Care.
- Crowd Control and Crisis Management.
- Global Maritime Distress Safety System General Operator.

All courses offered by the training institutions are in compliance with the requirements of STCW95 and have acquired the necessary quality assurance certification.

Like many other developed countries/flag administrations, Hong Kong is facing a situation that the younger generation is less attracted to a seafaring career. Therefore out of the total numbers of students graduating from the maritime training courses each year, only a small proportion has chosen to sail on board ocean going ships. The majority will seek jobs in the maritime related industries ashore, or on ships trading locally within the region. It is for this reason that the institutions have diversified the content and scope of their officers training courses such that graduates, apart from qualifying to join ships as deck and engineer cadet officers, can also take up employment in the maritime related shore-based industry. The MSTI expanded its role to provide training to seafarers engaged in local and river trade ships, as well as safety training for terminal cargo workers. By diversifying and maximizing the utilization of the training facilities, Hong Kong is still able to maintain the infrastructure and capability to meet the requirements according to the STCW Convention.

HIV/AIDS prevention and health promotion programmes in Hong Kong are underpinned by the concerted efforts of the Department of Health as well as a few non-governmental organizations. The Department of Health has setting-specific HIV/AIDS prevention programmes, including holding exhibitions at the terminals for crews and travellers from time to time. Leaflets on awareness of HIV/AIDS are always available for distribution to visitors to Hong Kong, including seafarers. Apart from education in schools for teenagers, HIV/AIDS elements are also introduced into training in relevant seafarer courses, such as Elementary First Aid and Proficiency in Medical First Aid (combined) and the Proficiency in Medical Care.

C. Demand and supply of seafarers

The autonomous Hong Kong Shipping Register was established in 1990 (until then Hong Kong was a British port of registry). As at 30 August 2003, there are 620 oceangoing ships registered in Hong Kong at a total gross tonnage of about 18.52 million. About 13,000 seafarers are employed on these Hong Kong ships which only 150 are Hong Kong seafarers. It is obvious that the supply of Hong Kong seafarers is far below the manpower requirement for manning of Hong Kong ships. In this regard Hong Kong ships rely on seafarers from other seafarers supplying countries to a great extent. Hong Kong does not impose any nationality restriction on seafarers working on Hong Kong ships, but is very much concerned on the standard of competency in order to maintain the quality of the Hong Kong Shipping Register.

Taking into account the continual growth of the industry and the wastage rate in accordance with the age profile of existing serving seafarers, it is anticipated that the majority

of seafarers in the coming years will continue to be recruited from other seafarers supplying countries. The training institutions in Hong Kong will however endeavour to maintain their existing training capacity and will continue to encourage more local students to join the seafaring career.

D. Maritime administration

The Marine Department is the maritime administration in Hong Kong. The Certification Section of the Marine Department is responsible for:

- examination of seafarers and issue of certificates of competency;
- issue of Hong Kong Licenses based on recognized qualifications awarded by other administrations;
- approving training courses organized by training institutions in accordance with STCW requirements;
- monitoring of training standards and competency; and
- the implementation, in coordination with training institutions, of any new requirements under the STCW Convention.

The Mercantile Marine Office is another establishment within the Marine Department which is responsible for:

- the registration of seafarers;
- the approval of companies employing Hong Kong seafarers;
- monitoring the employment conditions and welfare of seafarers;
- implementing ILO requirements which are applicable to Hong Kong;
- discipline of seafarers;
- consultation with shipowners, management companies and seafarers trade unions on matters or policies concerning seafarers;
- providing conciliation and industrial relation services between employers and seafarers.

In Hong Kong the legislation governing the registration, employment conditions, accommodation standards, working hours, disciplines, health and safety, training and competency of Hong Kong seafarers and seafarers working on Hong Kong ships is the Merchant Shipping (Seafarers) Ordinance. ILO requirements applicable to Hong Kong have been incorporated and are being implemented by this ordinance. Under the ordinance all seafarers are required to be employed under crew agreements the contents of which are in compliance with the law requirements.

E. Strengths and weaknesses of Hong Kong seafarers

Locally trained Hong Kong seafarers have relatively high standards of proficiency and are hard working. They were once very popular and well received by shipowners around the world and used to be employed on many foreign flagships. However, recently their numbers have been reduced substantially. Although there are 3,874 registered Hong Kong

seafarers at present, those who are still actively employed on ocean going ships number only around 500. The rest are mainly employed on local or river trade ships. Furthermore, in considering the age profile of Hong Kong seafarers on ocean going ships, it is anticipated that their numbers will continue to decline.

F. Constrains in progressing the industry further

It is apparent that an adequate supply of properly trained seafarers is vital for the industry to progress further. In Hong Kong it is unlikely that the demand for seafarers can be met by local supply. Shipping companies will continue to rely on seafarers from other supplying countries. In this connection there are a number of factors, which the industry needs to consider and balance carefully:

- quality and proficiency of foreign seafarers;
- recruitment process and its administrative control;
- manageability including ship-shore communication;
- compatibility if crew of mixed nationalities are employed on the same ship;
- different requirements in employment conditions between flag state law and law of seafarers supply countries;
- cost and competitiveness;
- seafarer unions.

The Hong Kong Marine Department maintains close liaison with shipowners and managing companies in Hong Kong through regular meetings to understand the difficulties faced by the industry, and to offer assistance wherever possible.

G. New Opportunities for the Seafarer Industry

There is no nationality or residential requirements for officers and crew serving on Hong Kong ships. As such, there is an ample opportunity for employment on Hong Kong ships for seafarers irrespective of their nationalities.

H. Future plan

In order to sustain growth in the shipping industry, it would be necessary for both the public and private sectors to work together. To this end the Economic Development and Labour Bureau of the Hong Kong government has recently restructured its previous Port and Maritime Board into Maritime Industry Council and Port Development Council, which consist of both government officials and representatives from the industry, to provide a policy formulating mechanism for the industry. On the aspect of seafarers manpower resources, thoughts are currently being given to:

- establishing a scheme to promote and provide incentive for the young generation in Hong Kong to join the shipping industry
- provide topping up training for foreign seafarers recruited for employment on Hong Kong ships in accordance with the needs identified by shipping industry

- foster coordination with the administrations of seafarers supplying countries to enhance mutual understanding.

I. Conclusion

Hong Kong Administration is aware of the need for upholding high standards and adequate supply of seafarers to man merchant ships and related shore based industry. Regional cooperation is essential to ensure adequate supply of quality seafarers in Asia.

Annex 1

Annual Capacity of Marine Training Courses for New Entrant Seafarers

Training Institutes	Course Title	Annual Capacity
Maritime Services Training Institute (MSTI)	**Deck Cadet Officers** (a) Diploma in Maritime Studies (2-year)	55 (03/04) 73 (04/05)
Hong Kong Polytechnic University	(b) B.Sc. in International Shipping & Transport Logistics (3-year)	30
	(c) Higher Diploma in International Transport Logistics (2-year)	90
Hong Kong Institute of Vocational Education (Tsing Yi Campus)	**Engineer Cadet Officers** (a) Higher Diploma in Mechanical Engineering (Transport Technology Stream)	40
Maritime Services Training Institute (MSTI)	**Deck/Engine Room Ratings** (a) General Purpose Junior Rating (23-week)	48

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION AND NETWORKING OF CENTRE OF EXCELLENCE

Marine Department
Hong Kong Special Administrative Region
The People's Republic of China

M.Y. Chan
Chief Assistant Registrar/Ship & Seafarer

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

General Introduction

- Hong Kong's shipowners control about 7.6% of the world tonnage
- As at 30 August 2003, number of ocean going ships on Hong Kong Shipping Register 620, gross tonnage 18.52 million
- Over 13,000 seafarers serving on board Hong Kong registered ships
- Registered seafarers: ~ 87,000 in 1982
  ~ 3,900 in 2003

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

- Maritime Services Training Board
- Courses offered by
  - Hong Kong Polytechnic University
  - Hong Kong Institute of Vocational Education (Tsing Yi Campus)
  - Maritime Services Training Institute (ex Seamen's Training Centre)

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

- Hong Kong Polytechnic University:
  - BSc in International Shipping & Transport Logistics (3-year)
  - Higher Diploma in International Transport Logistics (2-year)

  eligible for deck cadet officers

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

PolyU students – visit on board ship

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

PolyU students – visit to Shenzhen container terminal

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

- Hong Kong Institute of Vocational Education (Tsing Yi Campus):
  - Higher Diploma in Mechanical Engineering (Transport Technology Stream) (3-year)

  eligible for engineer cadet officers

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

- Maritime Services Training Institute (MSTI):
  - Diploma in Maritime Studies (2-year)

  eligible for deck cadet officers
  - General Purpose Junior Rating (23-week)

  for deck/engine room ratings

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

Maritime Services Training Institute Campus

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

Maritime Services Training Institute - Lifeboat

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

- Maritime Services Training Institute (MSTI):

  Pre-sea & in-service training, e.g.
  - Basic seamanship
  - Basic engineering knowledge
  - Navigational watchkeeping knowledge
  - Fire prevention, fire fighting
  - Proficiency in survival craft
  - Tanker familiarization
  - Proficiency in medical care
  - Crowd control & crisis management

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers

Fire fighting training in MSTI

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers (HIV/AIDS)

HIV/AIDS

- Programmed by Department of Health & non-governmental organizations
  - study; report; information booklet
  - exhibitions
  - web (*http://www.aids.gov.hk*)
  - leaflets
  - education
  - propaganda
  - medical examination
  - elements in training courses

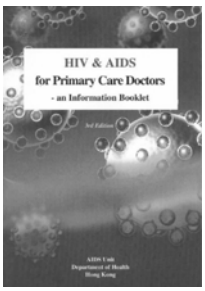
REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers - HIV/AIDS

http://www.aids.gov.hk

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Training of Seafarers – HIV/AIDS



REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Demand & Supply of Seafarers

- Fewer graduates join ships
- Courses diversified to suit the local industry
- Training & facilities better utilized
- Infrastructure and capability for STCW be maintained

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Demand & Supply of Seafarers

- Supply of local seafarers far below the manpower requirement to man Hong Kong registered ships
- No nationality restrictions on Hong Kong registered ships
- Marine Department 100% vets the qualifications and standard of competency
- Local youngsters to join seafaring career are encouraged

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Maritime Administration

MARINE DEPARTMENT

Certification Section:

- Examinations
- Licences for officers
- Training, standard, requirement, implementation to STCW Convention

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Maritime Administration

Mercantile Marine Office (MMO)

- Registration of seafarers
- Approval of companies employing Hong Kong seafarers
- Conciliation & industrial relation services
- Implementing ILO requirements
- Discipline of seafarers
- Consultations among shipowners, ship management companies, manning agents, seafarer unions etc.
- Monitoring employment conditions & welfare

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Maritime Administration

Fatigue study for high speed craft operating officers

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Local Seafarers

- Well trained, high standard & proficient
- Popular & well received by shipowners
- River trade high speed passenger services
- Switching to shore maritime, management & logistics

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Constrains

Factors for the industry to consider for balance:

- Quality & proficiency of foreign seafarers
- Recruitment process & its control
- Ship-shore communication
- Compatibility of mixed nationalities
- Different employment conditions & Regulations
- Cost & competitiveness
- Seafarer unions

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

New opportunities for seafarer industry

- Policy on free manpower market
- Channels, systems, mechanisms, trainings, facilities & infrastructures for seafaring career well available
- Maritime related opportunities

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Future plan

- Port & Maritime Board
  - → Maritime Industry Council
  - → Port Development Council
- Promoting seafaring career
- Better utilization of training facilities
- Enhancing cooperation & mutual understanding with seafarer supplying countries & unions
- Higher level maritime & related services

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Conclusion

- Hong Kong fully aware the need
  - upholding high standard
  - adequate supply

  for ships & shore based industry
- Regional cooperation is essential

REGIONAL COOPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION & NETWORKING OF CENTRE OF EXCELLENCE

Mercantile Marine Office
Marine Department
Room 302, 3rd Floor, Harbour Building,
38 Pier Road, Central, Hong Kong, China.
Telephone: (852) 2852 3068
Facsimile: (852) 2545 4669
E-mail: mmo_mdd@mardep.gov.hk
Web: http://www.mardep.gov.hk

THANK YOU !

COUNTRY REPORT FROM INDIA

DIRECTORATE GENERAL of shipping
GOVERNMENT OF INDIA
D G SHIPPING INDIA

MARITIME
MANPOWER PLANNING, TRAINING, UTILIZATION AND NETWORKING OF CENTERS OF EXCELLENCE

Presented by
Naresh Salecha
Sr. Deputy Director General of Shipping

October 2003 Bangkok

Salient Features of Indian Shipping

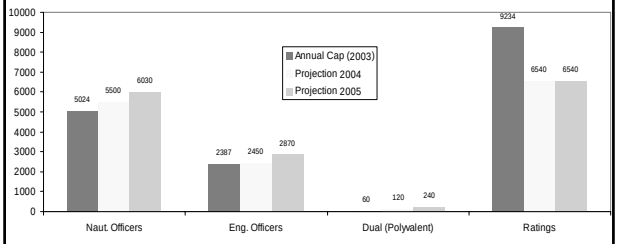
- Coastline of 7516.6 km
- 2.56 million sq kms of potentially exploitable Exclusive Economic Zone (EEZ)
- 17th Rank among World Maritime Nations in terms of Gross Tonnage Registered (6.5 Million GT)
- 6th rank amongst Maritime Manpower supplying nation
- Number of Islands – 1197
- Total traffic handled at all ports in 2002-2003- approx 415 million tonnes in 146 ports
- 95% Indian international trade in volume and 68% in terms of value moved by sea

Training of Seafarers

History of maritime education and training in India

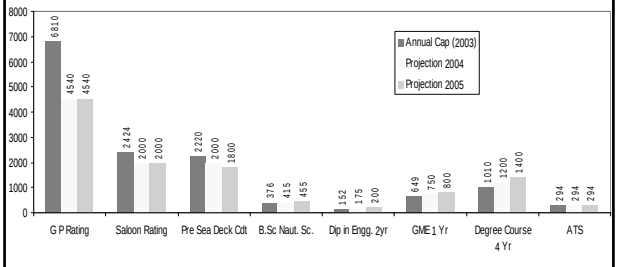
- Strong Maritime tradition
- First training institute for ratings- T S Rehman 1910
- T S Dufferin – 1927, T S Rajendra – 1972, T S Chanakya – 1993
- T S Bhadra – 1955, T S Mekhla – 1955, T S Navlakhi – 1957
- Marine Engineering & Research Institute, Kolkata – 1949
- Marine Engineering & Research Institute, Mumbai – 1975
- Lal Bahadur Shatri College of Advanced Maritime Studies & Research, Mumbai – 1948

Existing Training Institutes

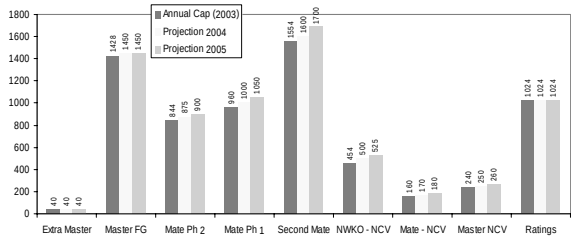


	Naut. Officers	Eng. Officers	Dual (Polyvalent)	Ratings
No.of Institutes	20	22	1	32

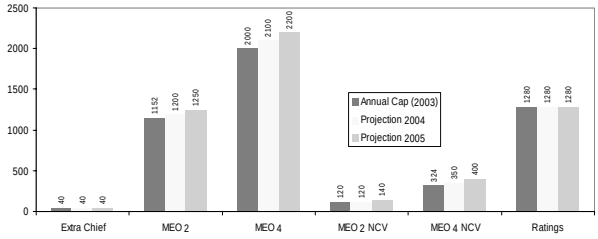
Pre-Sea Courses - Capacity



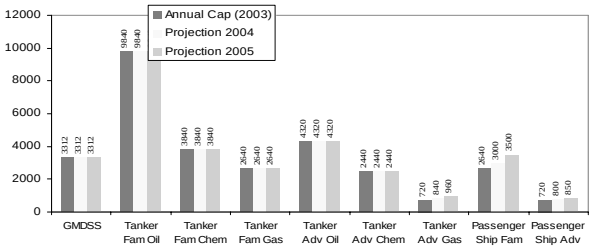
Post Sea Courses (COC) – Deck



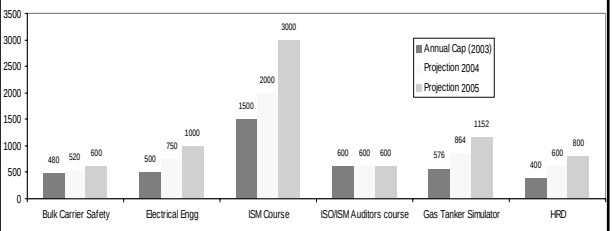
Post Sea Courses (COC) - Engine



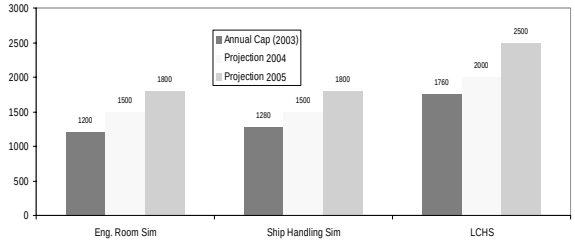
Post Sea Courses - Specialized



Post Sea Courses – Value Addition



Simulator Courses



Training Institutes – Available Facilities

- **Self contained campus**
- **Well equipped library**
- **Suitable hostel facilities**
- **Well equipped galley**
- **Proper scholastic blocks**
- **Modern Communication facilities**
- **Computers**
- **Simulators**
- **Health Unit**
- **Recreation facilities**
- **Swimming Pool**
- **Play Ground**
- **Advanced Simulators**
- **Work Shops**

Training by Public Sector

T.S. CHANAKYA, NAVI MUMBAI (1927)

3 year B.Sc. Degree course in Nautical Sciences	-	90
Pre-sea training course for deck cadets	-	360

MARINE ENGINEERING & RESEARCH INSTITUTE, KOLKATA (1949)

4 year Degree Course in Marine Engineering	-	120

MARINE ENGINEERING & RESEARCH INSTITUTE, MUMBAI (1975)

1 year Trainee Marine Engineering Course for graduate Mechanical Engineers	-	120
3 yr. Polyvalent Degree		60

LAL BAHADUR SHASTRI COLLEGE OF ADVANCED MARITIME STUDIES & RESEARCH, MUMBAI (1948)

36 post sea courses Plus Research and Consultancy

INDIAN INSTITUTE MARITIME STUDIES

Training by Public Sector

NATIONAL INSTITUTE OF PORT MANAGEMENT, CHENNAI

Pre Sea Deck Cadet		240
Post Sea Courses		

INDIAN INSTITUTE OF PORT MANAGEMENT, KOLKATA

Only Post Sea Courses

ORRISA MARITIME ACADEMY, PARADIP

General Purpose Rating		180

TAMIL NADU MARITIME ACADEMY, CHENNAI

General Purpose Rating		120

COCHIN SHIP YARD LIMITED, COCHIN

1 Year TME		100

MARITIME TRAINING INSTITUTE, POWAI, SCI

Pre Sea Deck cadet	-	120
Other Post Sea course		

HINDUSTAN SHIP YARD LIMITED, VIZAG

1 year TME		50

GARDEN REACH SHIP BUILDERS AND ENGINEERS , KOLKATA

1 year Pre sea Training for GME		100

Training by Private Sector

- PRE SEA TRAINING
  - DEGREE COURSE (NAUTICAL SCIENCE) : 04
  - DECK CADETS COURSE : 13
  - DEGREE COURSE (MARINE ENGINEERING) : 06
  - TRAINEE MARINE ENGINEERING COURSE : 12
  - RATING TRAINING : 30
- POST SEA COMPETENCY COURSE : 10
- BASIC MODULAR COURSE : 40

Plans for enhancement of training standards (1)

- Increased duration of Deck cadets course to 1 year
- Increased duration of G.P. Rating from 4 months to 6 months
- Post Graduate Diploma in Maritime Operations and Management
- Enhancement of Polyvalent course capacity
- Revalidation course for Nautical & Engineering Officers
- Introduction of revalidation course for GMDSS
- More emphasis on training infrastructure
- Compulsory training on Etiquette & Manners
- Emphasis in attitudinal development in addition to theoretical and practical training

Plans for enhancement of training standards (2)

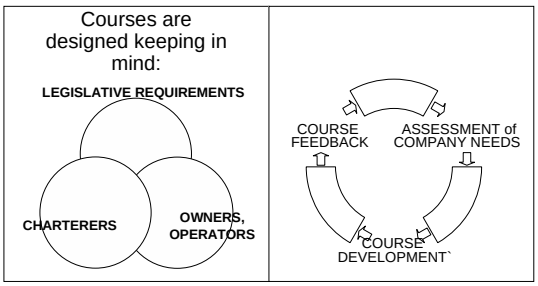
- Expanded application of simulators
  - Use full range for:
    - Training – standardized
    - Training – specific skills: Reinforcement of identified gaps in individuals
    - Assessment and Evaluation by examining authorities
- Lower age for entry
- Entry level standards to include evaluation of aptitude and personality through psychometric testing
- Proficiency in English Language
- G.P. Rating (Deck & Engine combined)
- Grading of Training Institution

Plans for enhancement of training standards (3)

- Scheduled inspection & un-scheduled inspections
- Industry participants in academic councils
- Ship Board Structured Training Programme
- Mandatory Reporting of certificate issued
- Training of trainers' course
- Implementation of Ship Board/owner specific feedback
- Code of conduct for seafarers

Plans for enhancement of training standards (4)

- Courses that cater to specific industry demands:



Compliance with STCW 95

- Incorporation of STCW 95 in the maritime legislation by notifying M S STCW rules 1998
- Development and prescription of maritime education and training manual
- Restructuring of existing courses in line with IMO model courses
- Prescription of training record book for continuous assessment
- Introduction of distance learning-functional approach

Polyvalent Degree – B.Sc. Maritime Science

- Duration – 3 yr. – College and 1 ½ yr – On Board Training
- 40% Theoretical 60% Practical
- Aim – Building extensive knowledge along with skill competence
- Only Polyvalent Degree course in the Asia Pacific Region
- Complies fully with STCW '95 Standards
- Training and Assessment Record Book

Advantages

- Futuristic
- Broader Perspective
- Better Harmony on Board

Demand and Supply of Seafarers

Over Supply – Measure to resolve

- Regulating new approval
- Deletion of existing institutes not complying norms
- Placement cell in institute
- Tie-up with shipping companies for shipboard training
- Bench marking of training institutes
- Stringent check on faculty
- Revised and reduced age norms
- Improved entry criteria
- Training slot being linked to tonnage tax

Forward Planning on number of seafarers for training

- International studies
- Consultation with industries
- Feedback from manning agents and ship owners

Role of Maritime Administration

Role of the maritime administration, including monitoring of training activities and employment

- Role as Regulator
- Role as facilitator
- Role of Academic Council
- Marketing of Seafarer
- Quality Control
- Constant feedback and inputs from industry, educational experts and seafarers
- E-Governance initiatives
- Presence in international forums

Seafarers – Strengths & Qualities

Strengths of Indian Seafarers

- High entry levels
- Intelligent
- Good command over the English language
- Hardworking
- Quick learning ability making them suitable for multi functional jobs
- High level of computer literacy in officers
- Amenable to change
- Polite, well behaved with sober habits
- Age profile is relatively young and stable
- Drop out rates during training are negligible
- Better problem solving oriented
- Better handling and reporting of requirements such as ISM/ISPS.

Constraints

Constraints faced by industry

- Higher Cost of Indian seafarers
- Competition
- Over supply of ratings
- Cyclic demand and supply
- Reduction in demand in general and bulk cargo
- Increase in demand for Tankers/LNG/LPG/Chemical/Product
- Examination system – which is now getting automated
- Safety culture

New Opportunities

New Opportunities

- Offshore
  - ***Dynamic positioning vessel***
  - ***Anchoring handling tugs***
  - ***Supply vessels***
- Cruise shipping
- Ship construction and repairs
- Ship designing & naval architecture
- Ship breaking
- Multi-modal transportation
- Stevedoring & freight forwarding
- Maritime legal services
- Maritime insurance & banking
- Shore opportunities
  - ***Hospital***
  - ***Hotels***
  - ***Pharmaceutical companies***
  - ***Maritime administration***
  - ***MET***

Thank You

COUNTRY REPORT FROM ISLAMIC REPUBLIC OF IRAN

A. Introduction

Ports and Shipping of Iran is the sole governmental body who does its outmost efforts for “safer shipping and cleaner Oceans” in Iranian waters and on board ships.

PSO is focal point of IMO on behalf of the Government of I.R of Iran. Since I.R of Iran has acceded to many conventions and adopted some other mandatory international resolutions and codes, PSO is responsible for conducting examination for Iranian seafarers and granting of maritime competency certificates and other certificates to sailors and vessels according to such relevant regulations as well as other national rules. These regulations which are adopted by the international organizations such as IMO and ILO are as follows:

- SOLAS 1974 (as amended)
- Load Line (as amended)
- MARPOL 73/78 (as amended)
- STCW 78 (as amended)
- Merchant shipping (minimum standards) ILO convention 147

B. Maritime geography, maritime economy and maritime administration in Islamic republic of Iran

Iran is located in southwestern Asia between the Persian Gulf and the Gulf of Oman to the south, and the Caspian Sea to the North. It has an area of 1,648,000 square km (628,000 square mile). Its coastline on the south is 1,880 km (1,168 miles).

Iran has the longest shoreline on the Persian Gulf and Oman sea as well, and is the only state located on the entire length of the northern coast of Gulf and the Oman sea from the Arvand River (shat al Arab) up to Govater (Pakistan border).

The mouth of the Persian Gulf, the strait of Hormus, is of “major economic significance” to the world shipping trade. In fact it should be considered as one of the most important strait economically, because it is marked by a vital global interest in the passage of goods, services, resources and technology, with oil shipments at the heart of its economic importance.

C. Economy

The economic growth in the Islamic Republic of Iran has mainly been due to more inward oriented policies regarding transportation goods by its national merchant fleet and communications with other nations, particularly expansion of its business and trade with developing countries as well as regional and Asian countries.

The links with the rest of Asia and the world however, has increased in recent years.

In spite of the weakness in the oil market and damages of imposed war Iran faces rather great prosperity, strengthened by its oil reserves ranked as an upper middle-income country, and its development is one of the best-balanced economics in the Middle East.

D. Maritime administration in Iran

According to the statuary functions of ministry of road and transport; the ports and Shipping Organization (P.S.O.) as a legal maritime body is responsible and deals with port activity and navigation.

Subjects and functions pertaining to shipping and ports that are under the charge of this Organization are as follows:

1) To provide and maintain adequate and efficient port service and facilities in ports or the approaches to ports.
2) To promote the use, improvement and development of ports.
3) To regulate and control navigation within ports and the approaches to ports.
4) General superintendence and co-operation and co-ordination of all activities of or within ports, and related matters.
5) Registration, examination and granting certificates of competency to Iranian seafarers.
6) Registration and certification of ships.
7) Policy and decision making for construction of new ports and harbors; and some other functions.

It should be mentioned here that national merchant fleet and running the ships in terms of shipping and maritime trade has nothing to do with Ports and Shipping Organization and is under the ministry of commerce.

The new revised maritime code is going to be presented to parliament some time this year. This new code will establish the framework for merchant activities in Iran. A framework to be filled in by regulations made by the P.S.O under supervision of ministry of road and Transport, consists of ten chapters in respect of regulation of ships, collision avoidance, search and rescue, Load Line, SOLAS, not to mention implementation of the STCW 95 convention regarding conducting examination and granting certificate of competency to seafarers.

1. Maritime education and training in Iran

The ultimate aim of any pattern of maritime education and training is and should be to produce well-trained and qualified seagoing personnel who have followed a well planned program of training leading to the issuance of appropriate certificates of competency in their respective fields.

The education of maritime personnel, like other types of education is the building in the minds of people; the broader understanding of the trade in which they are involved.

It will afford individual self-reliance and promote national economic advantages in the trade on a national and world basis.

There is always a demand for upgrading the present academies of maritime studies to meet the standards for training; otherwise the officers and seamen will be neglected at lower level of standards.

Islamic Republic of Iran therefore seriously has considered, in light of the above concept, how it will go about improving the standard needs for its merchant fleets.

Actually training of seafarers in Iran started in 1970's de code, in the past, high school leavers who wished to pursue a career at sea, were sent overseas, especially to the United Kingdom, Belgium, Pakistan or India.

Not only in the past two decades of national fleet activities, but even now there has been a shortage of officers and other crewmembers and they have been recruited from different nationalities.

For this reason, the Government has established two maritime academies first in the north of country near one of the principal ports in Caspian sea, "Nowshahr", and the second located in the south of Iran at the port of Chah Bahar, one of the principal ports in the Oman Sea.

2. Iran Naval Academy

Iran Naval Academy is one of the two maritime institutions for training of officers for the merchant marine fleet and for the navy.

It was established in 1980 at Nowshahr port, which is situated at Caspian Sea in the north of Iran. It developed together with the Chah-Bahar academy and this development has been intensified during the last decade. The academy was founded by the Iranian navy and is under the jurisdiction of Ministry of Defense. Although this college depends on the navy, it provides training courses to train officers for merchant marine fleet or on request of any organization that needs maritime trained officers.

The duration of the study is 4 years and the curriculum includes STCW 95 syllabuses and one-year final training course on board of the merchant marine seagoing vessels on navy training ships.

3. Iran Merchant Marine Academy

In 1975 the university of Sistan and Balochestan, and its institute of maritime science and Technology which is under the Ministry of Higher Education was established in Chah Bahar, south west of Iran and it is located very close to the port of Chah Bahar, one of the principal ports, in the Oman sea region, by the cooperation and coordination of the university of Southampton.

4. PSO's training centers

Port and shipping organization in sectors of maritime, cargo operation and maritime technical and maintenance due to a lack of suitably trained personnel at different ports had problems. Under a project for construction of a new port complex at Bandar Abbas (Shadid Rajaee) it was therefore decided to establish a permanent training center with IMO aid. Following consultation with international and government organizations concerned with port training center an agreement was signed in April 1984 between IMO and the Rotterdam Port Transport College.

From September 1987 the institute began its educational activities by handling of three different courses at the same time with the aim of promotion and improvement of the ports and shipping organization personnel who are involved in different jobs ashore as well as on board the different type of vessels.

Types of courses:

1) Nautical Deck.
2) Marine Technical.
3) Cargo Operation.

PSO's training centers and facilities however, are scattered in the north ports of Iran along the Caspian Sea and in the south along the Persian Gulf.

There are also some facilities in Tehran, the Capital of Iran, which include a full set of RADAR and handling and engine simulators.

At the present we examine and issue the following certificates:

1) Officer in charge of navigational watch > & < 500 GT.
2) Chief officer for unrestricted voyages.
3) Third officer for engine section (ocean going vessels).
4) Second officer for engine section (ocean going vessels).
5) Chief engineer (ocean going vessels).
6) Number of Iranian (Ocean going vessels).

IRISL			**NITC**		**IRAN & INDIA**		**TOTAL**	
Name of shipping company	Active	New order	Active	New order	Active	New order	Active	New order or under construction
No. of vessels	84	6	24	10	8	--	116	16

Number of officers in deck and engine section required for Iranian Ocean going vessels are as follows:

1) Officer in charge of navigational watch required for existing vessels: 198
2) Officer in charge of navigational watch required for new ships ordered: 99
3) Graduated cadets form maritime academies required each year: 99
4) Third officer for engine section (ocean going vessels) required for existing vessels: 198
5) Third officer for engine section (ocean going vessels) required for new ships in order: 99
6) Graduated cadets for maritime academies required each year: 99

COUNTRY REPORT FROM JAPAN

Country Report from Japan

October 2003

Ministry of Land, Infrastructure and Transport

Ministries responsible for Seafarers Education and Training

- Ministry of Land, Infrastructure and Transport (**MLIT**)
- Ministry of Education, Culture, Sports, Science and Technology
- Ministry of Agriculture, Forestry and Fisheries

Institutions under the supervision of MLIT

- IAI Marine Technical College **(MTC)**
- IAI School for Seafarers Training **(SST)**
- IAI National Institute for Sea Training **(NIST)**

Institutions, belonging to Ministry of Education, Culture, Sports, Science and Technology

- Tokyo University of Marine Science & Technology
- Kobe University
- National College of Maritime Technology

(Five colleges)

To produce maritime officers for overseas shipping industry

- University of Electro Communications
- Radio Technical College (Three colleges)

* Tokai University (Private University)

Institutions under the supervision of Ministry of Agriculture, Forestry & Fisheries

- IAI Fisheries Academy

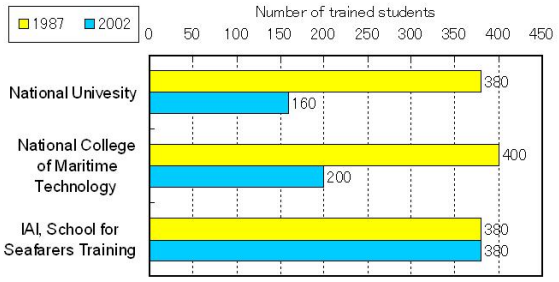
Prefecture Institutions, supported by Ministry of Education, Culture, Sports,Science and Technology

- Fisheries Senior High School (47 schools)

IAI, Maritime Technical College

- To provide with refresher training, upgrading training and updating training, utilizing the latest equipment

Changes in the fixed number of admission



Compliance with the STCW Convention

Manning Scale for Deck Officers

	Ocean Going Area				Greater Coasting Area				Near Coasting Area		Smooth Water Area	
Capacity	Master	Chief Mate	Second Mate	Third Mate	Master	Chief Mate	Second Mate	Third Mate	Master	Chief Mate	Master	Chief Mate
(G/T) 5,000	First Grade	Second Grade	Third Grade	Third Grade	First Grade	Third Grade	Fourth Grade	Fifth Grade	Third Grade	Fourth Grade	Fourth Grade	Fifth Grade
	Second Grade	Second Grade	Third Grade	Fourth Grade	Third Grade	Fourth Grade	Fifth Grade	Fifth Grade				
1,600	Second Grade	Third Grade	Fourth Grade		Third Grade	Fourth Grade	Fifth Grade		Fourth Grade	Fifth Grade	Fifth Grade	
500	Third Grade	Fourth Grade	Fifth Grade		Fourth Grade	Fifth Grade			Fifth Grade	Sixth Grade		
200	Fourth Grade	Fifth Grade			Fifth Grade				Sixth Grade		Sixth Grade	

Manning Scale for Engine Officers

	Ocean Going Area				Greater Coasting Area				Near Coasting Area		Smooth Water Area	
Capacity	Chief Engr Officer	Second Engr Officer	Third Engr Officer	Fourth Engr Officer	Chief Engr Officer	Second Engr Officer	Third Engr Officer	Fourth Engr Officer	Chief Engr Officer	Second Engr Officer	Chief Engr Officer	Second Engr Officer
(KW) 6,000	First Grade	Second Grade	Third Grade	Third Grade	First Grade	Third Grade	Fourth Grade	Fifth Grade	Third Grade	Fourth Grade	Fourth Grade	Fifth Grade
	Second Grade	Second Grade	Third Grade	Fourth Grade	Third Grade	Fourth Grade	Fifth Grade	Fifth Grade				
3,000	Second Grade	Third Grade	Fourth Grade		Third Grade	Fourth Grade	Fifth Grade		Fourth Grade	Fifth Grade	Fifth Grade	
1,500	Third Grade	Fourth Grade	Fifth Grade		Fourth Grade	Fifth Grade			Fifth Grade	Sixth Grade		
750	Fourth Grade	Fifth Grade			Fifth Grade				Sixth Grade		Sixth Grade	

MEASURES TO SECURE COASTAL SEAFARERS

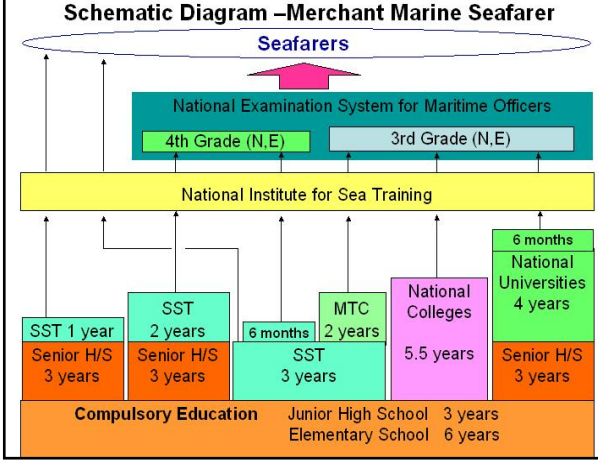
Less proportion of young seafarers in the age structure

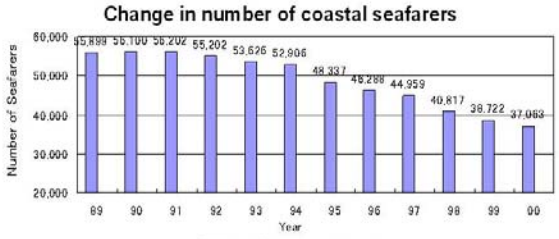
- Attractive points for young seafarers
- Response to the needs from coastal shipping industry

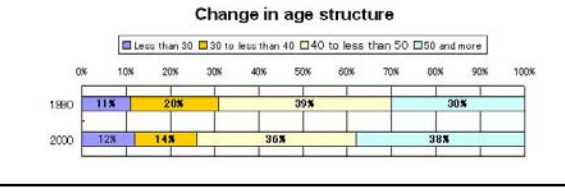
IAI, National Institute for Sea Training

- To provide with the on-board training for students from institutions, utilizing training ship fleet

Schematic Diagram –Merchant Marine Seafarer







Less proportion of young seafarers working in the coastal shipping industry

Measures to secure young coastal seafarers

1) **More intensive recruitment measures**
   a) Improving the image of coastal shipping industry
   b) Intensifying Public Relations activities
2) **Improvement of working conditions**
3) **Improvement of working environment**

Strategies for training more competent new Seafarers

1. Review and enrichment of the curricula

< Schools for Sea Training >
- Intensification of the guidance for students to improve their ability and attitude
- Introduction of a scheme to provide short-term experience on-board coastal vessels during summer vacation
- Establishment of "Internship Course" for students to have OJT prior to their employment

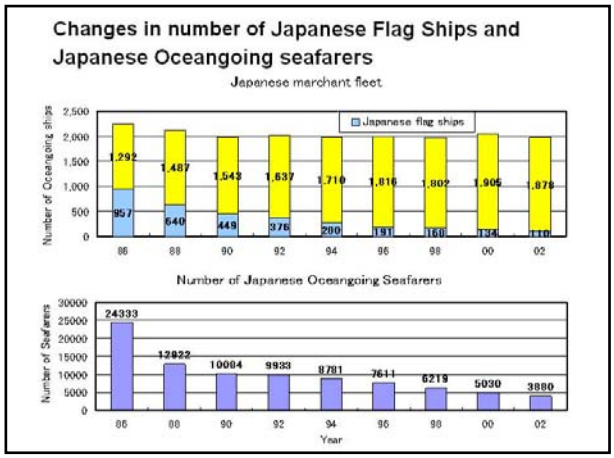
< Marine Technical College >
- Enrichment of simulator training for coastal seafarers
- Enrichment of training courses entrusted by coastal shipping industry

< Institute for Sea Training >
- Intensification of the guidance for students to improve their ability and attitude
- Intensification of practical training, responding to the needs from coastal shipping industries
- Consideration of replacement of an 25-year old training ship

2. Enrichment of opportunities for lecturers of institutions to have experience on-board merchant vessels

MEASURES TO SECURE OCEANGOING SEAFARERS

(TRAINING OF YOUNG SEAFARERS)



To secure the Japanese oceangoing shipping industry

The systems have been introduced through government-private sector cooperation.

1) **Modernization of vessels**
2) **Allowing foreign seafarers to work on- board Japanese flag ships**

Present policy

System to approve foreign seafarers licenses under Japanese seafarer's licensing system.

Strategies for training more competent new seafarers

Review of maritime education and training conformable to shipping companies' needs

1) To deepen the education and training for both Navigation and Marine engineering
2) To enrich the subjects necessary for management
3) To intensify the maritime English training
4) To review the training on-board training ships for more effective practical training
5) To utilize simulators for more effective maritime education

HIV / AIDS Awareness Training

- **New Seafarers**

  The lectures aiming at on-board medical treatment are to be held at the educational and training institutions, including knowledge and preventing measures with regard to HIV/AIDS.

- **Seafarers employed**

  Pamphlets with regard to HIV/AIDS have been created to be distributed to seafarers so that they obtain knowledge and take the necessary preventing measures against HIV / AIDS.

COUNTRY REPORT FROM MYANMAR

A. Introduction

The Union of Myanmar has a coastline of 2,230 km from the Naff River to the Victoria point. It has eight commercial ports and regional maritime administrative offices are situated in each port. The Ministry of Transport is the Government body responsible for the maritime sector. There are six maritime organizations under its control consisting of the Department of Marine Administration (DMA), the Myanmar Port Authority (MPA), Myanmar Five Star Line (MFSL), Inland Water Transport, the Institute of Marine Technology and the Myanmar Maritime University. The Union of Myanmar has long been a source of seafarers on international shipping lines and has continued to allow Myanmar Nationals to go overseas to take up shipboard employment.

B. Training of seafarers

The Myanmar Maritime University (MMU), which is under the Ministry of Transport, was inaugurated on 1st August 2002. It is temporarily situated on Bayintnaung Road, Sinmalike, Kamayut Township, Yangon. There are six courses leading towards degrees, two post-graduate diplomas and two under-graduate diplomas. To cater to future expansion of the University, a modern campus is being built at Thilawa in Thanlyin, Yangon. The project will be completed in 2004. MMU aims to produce outstanding graduates who are needed for the development of Myanmar. MMU will offer five-year Bachelor degree courses, one-year post-graduate diploma courses and two-year under graduate diploma courses in a variety of disciplines.

The diplomas and Degrees offered at MMU are:

1) B.E (Naval Architecture)
2) B.E (Marine Engineering)
3) B.E (Port and Harbour Engineering)
4) B.E (River and Ocean Engineering)
5) B.E (Marine Electrical Systems and Electronics)
6) B.Sc. (Hons.) (Nautical Science)
7) Dip. S. M (Post Graduate Diploma in Shipping Management)
8) Dip. P.M (Post Graduate Diploma in Port Management)
9) Dip. Naut. Studies (Diploma in Nautical Studies)
10) Dip. Mar. Tech (Diploma in Maritime Technology)

Academic Year No. of Students:

August, 2002:225

December, 2002:325

Myanmar established the Institute of Marine Technology (IMT) in 1971 to ensure that seafarers employed on ships are properly qualified or trained for the positions to which they are engaged. In Myanmar, training is only undertaken by public sector and the IMT is the only single governmental maritime institution which provides courses for all Deck and Engineering branches of the Maritime profession. The courses range from Deck & Engine ratio to that of Master & Chief Engineer levels. The courses provided by IMT are specified in Annex 1.

The teaching staff of this institute consists mainly of professionals who have seagoing experience as well as high academic and internationally recognized qualifications. Most of these trainers and assessors are trained from the World Maritime University (WMU). In addition, the institute aims to train 300 cadets per year.

The Institute of Marine Technology (IMT) conducts courses and training programmes related to the STCW Convention. All the main and short courses are modeled around IMO model courses and relevant feed back from the shipping industry and meet the requirement of the STCW 95.

These courses, syllabuses and assessment methods are presented to the Department of Marine Administration with due process amendments approved by Director General of the Department.

(a) All written and oral examinations are conducted by the Department of Marine Administration. The Nautical and Engineering Divisions examiners apply moderate marking of the examination papers.

(b) The training provided to all officers and ratings should be classified into shore and onboard training. The shore training is done in laboratories, simulators, workshops and shipyards as clearly laid out in the training programmes of Institute of Marine Technology.

The Number of seafarers trained by IMT yearly

Year	1999	2000	2001	2002
Cadet (Deck/Engine)	200	250	300	300
Deck Officers	511	466	517	630
Engineers Officers	179	103	67	65
Rating	2187	2238	2224	2968
Total	3077	3057	3108	3963

C. Demand and supply of seafarers

1. National merchant fleet

The National Merchant fleet on national shipping is the backbone of the National Economic Development in respect of transportation. The Myanmar national merchant fleet consists of both coastal and foreign going vessels manned entirely by Myanmar nationals. The total number of seagoing vessels amounts to 182 with a total gross tonnage of 368,164 for foreign trade. These figures do not include wooden traditional motor vessels, fishing vessels and inland waterways boats.

2. Maritime manpower situation

Myanmar seafarers who are trained for ocean going vessels registered with the Seaman Employment Control Division amount to 57,469 out of which fifty per cent are employed at national and foreign owned ships. The registered seafarers in Myanmar are shown in the Table.

Sr. No.	Type of seafarers	No. of seafarers
1.	Master (F.G)	483
2.	Chief Mate (F.G)	930
3.	Officer In charge of a Navigational Watch (F.G)	2,828
4.	Master (Near Coastal Voyage)	79
5.	Chief Mate (Near Coastal Voyage)	370
6.	1st Chief Engineer	453
7.	2nd Chief Engineer	1,082
8.	3rd Engineer	3,658
9.	Electrical Engineer	1,098
10.	Junior Engineer	2,322
11.	Rating	44,166
	Total	57,469

D. The role of the department of marine administration

The Department of Marine Administration, which is directly under the Ministry of Transport, is the specialized executive body of the Government responsible for the implementation and enforcement of the regulatory functions embodied in the national maritime legislation. Its prime objectives are to ensure the safety of life at sea, the safety of navigation, and the protection of the marine environment.

(a) *Declaration of Maritime Policy*

The purposes of the Maritime policy are:

1) To conform national ships to safety standards, safe practices and standard of competence required of its marine personnel.
2) To promote development of human resources, manpower planning and optimal utilization of such manpower in the maritime sector.
3) To improve the safety record of Myanmar registered vessels.
4) To improve specific obligation to save lives in distress at sea and to protect the marine environment.

(b) *Functions and Related Activities*

1) Advisory Functions.
2) Administrative functions.
3) Regulatory Functions.
4) Development/Promotional Functions.

The primary functions are expected to take the form of:

1) General Superintendence and Co-ordination.
2) Registration of Ships and related Functions.
3) Surveys, Inspections and Certification of Ships, along with related activities.
4) Examination and Certification of Seafarers.
5) Manning of Ships.
6) Conducting Inquiries/Investigations into Shipping casualties.
7) Dealing with matters pertaining to Prevention/Control/Combat of Marine Pollution.
8) Dealing with matters pertaining to Maritime Search and Rescue.
9) Recruitment of seamen, arrangements for education and training, determination of qualification and grading.
10) Ensuring Safety of Fishing vessels and other small crafts.
11) Dealing with Wrecks in National Jurisdiction.
12) Advising the Government on all (Marine) Technical matters.
13) Registration of foreign vessels under the terms of bare boat chartering.

(c) *International Safety Conventions*

The International Maritime Organisation (IMO) which is the regulatory body of the maritime matters in regard of the safety of life at sea and the conservation of the marine environment. The International Maritime Organisation has adopted various Safety Conventions, which provide maritime nations to give necessary guidelines and promote the maritime activities at internationally acceptable standards. Owing to its admirable objectives, Union of Myanmar has agreed upon the following Conventions.

1) International Convention on Load lines 1966 as amended.
2) International Convention on Tonnage Measurement of Ships, 1969.
3) Convention on the International Regulations for Prevention Collision at Sea (COLREGS), 1972 as amended.
4) International Convention for the Safety of Life at Sea (SOLAS), 1974 as amended and protocol, 1978.
5) International Convention for the Prevention of Pollution from Ships, 1973/78.
6) International Convention on Standards of Training Certification and Watch Keeping for Seafarers, 1978, as amended 1995.

(d) *Procedure of Employment*

The Seaman Employment Control Division (SECD) of the Department of Marine Administration is non-profit governmental body, responsible for regulating the employment and warfare of Myanmar seafarers serving on ships owned by national and foreign companies.

Ship owners wishing to employ Myanmar seafarers are required to contact SECD directly or through a manning agent or through a local representative in Yangon to enquire the terms and conditions of the agreement to be signed between the SECD and the prospective shipping company or manning agent. Local representatives may be appointed by a foreign ship owner or agent to select the crew and to attend other matters relating to the agreement of crew on behalf of principals. There are at present altogether (165) foreign shipping companies and agent registered with SECD for the supply of Myanmar Seafarers to be employed onboard their ships.

E. Strengths and special qualities of the Myanmar seafarers

Myanmar seafarers are perseverancing, understanding, hard working, obedient, sober, loyal and professional skilled in their trade. With regard to the quality of Myanmar seafarers, they are trained in compliance with the provision of STCW 95. Most of these seafarers have solid educational backgrounds with many of them being university graduates who understand the English Language and can communicate with a multinational crew. According to the ILO seafarers' Identity Documents Convention, DMA is issuing the seafarers' smart identity document now.

F. Future plan

- International Convention for the Safety of Life at Sea (SOLAS), 1974 as amended and protocol, 1978.
- International Convention for the Prevention of Pollution from Ships, 1973/78.
- International Convention on Standards of Training Certification and Watch Keeping for Seafarers, 1978, as amended 1995.

G. Conclusion

The International demand for seafarers is at a high level. In order that DMA positively responds to the international demand for seafarers, training facilities will be further expanded and maintained at international standards in compliance with the STCW Convention.

MMU is all well planned to fulfill the development of human resources by producing qualified Naval Architects, Ship Builders, Marine Engineers, Port and Habour Engineers and River and Ocean Engineers. This university will also cater for training of seafarers and maritime of officers equipped with B.Sc./B.Sc. (Hons.) Nautical Science.

The Institute of Marine Technology (IMT) welcomes any party either local or foreign nationals who wish to provide maritime training jointly. The Institute is making plans to upgrade and update its training facilities to such the training needs and to implement STCW requirements. The Institute is seeking grant-aids of project type technical co-operation through diplomatic channels to perceive new training equipment from any donor country.

With the guidance from the Ministry of Transport, and the recommendation from IMO, the Institute is drawing up a plan to upgrade and expand the facility and facility to become an internationally recognized Marine Institute.

Annex 1

The courses conducted by IMT

A. Refresher Courses

1. Second Mate (Foreign-going) - Model Course 7.03
2. Master, First Mate (Foreign-going) - Model Course 7.01
3. First Mate (Home Trade)
4. Mate (Home Trade)
5. Officer in charge of an engineering watch
6. M.O.T Second Class (Part A) Model Course 7.04
7. M.O.T First Class (Part A) Model Course 7.04
8. M.O.T 1^{st} & 2^{nd} Class (Part B) Model Course 7.02

B. Short Course (I.M.O Model Course)

1. Radar Simulator Model Course 1.09
2. Radar Observer Model Course 1.07
3. Automatic Radar Plotting Aids Model Course 1.08
4. Electronic Navigation Aids
5. First-aid Model Course 1.14 Plus Compendium
6. Basic Computer Course
7. Survival at Sea Model Course 1.19
8. Automation, Instrument Course
9. Ship’s Captain Medical Guide Model Course 1.15
10. Tanker Familiarization Model Course 1.01
11. Advanced Training on Oil Tanker Operation Model Course 1.02
12. Advanced Training on Chemical Tanker Operation Model Course 1.04
13. Electronic Model Course 2.09 Plus Compendium
14. English Course for Mariners
15. Hazardous Cargo Training

16. Training Course for Instructors Operation Model Course 6.09 Plus Compendium
17. ARPA and Bridge Team Work Model Course 1.22
18. Advanced Fire Fighting Model Course 2.03
19. DMDSS, GOC Course
20. Pre-Sea Nautical Training
21. HIV/AIDS Awareness Course (UNAIDS)
22.Crowd Management and Passenger Safety Course

C. Basic Seaman Course

1. Sea-going Basic Seaman Course
2. Inland Basic Seaman Course

D. Pre-Sea Cadet Course (Residential)

1. Mercantile Marine Nautical Cadet
2. Mercantile Marine Engineer Cadet

COUNTRY REPORT FROM PAKISTAN

BISMILLAH HIR RAHMAN
NIR RAHIM

IN THE NAME OF ALLAH
THE MOST BENEFICIENT
THE MOST MERCIFUL

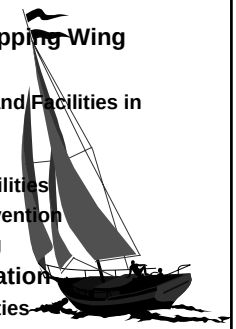
SECOND REGIONAL FORUM ON MARITIME MANPOWER PLANNING TRAING, UTILIZATION, AND NETWORKING OF CENTERS OF EXCELLENCE

PAKISTAN'S MARITIME SECTOR

BY
Commodore Said Akbar Siddiqui

SCHEME OF PRESENTATION

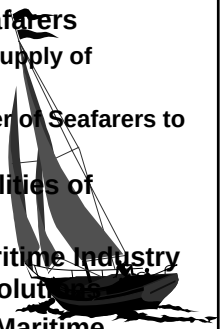
- **Organization Ports and Shipping Wing**
- **Training of Seafarers**
  - **Maritime Training Institutes and Facilities in public and private sectors**
  - **Seafarers trained each year**
  - **Plans to improve training facilities**
  - **Compliance with STCW Convention**
  - **HIV/AIDS awareness Training**
- **Role of Maritime Administration**
  - **Monitoring of Training Activities**
  - **Monitoring of Employment**



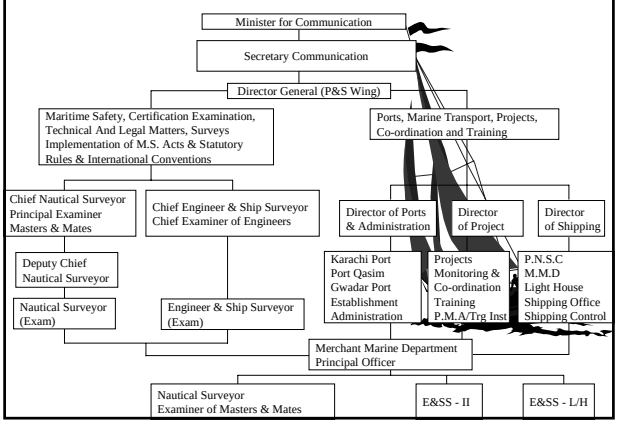
continued

SCHEME OF PRESENTATION

- **Demand and Supply of Seafarers**
  - **Measures to Resolve Over Supply of Seafarers**
  - **Forward Planning on Number of Seafarers to be Trained**
- **Strengths and Special Qualities of Pakistani Seafarers**
- **Constraints Facing the Maritime Industry in Pakistan and Possible Solutions**
- **New Opportunities for the Maritime Industry and Future Plans**



ORGANIZATION MINCOMM (P&S Wing)



TRAINING OF SEAFARERS

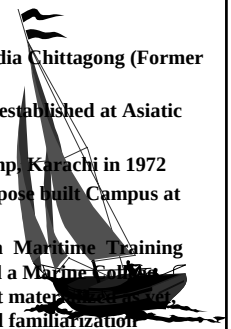
MARITIME TRAINING INSTITUTES AND FACILITIES IN PAKISTAN

- **Public Sector**
  - **Pakistan Marine Academy**
- **Private Sector**
  - **St. John Ambulance Association Pakistan**
  - **College of Nautical Studies (Karachi)**
  - **Scinicariello Seafarers Training Centre (Karachi)**
  - **Racon-house College of Nautical Studies (Karachi)**
  - **Institute of Maritime Studies (Lahore)**
  - **Maritime Training Institute (Islamabad)**

PAKISTAN MARINE ACADEMY

PAKISTAN MARINE ACADEMY

- **BACKGROUND**
  - **PMA was established in 1962 at Juldia Chittagong (Former East Pakistan, now Bangladesh)**
  - **Seamen Training Centre (STC) was established at Asiatic Club, Karachi in 1960**
  - **PMA was re-established at Haji Camp, Karachi in 1972**
  - **PMA and STC were shifted to a purpose built Campus at Mauripur Karachi in 1978**
  - **It was originally planned as Pakistan Maritime Training Complex comprising PMA, STC and a Marine College. Although the Marine College has not materialized yet, a number of post-sea mandatory and familiarization courses are being conducted to comply with STCW -95**
  - **STC has now been merged with PMA and renamed as STW**



FACILITIES AT PMA

- **COMPLETE TRAINING FACILITIES INCLUDING CLASSROOMS, LIBRARY, SIMULATORS, LABS, WORKSHOP ETC**
- **ACCOMODATION AND RECREATION/SPORTS FACILITIES FOR 200 CADETS AND 100 GP-III RATINGS**
- **FAMILY ACCOMODATION FOR 123 INSTRUCTORS, OFFICERS AND STAFF**
- **HIGHER SECONDARY SCHOOL FOR CHILDREN**
- **MOSQUE**
- **MEDICAL CENTRE**
- **OFFICERS CLUB**
- **INDEPENDENT JETTY**
- **BANK**

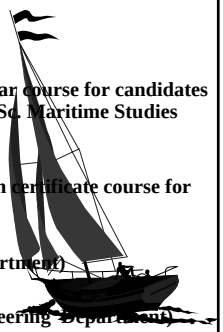
MISSION AND ROLE OF PAKISTAN MARINE ACADEMY

Mission of the Pakistan Marine Academy is to provide the best possible environment and facilities, within the available resources, for training manpower for the Maritime Industry as per the policy of the Government.

Primary role of the Pakistan Marine Academy is to impart pre-sea training to merchant marine cadets and GP-III ratings by equipping them with theoretical and practical education of the required standard in Nautical and Marine Engineering disciplines. The Academy also endeavors to provide a sound academic background to the cadets for award of B.Sc. Maritime Studies degree from Karachi University. Additionally, the PMA also offers some Post Sea Courses, in afternoon classes, under the Self Finance Scheme, to meet the training requirements of IMO in accordance with the STCW convention.

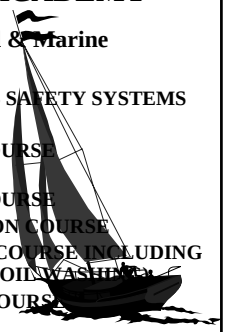
PAKISTAN MARINE ACADEMY

- **COURSES CONDUCTED**
  - **PRE SEA CADETS TRAINING (2 year course for candidates with FSc pre engineering leading to B.Sc. Maritime Studies degree)**
  - **PRE SEA GP-III TRAINING (5 month certificate course for candidates with Matric Certificate)**
  - **POST SEA COURSES (Nautical Department)**
  - **POST SEA COURSES (Marine Engineering Department)**
  - **POST SEA COURSES (Seamen Training Wing)**



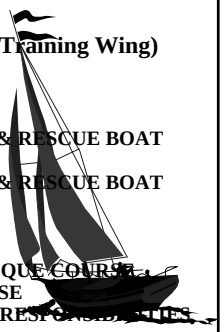
PAKISTAN MARINE ACADEMY

- **POST-SEA COURSES (Nautical & Marine Engineering Departments)**
  - **GLOBAL MARITIME DISTRESS SAFETY SYSTEMS (G.M.D.S.S.)**
  - **NAVIGATIONAL CONTROL COURSE (OPERATIONAL LEVEL)**
  - **ARPA/RADAR SIMULATOR COURSE**
  - **OIL TANKER FAMILIARZATION COURSE**
  - **ADVANCED TANKER SAFETY COURSE INCLUDING INERT GAS SYSTEM & CRUDE OIL WASHING**
  - **ENGINE ROOM SIMULATOR COURSE**



PAKISTAN MARINE ACADEMY

- **POST-SEA COURSES (Seamen Training Wing)**
  - **ADVANCED FIRE FIGHTING**
  - **BASIC FIRE FIGHTING**
  - **PERSONAL SURVIVAL CRAFT & RESCUE BOAT (UP-DATING COURSE)**
  - **PERSONAL SURVIVAL CRAFT & RESCUE BOAT (REGULAR COURSE)**
  - **MEDICAL CARE COURSE**
  - **MEDICAL FIRST AID COURSE**
  - **PERSONAL SURVIVAL TECHNIQUE COURSE**
  - **EFFICIENT DECK HAND COURSE**
  - **PERSONAL SAFETY & SOCIAL RESPONSIBILITIES COURSE**
  - **ELEMENTARY FIRST AID COURSE**



CADET'S INDUCTION

- 100 Cadets are inducted each year
  - Nautical branch 50
  - Marine Engineering branch 50

ACADEMIC SUBJECTS – CADETS TRAINING

ALL CADETS ARE TAUGHT THE FOLLOWING ACADEMIC SUBJECTS AS PER REQUIREMENT OF THE UNIVERSITY OF KARACHI FOR THE AWARD OF B.Sc. DEGREE.

1. **MATHEMATICS**
2. **PHYSICS**
3. **ENGLISH**
4. **PAKISTAN STUDIES**
5. **ISLAMIC STUDIES**

NAUTICAL BRANCH CADETS PROFESSIONAL SUBJECTS

- **THEORY**
  - **1. PRINCIPLES OF NAVIGATION**
  - **2. OCEAN & OFFSHORE NAVIGATION**
  - **3. COASTAL NAVIGATION**
  - **4. RADAR NAVIGATION**
  - **5. ELECTRONIC NAVIGATION SYSTEMS**
  - **6. SHIP STABILITY**
  - **7. SHIP CONSTRUCTION**
  - **8. CARGO HANDLING & STOWAGE**
  - **9. MARINE METEOROLOGY**
  - **10. SEAMANSHIP THEORY**
  - **11. WATCH KEEPING**
  - **12. MARINE COMMUNICATIONS THEORY**
- **PRACTICALS**
  - **1. SEAMANSHIP 2. COMMUNICATION 3. BOATHANDLING**

MARINE ENGINEERING BRANCH CADETS PROFESSIONAL SUBJECTS

- **THEORY**
  - **1. PROFESSIONAL ENGINEERING KNOWLEDGE**
  - **2. INTERNAL COMBUSTION ENGINE**
  - **3. GENERAL ENGINEERING KNOWLEDGE**
  - **4. WORKSHOP THEORY**
  - **5. ENGINEERING SCIENCES**
  - **6. APPLIED MECHANICS**
  - **7. ELECTRO-TECHNOLOGY**
  - **8. INSTRUMENTATION AND CONTROL SYSTEM**
  - **9. NAVAL ARCHITECTURE/ SHIP CONSTRUCTION**
  - **10. MACHINE DRAWING**
- **PRACTICAL**
  - **1. BENCH FITTING 2. MACHINING 3. WELDING**
  - **4. WOODWORKING 5. SMITHY**

GENERAL TRAINING FOR CADETS

- PARADE TRAINING
- PHYSICAL TRAINING
- GAMES AND SPORTS
- BOAT HANDLING
- DEBATES AND TALKS
- RESEARCH PAPER WRITING

ALL CADETS ARE ASSESSED FOR OFFICER LIKE QUALITIES

PAKISTAN MARINE ACADEMY

- TRAINING FACILITIES/SIMULATORS
  - Library (8,000 Books)
  - Language Laboratory (50 Trainees)
  - Physics Laboratory
  - Computer Laboratory (50 Pcs)
  - Ship Handling Simulator
  - RADAR and ARPA Simulator
  - GMDSS Simulator
  - Gyro Compass Models
  - Cargo Handling Working Models
  - Various Ship Models
  - Seamanship Practical Training
  - Swimming Pool
  - Life Boat Lowering and Hoisting Facility

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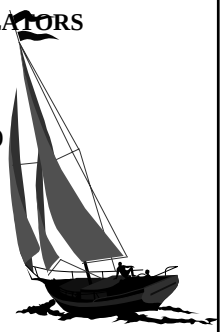
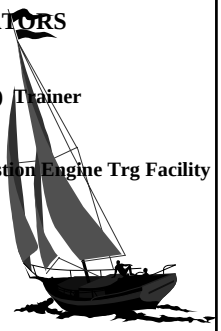


PAKISTAN MARINE ACADEMY

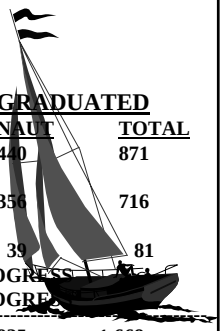
- TRAINING FACILITIES/SIMULATORS
  - Engine Plant Simulator
  - Engineering Workshop
  - Computerized Numeric Control (CNC) Trainer
  - Lathe/Milling Machines
  - Welding Training Facility
  - Boiler, Refrigeration, Internal Combustion Engine Trg Facility
  - Joiner Shop
  - Electronic Systems Synoptic
  - Electrical Systems Synoptic
  - Fire Mock Up
  - Fire Fighting Equipment
  - Life Saving Equipment
  - First Aid Training Equipment
  - Training Galley/Pantry for Cooks and Stewards



PAKISTAN MARINE ACADEMY

CADETS TRAINING

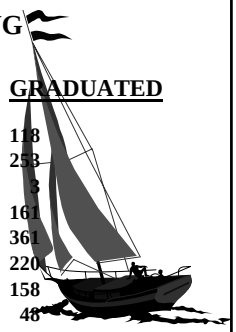
YEAR	INDUCTED	GRADUATED		
		ENGG	NAUT	TOTAL
1972-1990	873	431	440	871
1991-2000	777	360	356	716
2001	91	42	39	81
2002	94	IN PROGRESS		
2003	95	IN PROGRESS		
Total	1,930	833	835	1,668



PAKISTAN MARINE ACADEMY

GP III RATINGS TRAINING

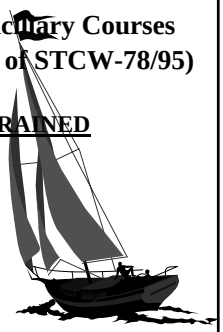
YEAR	INDUCTED	GRADUATED
1996	188	118
1997	255	253
1998	25	3
1999	165	161
2000	363	361
2001	225	220
2002	160	158
2003(Jan)	49	48
2003(Jul)	45	In progress
Total	1,475	1,322



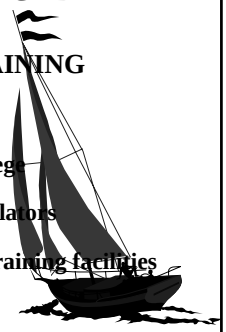
PAKISTAN MARINE ACADEMY

SEAFARERS TRAINED (Ancillary Courses Mandatory under Chapter VI of STCW-78/95)

YEAR	SEAFARERS TRAINED
1984-1996	22,267
1997	2,562
1998	12,198
1999	11,382
2000	7,564
2001	3,326
2002	4,184
Total	63,483

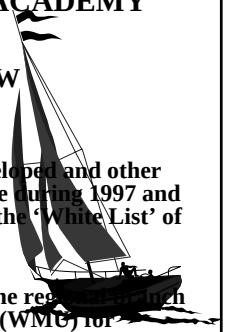


PAKISTAN MARINE ACADEMY



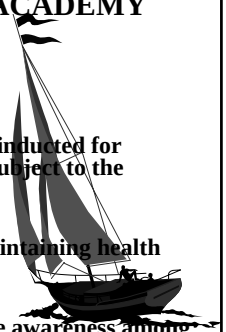
- **PLANS TO IMPROVE TRAINING FACILITIES**
  - **Establishment of Marine College**
  - **Up-gradation of training simulators**
  - **Improvement of water front training facilities**

PAKISTAN MARINE ACADEMY



- **COMPLIANCE WITH STCW CONVENTION**
  - **All ancillary courses were developed and other arrangements were put in place during 1997 and thus Pakistan was included in the 'White List' of the IMO**
  - **Pakistan Marine Academy is the regional branch of World Maritime University (WMU) for conducting of ancillary courses**

PAKISTAN MARINE ACADEMY



- **HIV/AIDS AWARENESS**
  - **Dedicated instructor has been inducted for teaching Health and Hygiene subject to the trainees**
  - **Special emphasis is laid for maintaining health and fitness during service**
  - **In order to further enhance the awareness among the trainees, videos on the subject are shown during the class room instructions**

Courses Conducted at Private Marine Institutes

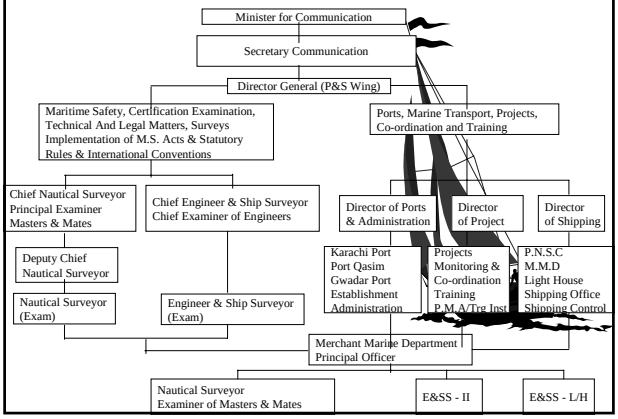
S.NO.	C O U R S E	NO. OF SEAFARERS TRAINED				
		PNSC	P & O	CNS	IMS	MTI
1.	Personal Survival Techniques	1,538	4860	500		43
2.	Basic Fire Fighting	2,399	3,138	500		43
3.	Elementary First Aid	3,609	205	500		42
4.	Personal Safety & Social Resp.	-----	186	500		43
5.	Medial First Aid					
6.	Medical Care					
7.	Advance Fire Fighting	151				
8.	Prof. in Survival Craft & R. Boat	1,482	1853			
9.	Oil Tanker Familiarization			500		22
10.	Advance Oil Tanker Safety			23		

Courses Conducted at Private Marine Institutes

S.NO.	C O U R S E	NO. OF SEAFARERS TRAINED				
		PNSC	P & O	CNS	IMS	MTI
11.	Chemical Tanker Safety					
12.	Navigation Control Course (Management + Operation)					
13.	Efficient Deck Hand	-----	157			
14.	Officers Watch Keeping			4		
15.	G. P III Training (Fresh Induction)					38
16.	Familiarization Course on Safety Management System	32				
17.	Apprentice Engineers (Marine + Trade	556				
18.	Pre-Sea Training for Deck Cadets				200	
19.	Up-dating Course for Master & Deck Officer			7		

ROLE OF MARITIME ADMINISTRATION

ORGANIZATION MINCOMM (P&S Wing)



MONITORING OF TRAINING ACTIVITIES

- Ministry of Communication, Ports and Shipping Wing, Karachi has a well established system of monitoring training, conducting examinations and giving certification
- Following officials are responsible to Director General Ports and Shipping for the above mentioned activities
  - Chief Nautical Surveyor (Principal Examiner Masters and Mates)
  - Chief Engineer and Ship Surveyor (Chief Examiner of Engineers)
  - Director Projects Training and Coordination
- COC given by Pakistan has equivalency with U.K.

Masters & Deck Officers

Year	Class I (Master Mariners)		Class II (Chief Officers)		Class III & IV (Officers Incharge of watch)	
	Appeared	Passed	Appeared	Passed	Appeared	Passed
1989	122	58	95	27	169	51
1990	116	43	76	23	168	26
1991	58	17	10	4	62	21
1992	38	7	4	----	30	6
1993	34	11	4	2	35	4
1994	37	5	1	----	29	11
1995	10	4	----	----	11	5
1996	14	3	----	----	6	2
1997	10	2	----	----	2	----
1998	13	2	----	----	6	1

Marine Engineers

Year	Class I (Chief Engineers)		Class II (2nd Engineers)		Class III & IV (Engineers Incharge of Watch)	
	Appeared	Passed	Appeared	Passed	Appeared	Passed
1989	201	36	176	23	296	240
1990	218	35	203	26	177	112
1991	187	38	152	11	183	144
1992	51	36	163	17	132	112
1993	130	29	171	33	96	50
1994	80	5	121	8	83	40
1995	55	5	88	5	48	16
1996	60	8	74	9	32	17
1997	47	12	51	5	44	20
1998	51	5	81	10	43	9

MONITORING OF EMPLOYMENT

- Ministry of Communication, Ports and Shipping Wing, Karachi has a well established system of monitoring and regulating employment of seafarers.
- Following officials are responsible to Director General Ports and Shipping for the above mentioned activities.
  - Principal Officer Mercantile Marine Department
  - Shipping Master
  - Director of Shipping
- Since 2002 the P&S Wing has started complete scrutiny of all previously issued CDCs and their replacement with new SSBs.

Employment Situation of Officers

Name of Company/Agent	Registered	Employed on board	
		No.	%
1. **Company One**	**65**	**40**	**62**
2. **Company Two**	**323**	**251**	**78**
3. **Company Three**	**400**	**250**	**63**
4. **Company Four**	**113**	**69**	**61**
5. **Company Five**	**250**	**100**	**40**
6. **Company Six**	**300**	**75**	**25**
7. **Company Seven**	**365**	**237**	**65**
8. **Company Eight**	**700**	**250**	**36**
Total	**2,516**	**1272**	**51**

Employment Situation of Ratings

Name of Company/Agent	Registered	Employed on board	
		No.	%
1. Company One	750	300	40
2. Company Two	749	374	50
3. Company Three	130	50	38
4. Company Four	1,051	503	48
5. Company Five	1,750	307	18
6. Company Six	200	20	10
7. Company Seven	2,700	400	15
Total	7,330	1954	27

Number of Ratings

Pakistani Shipping Companies

	No. of Seamen Registered:	No. of Seamen Absorbed:	No. of Seamen Awaiting:
Deck Department	905	209	696
Engine Department	347	63	284
Saloon Department	632	137	495
Topasses Department	102	29	73
Total:	1986	438	1548

Number of Ratings

Foreign Shipping Companies

	No. of Seamen Registered:	No. of Seamen Absorbed:	No. of Seamen Awaiting:
Deck Department	2655	922	1733
Engine Department	750	212	538
Saloon Department	864	270	594
Stockman Department	28	08	20
Topasses Department	240	91	149
Total:	4537	1503	3034

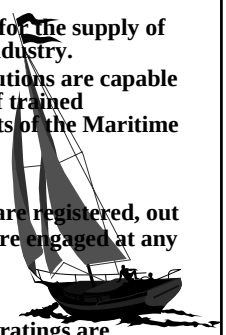
Number of Ratings

General Roster

	No. of Seamen Registered:	No. of Seamen Absorbed:	No. of Seamen Awaiting:
Deck Department	1032	73	959
Engine Department	178	14	164
Saloon Department	389	23	366
Hotel Staff	51	01	50
Stockman Department	04	---	04
Topasses Department	118	13	105
Total:	1772	124	1648
Grand Total:	8295	2065	6230

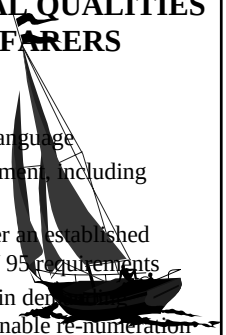
DEMAND AND SUPPLY OF SEAFARERS

- **Pakistan is an established source for the supply of seafarers to the world shipping industry.**
- **Pakistani Marine Training Institutions are capable of producing sufficient number of trained seafarers to meet the requirements of the Maritime Industry.**
- **Seafarers (Officers)**
  - **Approximately 2,500 Officers are registered, out of which approximately 50% are engaged at any one time.**
- **Seafarers (Ratings)**
  - **Approximately 10,000 seamen ratings are registered, out of which approximately 25% are engaged at any one time.**



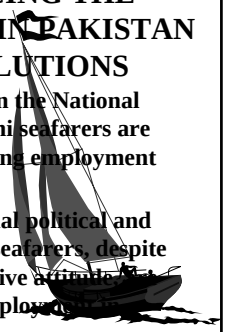
STRENGTHS AND SPECIAL QUALITIES OF PAKISTANI SEAFARERS

- Sound Academic Background
- Good understanding of English Language
- Properly trained on modern equipment, including practical training on simulators
- Properly trained and certified under an established system, in accordance with STCW 95 requirements
- Hardworking and willing to serve in demanding situations at competitive and reasonable re-numeration



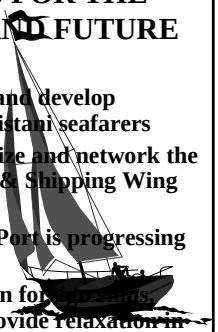
CONSTRAINTS FACING THE MARITIME INDUSTRY IN PAKISTAN AND POSSIBLE SOLUTIONS

- **Due to small number of ships in the National Fleet, large number of Pakistani seafarers are unemployed and they are seeking employment on foreign flag ships.**
- **Due to the changed international political and social environment, Pakistani seafarers, despite their professionalism and positive attitude, are facing difficulties in getting employed in foreign shipping companies.**



NEW OPPORTUNITIES FOR THE MARITIME INDUSTRY AND FUTURE PLANS

- **Efforts are being made to explore and develop employment opportunities for Pakistani seafarers**
- **Planning is underway to computerize and network the various organizations under Ports & Shipping Wing and to establish a data base**
- **Work on development of Gwadar Port is progressing smoothly**
- **In order to promote employment on foreign ships, a policy has been formulated to provide relaxation in port charges to the foreign ships giving employment to Pakistani seafarers.**



THANK YOU

COUNTRY REPORT FROM PHILIPPINES

As everybody knows, a student or for that matter, a trainee or to be more direct, an ordinary seafarer is only as good as his or her mentor or master. However, like all good laws, there are certain exceptions. Times have really changed and are in fact changing in quantum leaps and bounds. Where before, students in general ask questions, now they question the answers.

The Philippine maritime industry has four major sectors; the domestic shipping sector, the overseas shipping sector, the maritime manpower sector, the shipbuilding and ship repair sector. The major function of marina is to regulate, supervise, develop and promote the maritime industry in the country.

One sub sector is seafaring. The maritime industry authority (Marina) is mandated under P.D.474, Executive order no. 125-A, among others, to develop and maintain a reservoir of adequately trained, competent and qualified maritime manpower internationally competitive and familiar with globally recognized practices and standards to amply provide current and future requirements at home and of the world.

The Philippines today plays a stellar role in international shipping being the principal supplier of seafarers. The country's seafaring industry has succeeded in the gainful employment of thousands of Filipino marine officers and ratings in foreign-going vessels. These seafarers include other ship service providers on passenger luxury cruise ships such as those in the hotel/restaurant department, on-board entertainers, shop and store personnel.

As way back as in 1820, the Philippines institutionalized formal maritime education with the establishment of Escuela Nautica de Manila (now called Philippine Merchant Marine Academy or PMMA for short. It can be said that Filipino seafarers are naturals, their affinity to the sea not acquired but rather in born, what with at least 7,100 islands (and much more depending upon the tide) scattered all over the archipelago. We have the highest number of deployed seafarers worldwide. One of five ocean going seafarer is a Filipino while three in ten international ships employ our seafarers. Norwegian flagged and controlled ships are our biggest employers with about 25,000 Filipino sailing the seven seas on their ships, out of 139,000 reported sea based countrymen.

Maintaining our premier position as seafarer nearby source will be increasingly difficult, what with the challenges of emerging competitors and from other continents. We could not be complacent and contented with the present share of sea-based labor of some 16% but will strive to capture more. There is still room for improving competence and employability of our compatriots. Our government will go the extra mile to keep them abreast with fast paced technological innovations and advances in shipping. On the professional as well as personal level, our seafarers are time and again, reminded before they leave for abroad through pre departure orientation seminar (PDOS), to adhere to ethical, moral and social values and respect for others' cultures. These characteristics are not in born, unlike our affinity to sea, but acquired. We, in government, enjoin our seafarers to practice these traits whether ashore or on board. Ensuring the comparative edge of Filipino mariners is tough act to follow, indeed.

We, in government are taking concrete steps to make these things happen and continue to happen. Let me count the ways.

In 1998, there were 118 maritime schools spread all over the country offering various courses from baccalaureate degrees in marine transportation and in marine engineering to

short-term maritime related courses such as basic seaman's course. In collaboration with experts from the maritime private sector, the Philippine government developed a rationalized and responsive curriculum for maritime education. Altogether and with the enlistment of veteran marine officers and academicians as inspectors and assessors, we overhauled the entire maritime educational system. As a result, now there are only 76 institutions offering Bachelor of Science in marine transportation (BSMT) and in marine engineering (BSMARE). These maritime schools strictly follow the IMO model courses as promulgated by the 1978 convention on standards of training, certification and watch keeping for seafarers, as amended in 1995, and are the only ones allowed by our government to conduct and administer baccalaureate courses. (3-year academics plus 1 year supervised shipboard apprenticeship for deck and engine cadets).

Corollary to this effort, the maritime training council or MTC, under the administrative supervision and control of department of labor and employment (dole) and composed of several government agencies like the maritime industry authority or Marina, for short, and with representation from the Filipino association for mariner's employment or fame and outside consultants, conducts no-nonsense unannounced, periodic and annual inspections of training centers and organizations offering training and upgrading programs. The main purpose - to ensure that at all times, they conform with the international maritime organization (IMO) prescribed standards on instructional materials/syllabi, faculty and trainers'/assessors' competence, training facilities, and hands-on equipment. Presently, there are 42 MTC accredited training centers and entities with basic safety training and upgrading programmes for our seafarers. MTC accreditation is not permanent. Every five (5) years, MTC accreditation must be earned (i.e. a training center must pass all inter-agency inspections and assessment). No ifs and buts, please. A perfect 100% is the passing grade.

On the domestic/coastal-shipping front, the brethren of our overseas seafarers are not far behind. The Marina to which your speaker belongs, requires them to undergo the following trainings, aside from basic safety:

1) Recurrence training every three (3) years of all ship officers acting as masters and chief mates on domestic ships of at least 100 gross tonnage (gt) or 200 kilowatt (kw) on collision regulation (Colreg) and safe navigation (Safenav) and on watch keeping for ratings.

2) Crowd/crisis management and behavior training of all personnel on board steel hulled passenger carrying vessels of at least 200 gt like roll-on roll-off (RORO) passenger ships, pure passenger, combination cargo-passenger carriers and high speed crafts, regardless of size. All seafarers affected have until 30 June this year to fully comply based on merit. If they don't and later on get caught serving these types of ships without appropriate training certificates, both the seafarers and their employers are fined a hefty sum-without prejudice to the suspension, cancellation or revocation of their seafarer's identification and record book (SIRB) and/or of their employer's authority to operate in coastal shipping. Violators can also be held criminally liable under the pertinent provisions of the public service law, as amended, and of the revised penal code. My government firmly believes that effective formal education, rigid training and appropriate sea experience are key elements to sea safety and to mindfully concern for the marine environment.

The Odyssey of the FILIPINO SEAFARER

Department of Transportation & Communications

MARITIME INDUSTRY AUTHORITY

FOUR SECTORS OF THE PHILIPPINE MARITIME INDUSTRY

The Odyssey of Filipino Seafarer

- *In 1820, Spanish Colonials institutionalized formal maritime education with establishment of Escuela Nautica Manila*
- *Philippine Merchant Marine Academy (PMMA) as the successor offering BSMT &BSMARE*
- *118 Maritime Schools in 1998 down to 76, a 36% decrease, 42 were closed for failure to comply with the IMO standard*

The Odyssey of Filipino Seafarer

- *CHED recognized and accredited the 76 Maritime educational schools and institution to offer/conduct 4-year course on BSMT and BSMARE (3 years academics plus 1 year shipboard supervised training recorded on Training Record Book or TRB)*

Marine Cadets due for Shipboard Training per School Year

School Yr.	BSMT	BSMARE
1997-1998	12,738	2,701
1998-1999	8,539	2,537
1999-2000	7,084	1,828
2000-2001	7,211	1,750
2001-2002	5,294	1,859
Total	40,866	10,675

Grand Total = 51,541

MARITIME SCHOOLS & INSTITUTIONS/MARITIME TRAINING CENTERS

- Maritime educational schools or institutions teach and provide formal education leading to a 4-year baccalaureate degrees in BSMT/ BSMARE after undergoing one-year shipboard supervised training, While maritime training centers/facilities conduct basic safety training, upgrading courses as per IMO Models and in conformity with 1978 STCW, as amended

MARITIME SCHOOLS & INSTITUTIONS/MARITIME TRAINING CENTERS

- Maritime educational schools or institution recognized/accredited with CHED while Maritime training centers are accredited with MTC
- A perfect 100% score needed to secure accreditation with MTC and CHED

- 109,746 seafarers completed various training courses from different maritime training centers during the 1st semester.
- The huge turnout resulted from trainees for a variety of reasons and not purely seafarers but service providers/personnel on board passenger luxury liners and cruisers belonging to hotel and restaurant department, shop and store, entertainment, and other job specific and occupational type categorized as vocational.

1. Philippine government thru MTC, declared moratorium/suspension of accrediting new entrants.
2. HIV-AIDS problem addressed thru Pre-Departure Orientation Seminars sponsored by government for the benefit of OFWs which include seafarers contracted for foreign employment.
3. Other possible options to heighten awareness of HIV-AIDS- to include it as topic in Personal Safety and Social Responsibility

Strengths and Special Qualities of national Seafarers

1. **Adaptability**
2. **Flexibility**
3. **Reliability and timely responsive**
4. **Well disciplined, adhere to work ethic, respectful of other's views and cultures**
5. **Ingenuity to improvise**
6. **Productivity conscious**
7. **Friendly and sociable**
8. **Quick to Learn**
9. **Ability to communicate in English**
10. **Natural-affinity to the sea innate**

1. Maintaining the country's reputation as the first choice for sea employment abroad a priority play
2. High frequently of trainings and practicing such trainings open new employment opportunities
3. Training for SSO and SCO now a reality and this early, an impressive numbers of national seafarers have undergone training as designated SSO and CSO

THANK YOU

Visit our website at:

www.marina.gov.ph

COUNTRY REPORT FROM SAMOA

A. Introduction

The Ministry of Works, Transport and Infrastructure is conscious of the changing environment that we work in and we gear ourselves to be in tune with the demands of a changing world in view of developing a more efficient and safer maritime industry system.

Advanced technology in shipping has introduced a new generation of modern ships now servicing Samoa in the domestic; inter island and International sea trade.

B. Training of seafarers

The Samoa Polytechnic School of Maritime is providing training for the Maritime Industry in the following areas:

- Nautical Studies.
- Marine Engineering Studies.
- Fisheries.

The programmes are based on the requirements as stipulated in the Samoa Shipping Act 1998, in line with IMO Conventions. Programmes offered at the Maritime School include:

Nautical Studies:

Certificate of Achievement Maritime Training.

Requirements: PSSC with minimum of grade 5 in English and Mathematics.

Duration: 1 Year

Graduates expect to continue as trainee onboard ships and after 6 months sea time can qualify as ordinary seafarers. The number of Pre - seafarers trained each year is approximately 20.

Aim: covers the skills, knowledge and attitude required for seafarers.

Marine Engineer:

Program aim cover the skills, knowledge and attitudes required for pre seafarers.

Certificate of achievement in Marine Engineering (Watch Keeping Rating 1).

Requirements: refer to the nautical requirements.

Duration: 3 months full time.

Requirements: Complete maritime Training (Rating 2), 12 month sea going service.

Program aim in equipping the students with the knowledge and skills required to safely performing daily on duties of ratings forming part on engine room watch.

Certificate of Achievement in Engineer class 5:

Certificate of Achievement in Qualify fishing deckhand.

Requirements: not less than 3 years program of training approved by the Administration including not less than one year at sea in work associated with engine operations.

Duration: 8 weeks full time.

Requirements: Pass in year 11 national exam with a minimum of grade 4 in English, Math and Science.

Duration: 6 month full time.

Aim: equip the students with the knowledge and skill be able to safely operate and maintain fishing gear. Promote the development of expansion of commercial fishing.

Three Months programme:

Certificate of achievement in Navigational Watch Keeping (Rating I).

Requirements:

- Complete maritime training.
- 12 months approved sea going.
- Must hold safety certificate.

Numbers of seafarers upgraded each year are approximately 15.

Certification of seafarers to meet standards required each type of vessel size, tonnage and area of trade. Future plans are in placed to improve training facilities in the Maritime school.

- Navigation equipment for nautical courses.
- Fishing gears for the fisheries courses.
- Machinery for the engineering courses.

HIV/AIDS Program:

Before the completion of each course a Representative from the Health Department conducts a two days course concerning HIV. Therefore seafarers have to be aware of the AIDS disease but not limited to:

- Brochure.
- Media.
- Handouts.

Strategy 1

Strengthen refresher training for Masters and Engineers who have been service for over 5 years.

Ratings in the basic level to the intergrading grade.

Performance measure:

- For Masters and Engineers to complete at least two refresher courses.
- Improve level of awareness.
- Full compliance with IMO.

Strategy 2

Promote basic fishing safety courses and continue combined Master/Engineer training for those in the industry.

Performance measure:

- Ratings to complete bridging courses.
- Improve level of awareness.
- Fishing skippers to complete safety certification prior to attending combined Masters/Engineers with in one year.

Strategy 3

- Issuance of STCW 95 compliant certificates to ratings forming part of navigational and engineering watches.

Performance measure:

- Ratings to satisfy the requirements of STCW through higher training and upgrading courses to be eligible to hold STCW 95 compliant certificate.
- Full compliance IMO required standard.

Strategy 4

- Gaining entry into IMO white list.

Performance Measure:

- STCW 95 compliant for all Samoan seafarers particularly the Maritime Training Institute.
- Full compliance with IMO Required standard.

Class 3, 2 and 1 in particularly Officers and Engineers have to continue their studies in New Zealand Manukau polytechnic or in Australia at the Maritime school in Tasmania.

C. Demands and supply of seafarers

Over Supply of Seafarers:

This is the other major problem in my country: a lot of graduates but no jobs.

Measures

- Approaching ship owners to create job opportunities for seafarers locally and internationally.

Shortage of seafarers

- Create more courses to meet the needs of the maritime industry.

D. Forward planning on determining the number of seafarers to be trained

The Maritime schools have to forward their programs to the Administration for endorsement prior to teaching.

The majority of Samoan seafarers are working on local ships, others are employed by foreign companies.

1. Number of Seafarers

Domestic vessels - 250

Foreign Vessels - 200

We also had a registered agency, which is responsible in providing crewing for foreign shipping companies and is under the Government of Samoa.

2. Role of the maritime Administration including monitoring of training activities and employment and negotiations with the maritime unions

- No Programs can be implemented unless approved by the Administration.
- Prior to the execution of seafarers' duties on board ships employment agreement has to be sign between the owner and the seafarer in the presence of the principal Shipping officer of the Administration.
- Proving more opportunities for seafarers to be trained overseas.
- Negotiate with foreign shipping companies for job opportunities.
- Prevention of marine pollution and the environment.

3. Strength and Special Qualities of the National Sea farers

With Samoa in the white list and the high status of teaching programs, Samoan seafarers are highly recognized not only in Samoa, but also in the South Pacific Region, Asia and Europe.

4. Constraints facing the industry in its efforts to progress further and possible Solutions to these Constraints

- More courses, no employment opportunities.
- Upgrading of maritime training facilities.
- HIV/AIDS.

5. Measure for the above constraints

- Government to negotiate with shipsowners for employment opportunities.
- Government to fund the upgrading of maritime training facilities.
- Promote training in regards of HIV/AIDS.

6. New seafarers opportunities

- Opportunities for Samoan seafarers to further their career in maritime studies.
- Create more employment opportunities for seafarers.

7. Future plans

- Upgrading the maritime facilities.
- Negotiate with ship owners regarding seafarers' employment contracts.
- Improving the maritime sector industry.

E. Conclusion

I consider it most fitting to thank participants for their willingness, dedication and commitment, which have made this meeting a reality through hard work and open forum discussions.

It is the overall objectives for the Samoan regulatory transport system to be more transparent and that operation services by all stakeholders achieve and sustain maximum safety to the expectation of users.

COUNTRY REPORT FROM SRI LANKA

A. Training of seafarers

- *Number and Description of Maritime Training Institutes and Facilities*

At present there are six approved Maritime Training Establishments in Sri Lanka consisting of three Government Sector and three Private Sector Institutes, namely:

1. University of Moratuwa

Division of Maritime Studies.

Maritime training commenced in 1978.

Courses Conducted:

a) 48 months cadet programme for Navigating Officers leading to Certificate of Competency-officer in charge of a navigational watch.

b) 48 months programme for Engineering Officers leading to Certificate of Competency-officer in charge of an engineering watch.

Also conducts mandatory short courses, namely:

i. Radar Observations and Plotting
ii. Personal Survival Techniques
iii. Electronic Navigational Systems
iv. Automatic Radar Plotting Aids
v. Radar Simulator
vi. Oil Tanker Familiarization
vii. Personal Safety & Social Responsibilities
viii. Elementary First Aid
ix. Certificate of Competency Revalidation Course (Operational Level) Engineering Dept.

2. Mahapola training institute – Sri Lanka ports authority

Maritime Courses commenced in 1995.

Courses conducted:

a) 3 months Ship's Deck Rating Course

3 months Ship's Engine Rating Course

Also conducts mandatory short courses, namely:

a) Personal Survival Techniques

b) Fire Prevention & Fire Fighting

c) Elementary First Aid

d) Personal Safety and Social Responsibilities

e) Advanced Fire Fighting

3. Technician training institute, Katunayake

Established in 1985.

Courses conducted:

a) 5 year training programme for watch keeping engineers - leading to Certificate of Competency-Officer in charge of an engineering watch.

4. Colombo international nautical & engineering college - CINEC maritime campus

Established in 1989.

Courses Conducted:

a) Navigational Training Programmes (Watch keeping Officer, Chief Mate and Master – Near Coastal Voyages and Unlimited Voyages)

b) Marine engineering Training Programmes, (Watch keeping Engineer Officer, Second Engineer and Chief Engineer – Near Coastal Voyages and Unlimited Voyages)

c) Marine Electrical Officer Training Programme (6 Months)

d) General Purpose Rating Training Programme (6 Months)

e) Deck Rating Training Programme (3 Months)

f) Engine Rating Training Programme (3 Months)

g) Cooks/Stewards Training Programme (3 Months)

h) Marine Welder/Machinist Training Programmes

Also conducts following short courses, namely:

a) Radar Observations and Plotting

b) Personal Survival Techniques

c) Electronic Navigational Systems

d) Automatic Radar Plotting Aids

e) Radar Simulator

f) Tanker Familiarization

g) Fire prevention and fire fighting

h) Personal Safety & Social Responsibilities

i) Elementary First Aid

j) Proficiency in Survival Craft & Rescue Boats

k) Advanced Training in Fire Fighting

l) Proficiency in Medical First Aid

m) Proficiency in Medical Care

n) Tanker Familiarization

o) Global Maritime Distress & Safety System

p) Crisis Management & Human Behavior

q) Certificate of Competency Revalidation Course (Operational Level) Engineering/ Navigational.

r) Engineering/Navigational Watch Rating-refresher course

s) Engineering/Navigational Watch Rating Examination Preparatory Course

t) Marine Electrical Officer Training Programmme

u) Upgrading Course for Management Level less than 2000 GT

v) Crowd Management

w) Oil Tanker Training Programme

x) Proficiency in Fast Rescue Boat

y) Upgrading Course for Operational Level on Ships of 500 GT or more

z) Upgrading Course for Operational Level on Ships of less than 3000 GT (NCV)

aa) Upgrading Course for Management Level on Ships of Less than 3000 GT (NCV)

bb) Electro Technical Officer

cc) Upgrading Course – Proficiency in Survival Craft & Rescue Boats

dd) Revalidation Course for MEO Class II Certificate Holders

ee) Workshop Skills Development Course

ff) Ship Handling Bridge Simulator

gg) Bridge Resource Management (operational and management level)

5. Mercantile seamen training institute

Established in 1986.

Courses Conducted:

a) Deck Rating Training Programme (36 months)

b) Engine Rating Training Programme (36 months)

c) Catering Ratings Training Programme (36 months)

Also conducts following short courses, namely:

a) Personal Survival Techniques

b) Proficiency in Survival Craft and Rescue Boats

c) Fire Prevention and Fire Fighting

d) Elementary First Aid

e) Personal Safety and Social Responsibilities

f) Advanced Fire Fighting

g) Hazardous Material Handing (HAZMAT)

6. Lanka academy of technological studies

Established in 2001.

Courses conducted:

a) Personal Survival Techniques

b) Proficiency in Survival Craft and Rescue Boats

c) Advanced Fire Fighting

d) Fire Prevention and fire fighting

e) Personal Safety and Social Responsibility

f) Elementary First Aid

g) Proficiency in Medical First Aid

h) Proficiency in Medical Care

i) Tanker Familiarization

j) Crisis Management & Human Behavior

k) Crowd Management

l) Refresher Course-Ratings Watch Keeping-Deck & Engine

The Institutes provide:

- The minimum basic facilities recommended by the Maritime Administration of Sri Lanka to chieve the required level of competence prescribed in the competency tables of the STCW 95.
- A well trained, capable and qualified faculty of lecturers, teaching aids, textbooks and equipment.
- Two out of the above six training establishments provide on board training for Officer Cadets in order to enable the Cadets to appear for the C.O.C. Examinations conducted by the Administration.

A well equipped examination centre has been established where professional examiners of the Administration conducts the qualifying examinations after which Certificates of competency are issued to successful candidates from watch-keeping officer level to Master/Chief Engineer [unlimited] level. Training programmes for higher grades such as Master, Chief Mate, Chief Engineer and Second Engineer got underway in the year 2000 and the qualifying examinations for these grades have been conducted at regular intervals from January 2000 onwards.

7. Number of Seafarers trained/produced annually

At present:

75 - 100 Officers (Watch Keeping Officer - level (unlimited), and

450 - 500 Ratings (Inclusive of Deck, Engine and Catering)

Statistics:

Y e a r	**N o.**	
1995	877	
1996	956	
1997	1181	
1998	894	
1999	915	
2000	797	
2001	1049	
2002	1145	
2003	926	up to 30-09-2003

8. Whether training is undertaken by public sector or private sector

Maritime Training in Sri Lanka is open to both public and private sector institutions. However, training institutions, whether public or private must be approved by the Maritime Administration and, the training courses conducted for seafarers must also be approved by the Administration.

The examiners of the Administration closely monitor the activities of the training institutes as required by the administration's quality system.

All Training Institutes are required to have a Quality Assurance System accredited by an internationally recognized quality assurance body before approval can be granted by the Administration. These training institutes are subject to continuous monitoring and periodic audits by the Administration as well as by their quality certification bodies.

9. Any plans to expand curtail or improve training facilities

The Government of Sri Lanka is committed to encourage and promote all maritime related activities and thereby expand and extend maritime training facilities in Sri Lanka.

The Government of Sri Lanka has offered various incentives including tax benefits, etc. to any local and/or foreign institution interested in getting involved in effective maritime training which will eventually lead to gainful employment of young Sri Lankans. The school education system in the country, which boasts of one of the highest literacy rates in Asia, has enabled the successful operation of maritime training institutions, which have been a boon to local and foreign ship operators. The employment trends indicate a demand for Sri Lankan seafarers, particularly in the officer grades. However, approximately 10,000 seafarers are presently awaiting employment.

10. Compliance with STCW convention

Sri Lanka is party to the International Convention on the Standards of Training, Certification and Watch keeping for seafarers 1978/95, which has been enforced by the International Maritime Organization (IMO) to establish International Standards for training and certification of seafarers. In order to give full and complete effect to the provisions of STCW 1978/95 regulations have been promulgated under the Merchant Shipping Act of 1971.

In order to implement the STCW 1978 Convention as amended in 1995, the entire training and certification structure was up-dated. The standards of the training institutes, the subjects taught and requirements of the Examiners and the examinations held by the Institutes were appropriately adjusted.

As required in terms of STCW 95 the Country Report of Sri Lanka was submitted to IMO well in advance of the target date. Sri Lanka gained entry to the very first list of approved countries (White List) announced by IMO.

B. Demand and supply of seafarers

- Number of Merchant Ships in the Sri Lanka Registry: 30 (approx.)
- Number of Seafarers currently employed in national vessels Officers: 225 (approx.)
  Ratings: 350 (approx)

Number of seafarers (officers and ratings) engaged annually since 1990:

Year	Number
1990	2557
1991	2631
1992	2762
1993	2410
1994	3090
1995	3289
1996	3379
1997	3595
1998	3692
1999	3871
2000	3925
2001	4050
2002	4466
2003 (Up to Sept)	3470

1. In the event that there is an oversupply or shortage of seafarers in the country, measures that are being taken to resolve the problem

Sri Lanka has been in a position to meet the demands for seafarers of its National Merchant Fleet and continues to do so.

Previously, the registration, recruitment and engagement of all categories of seafarers were made by the Administration. This was liberalized in the 1990's by permitting Licensed Shipping Agencies to operate as Manning Agents as well, and to recruit and engage seafarers under the supervision of the Administration.

At any given time nearly 600 Sri Lankans are employed on National Vessels and a further 4,000 on foreign flag vessels and as many seafarers are registered with the Administration awaiting engagement. At present, 30 Shipping agencies in Sri Lanka are actively engaged in the recruitment of seafarers. Their activities are monitored by the Administration.

2. Forward planning in determining the number of seafarers to be trained

The demand for Certified Sri Lankan Officers is greater than the supply, a situation resulting from the non-availability of sufficient "on board" training berths for Cadets. This is inhibiting the training of a larger number of officers by the training institutes.

The number of officers can be increased to meet the demand, if ship owners assist the training institutes by providing "on board" training berths to officer trainees. Ship owners who normally seek qualified officers are often reluctant to engage trainees or cadets on their ships.

At present, the Maritime Administration is exploring avenues to increase "on board" training berths available for officer cadets and rating trainees on foreign and national ships. The Administration recommends the existing practice of signing of an Employment Bond between the Ship owners and the trainees for the future employment of the trainees upon successful completion of training, qualification and certification. This scheme is mutually beneficial to the Ship owners as well as to the trainees.

C. Role of the Sri Lanka maritime administration, including any monitoring of training activity and employment, setting of terms of employment and negotiations with maritime unions

- Implementation of the provisions of the Merchant Shipping Act No. 52 of 1971.
- Implementation of the provisions of the licensing of Shipping Agents Act No. 10 of 1972 and Regulations made thereafter under this Act.
- Implementation of the provision of the Merchant Shipping (Training Certification and Watchkeeping) Regulation 1998 made for Compliance with STCW 95.
- Carry out Port State Control Inspections as per Indian Ocean Memorandum of Understanding.
- Flag state obligations and statutory activities.
- Registration of seafarers, issue of CDC's, engagement of seafarers on ships, mediation in case of disputes, welfare of seafarers as well as ship owners.

- Maritime casualty investigation and prevention.
- Marine pollution prevention and control.
- Implementation of and participation in various International Maritime Conventions ratified by Sri Lanka.

1. Monitoring of training activity

All Maritime Training activities are monitored by the Maritime Administration as per National Regulations made in accordance with STCW 78/95 of the IMO. Periodic audits both scheduled and un-scheduled, are carried out by Trained Auditors/Examiners of the Administration.

The Maritime Administration grants approval only to training establishments, which possess a quality assurance system certified by an accredited international organization acceptable to the Administration. The validity and effectiveness of the quality system is continuously monitored by the Administration. Any major non-compliance by a training establishment will result in the immediate withdrawal of such approval by the Administration. A standard above the minimum standards specified by STCW 78/95 are strictly enforced by regulations.

The examination of ratings for competency in watch keeping (Bridge and Engine Room) and the subsequent issuance of rating's watch-keeping certificates are carried out only by the Administration.

The examination in professional subjects and the final oral and practical examinations for Navigating and Engineering Officers are carried out only by the Examiners of the Administration. However, the training establishments are permitted to conduct examinations in academic subjects under the supervision of the Administration. The certificates of competency for all categories of seafarers are issued only by the Sri Lanka Maritime Administration.

2. Employment

Up until the year 1990, employment of seafarers was carried out through the Maritime Administration and thereafter under a new liberalized system. All the seafarers and manning agents, on behalf of the ship owners, have to sign the Sri Lanka Crew Agreement in the presence of a shipping officer thus safeguarding the rights of both the ship owner and the seafarer.

The average age of a Sri Lankan Able Seaman (AB) is 32 years which is considered comparatively young by international standards. This provides for an energetic and efficient workforce on board ships.

Ratings and Officers from Sri Lanka, through experience, have been found to be an excellent source for mixed manning.

Sri Lankan professional manning agencies are generally quality assured and provide safe and efficient services to employers of Sri Lanka seafarers.

3. Negotiations with maritime unions

There is no Seafarers' Union established in Sri Lanka at present. However, any agreements between the seafarers and any International Union with the consent of the employer is accepted by the Administration provided the conditions stipulated are more favorable to the seafarers than those in the Sri Lanka Crew Agreement.

D. Strengths and special qualities of the national seafarers

Sri Lanka seafarers are generally:

- well disciplined;
- obedient;
- hardworking;
- competent, with a good basic education;
- trustworthy and dependable.

1. Special qualities

All seafarers are generally conversant in English, i.e., they are able to speak and understand the English language. They also interact well with other nationalities of different religions/cultures due to their generally cosmopolitan background and inherently tolerant nature.

E. Constraints in progressing the industry further and possible solutions

- Lack of sufficient on-board training berths for officer cadets.
- Reluctance of ship operators to provide employment for deck/engine ratings who do not possess previous sea experience.
- Unauthorized manning agents engaging untrained/substandard personnel holding invalid/forged documentation which may damage the good reputation of trained Sri Lankan Seafarers, holding legitimate documentation.

1. Possible solutions

- The Administration is planning a scheme to introduce Sri Lanka seafarers to ship owners internationally and thereby increase opportunities of employment,
- Encourage recruitment of seafarers by prospective employers through authorized manning agencies in consultation with the Administration and subject to checking the authenticity of their documents prior to engagement. A system of providing necessary information on authenticity of certificates by electronic mail has been established by the Administration and is successfully operated at present. The website of the Administration will also provide this information very shortly.

F. Future plans

The policy framework for Maritime Training and Employment is laid down in the National Ports and Shipping Policy of Sri Lanka.

The international demand for certificated officers is at a high level. The Baltic and International Maritime Conference (BIMCO) and the International Shipping Federation estimates that the demand would be around 40,000 officers to be trained per year during the next 10 years.

In order that Sri Lanka positively responds to the international demand for seafarers, training facilities will be further expanded and maintained at international standards in compliance with the STCW Convention. In this regard, Bridge and Engine Room simulator training, which is now available in Sri Lanka, will be made mandatory shortly in order to raise the standards of officer grades.

Developing Colombo as a hub port and Sri Lanka as a Shipping Centre is central to the National Ports and Shipping Policy where training and employment of seafarers ranks high in its list of priorities, particularly because of the potential it offers for gainful employment for Sri Lanka seafarers on foreign ships.

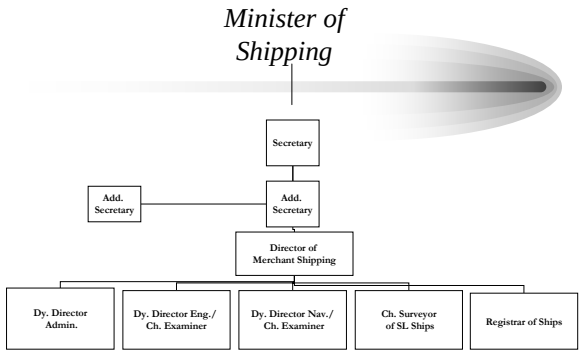
Therefore,

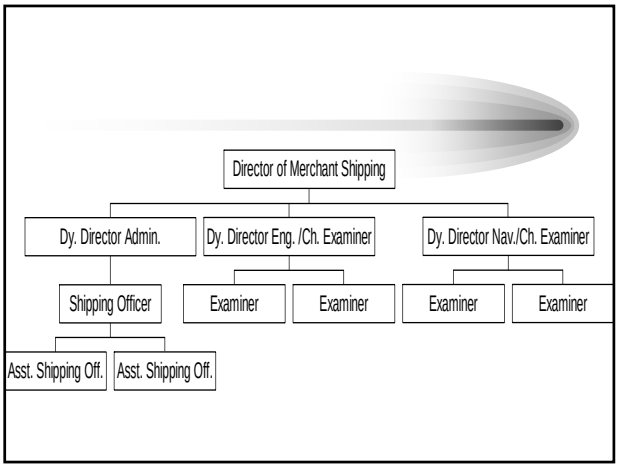
- Considering that private sector training institutes will be pivotal to maritime training, Private Sector Training Institutes will be given encouragement to cater to the needs of the industry by continuing to offer fiscal and similar incentives, particularly in view of their role in facilitating employment of seafarers overseas.
- Considering that training programmes will have to reflect the demand patterns for seafarers, Training programmes for seafarers will be based on the demand patterns of foreign shipowners so that locally trained seafarers will be readily absorbed by foreign shipping lines. At present there is an imbalance in the demand patterns for trained officers (Engineering and Deck) and for ratings. Currently Sri Lanka is producing fewer officers (Engineering and Deck) for whom there is a demand and too many ratings for whom employment is not readily available.
- Considering that Sri Lanka is likely to produce more seamen than the demand, a promotional strategy has been formulated jointly by the Government and the Private Sector to encourage foreign Ship Owners and Management Companies to employ Sri Lankan Seafarers.

The Maritime Administration will welcome any inquiries in regard to Sri Lanka’s Maritime Training and Employment Policies and to clarify any issues contained in this report that may be of interest to participants.

REGIONAL CO-OPERATION FOR MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION AND NETWORKING OF CENTRES OF EXCELLENCE

COUNTRY PAPER - SRI LANKA





1. Training of Seafarers

Maritime Training Institutes and Facilities

At present, there are six approved training establishments.

- University of Moratuwa - *Maritime Training commenced in 1978*
- Mahapola Training Institute - *Maritime Training commenced in 1995*
- Technician Training Institute - *Established in 1985*
- Colombo International Nautical and Engineering College - *Established in 1989*
- Mercantile Training Institute - *Established in 1986*
- Lanka Academy of Technological Studies- *Established in 2001*

The Institutes provide –

- The training facilities provided by the maritime institutes are well above the minimum recommended by the STCW 95.
- A well trained, capable and qualified faculty of lecturers, teaching aids, textbooks and equipment inclusive of full mission simulators.
- Two of the above training establishments provide on board training in order to enable the students to appear for the C.O.C. Examinations conducted by the Administration.

Number of Seafarers trained /produced each year

At present
75 - 100 Officers
450 - 500 Ratings

Total number of CDC's issued annually –

Year	No.	
1995	877	
1996	956	
1997	1181	
1998	894	
1999	915	
2000	797	
2001	1049	
2002	1145	
2003	926	up to 30-09-2003

Plans to expand, curtail or improve training facilities

The Government of Sri Lanka is committed to encourage and promote all maritime related activities and thereby expand and extend maritime training facilities in Sri Lanka.

Prospective investor could enjoy

- Range of incentives including tax benefits.

Compliance with STCW Convention

⇒ Sri Lanka gained entry to the very first list of approved countries "White List"

HIV/AIDS Awareness Training

- Included in the mandatory pre sea courses
- Also included in all first aid courses and Medical Care Training
- Regular Lectures by STD Unit Medical Personnel from the Govt. Health Dept.
- Awareness to be enhanced by multi-media shortly.

2. Demand and Supply of Seafarers

* Number of Merchant Ships in the Sri Lanka Registry 30 (approx.)
* Number of Seafarers currently employed on national vessels
  Officers 225 (approx.)
  Ratings 350 (approx.)
* Number of Seafarers currently employed on foreign vessels
  Officers 600 (approx.)
  Ratings 3400 (approx.)
* At any given time, as many seafarers are registered with the administration awaiting employment.
* Sri Lanka has been in a position to meet the demands for seafarers of its national fleet and continues to do so.
* 30 licensed Shipping agencies in Sri Lanka are actively engaged in the recruitment of seafarers. Their activities are monitored by the Administration.

Forward planning in determining the number of seafarers to be trained

The demand for Certificated Sri Lankan Officers are high. However, it is difficult to produce Certificated officers due to non availability of sufficient "**on board**" training berths for Cadets.

The Administration recommends signing of an Employment Bond between the shipowner and the trainee for the future employment of the trainee upon successful completion of training, qualification and certification. This scheme is mutually beneficial to the shipowner as well as the trainee.

3. Role of the Sri Lanka Maritime Administration

Implementation of national statutory enactment's relating to shipping.

- Training and Certification of seafarers.
- Registration of seafarers and issue of CDC's.
- Licensing of shipping/manning agents.
- Maritime casualty investigation.
- Marine pollution prevention & control.
- Flag state and port state matters.

Monitoring of Training Activity

All Maritime Training activities are monitored by the Maritime Administration - Periodic audits, scheduled and random .

All training institutions possess an accredited quality system.

The standards above minimum specified by STCW 78/95 are enforced by regulations.

The certificates of competency for all categories of seafarers are issued only by the Sri Lanka Maritime Administration.

Employment

The current floating level of employment opportunities for seafarers is around 4,500 and the trend appears to be increasing.

System of recruitment has been liberalized since 1990.

Sri Lankan professional manning agencies are generally quality assured and provide safe and efficient services

Negotiations with Maritime Unions

No Seafarer's Union established in Sri Lanka at present.

4. Strengths and Special Qualities of the National Seafarers

- well disciplined
- obedient
- hardworking
- competent, with a good basic education
- trustworthy and dependable

Special Qualities

All seafarers are conversant in English.

Compatible with multinational crews.

5. Constraints that are faced in progressing the industry further and possible solutions

- Lack of sufficient on-board training berths for officer cadets
- Reluctance of ship operators to provide employment for deck/engine ratings who do not possess previous sea experience.
- Unauthorised manning agents engaging untrained/substandard personnel holding invalid/forged documentation.

Possible solutions

- Marketing campaign underway
- Administration is in the process of entering into agreements under STCW I/10 with major registers.
- Encourage recruitment of seafarers by prospective employers through authorised manning agencies in consultation with the Administration
- Creation of Website with data base for certificate related activities

6. Future Plans

Further develop the existing Maritime Training infrastructure.

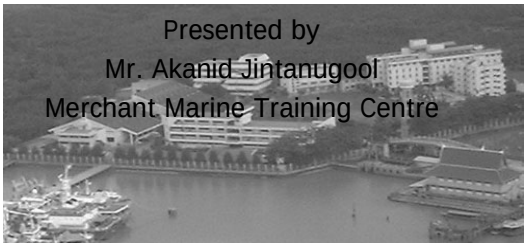
Fiscal and similar incentives to private sector training institutes.

Training programmes will be re-structured as and when required to be in line with international requirements and demand patterns of the ship owners.

A promotional strategy will be formulated to secure employment for more Sri Lankan seafarers.

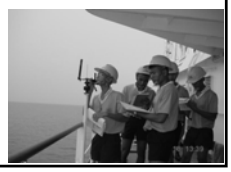
COUNTRY REPORT FROM THAILAND

Maritime Manpower in Thailand



Training of Seafarers

- 1 Officer training school
  - Merchant Marine Training Centre
- 3 private rating school
- 4 other training school
  - Maritime College Burapha University
  - 3 Technical colleges

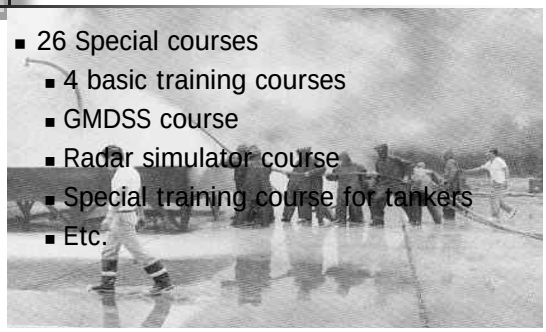


Merchant Marine Training Centre

- **Under Marine Department and Ministry of Transport and Communication**
- **4 Programme**
  - **Cadet Course 5 years capacity 120-150 /year (120 deck cadets/ 30 engine cadet)**

- Special Course 3 years capacity 30 engine cadet/year
- Intensive Course (Bachelor Course) 2 years capacity 30/year
- Rating Course 2 months capacity 30 deck/30 engine

- 26 Special courses
  - 4 basic training courses
  - GMDSS course
  - Radar simulator course
  - Special training course for tankers
  - Etc.



HIV/AIDS

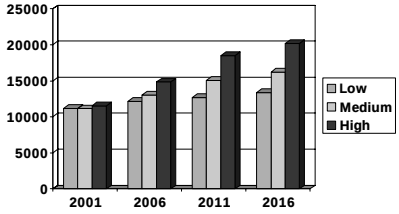
- MMTC awareness of HIV/AIDS by include this topic in short course such as medical care on board, first aid and elementary first aid.
- Most of Thai seafarer should obtain a medical certificate before they get the COC

Other Maritime training

- 3 Private Rating schools capacity around 500 students/year
- Maritime College Burapha University (5 year deck cadet) capacity 30/year
- 3 Technical colleges capacity 80/year

Demand & Supply

- Forecast demand seafarer for Thai Fleet



- Supply is around 10,800
  - Officer 3000 Rating 8000
  - International 30% Near Coastal 70%
- Shortage of seafarer in 2001, 422-600
- Loss 6%/year (650/year)
- New comer is around 200/year

Goal

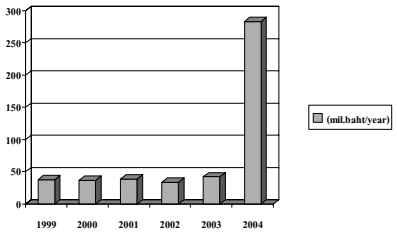
- To increase capacity of quality officer with STCW95, 330/year (165 deck officer and 165 engine officer) in short term and 1,000/year in long term

Role of the Maritime Administration

- Thai Government passed Resolution No. 25, approving the purchase, by the Marine Department, of 1 - training vessel with a capacity of 5,000 ton gross and 1 - Simulator training equipment with building in 1999

- A cabinet meeting, Resolution 3.1, which concerns maritime human resource management and development of MMTC, was passed
  - *section 3.1 allows the Marine Department to develop and to restore MMTC to its efficient operation state, to bring the courses to the international standards for future expansion of the Thai fleet.....*

Allocated Budget



Strengths

- Lower employment cost
- Officer rate's of Thai seafarer
  - Master 90,000-120,000 bath/month
  - Chief officer 60,000-80,000 bath/month
  - Officer 30,000-50,000 bath/month
  - Rating 6,000-8,000 bath/month

Constraints

- English language problem
- Short life span in sea (5-10 year)
  - Increase demand on shore
- Not well known in foreign fleet since almost all Thai seafarer work on Thai Fleet

The solution facing constraints

- Co-operation among Thai government agencies and private sector such as Marine Department, Police, Labor Department, Thai Association ship owner, etc.,
- study to develop Manning agency in long term

Future

- To produce quality officers with STCW95 requirement with capacity of 330/year in short term and 1,000/year in long term
- Government have already studied for the master plan for the development to MMTC and design survey project

Proposal of future form of MMTC

- Guarantee of quality education
- Remuneration and progress of instructors
- sufficiency of budget

Physical Development

- Development in building and facilities in 2 - phase
- New pier for training ship
- Land supply

Primary Price Estimate

- The first phase construction, 589 mil.bath
- the second phase construction, 455 mil.bath

Thank you for your attention

COUNTRY REPORT FROM TURKEY

A. Introduction

Turkey is a peninsula country surrounded by the Black Sea in the North, the Aegean Sea in the west and the Mediterranean in the South, where it meets on the junction of the three continents, Europe, Asia and Africa. Turkey is geographically located on important transport routes having strategic waterways with İstanbul and Canakkale Straits connecting Black Sea and other northern countries to southern seas.

In Turkey, all the maritime related decision and policymaking activities including signing international maritime conventions are carried out by Prime Ministry Undersecretariat for Maritime Affairs (UMA). Headquarter of UMA is located in Ankara which governs 7 district directorates located on Trabzon, Samsun, İstanbul, Canakkale, Izmir, Antalya and Mersin and 68 harbourmasters along the Turkish coastline.

Both private and public institutions in Turkey have been executing the merchant maritime education and training. UMA is the Maritime Authority in Turkey and has an important role in all level of maritime education and also is the responsible organization for the applications of Maritime International rules and regulations.

In Turkey, ocean going, watch keeping, and engineer officers should be graduated from maritime faculties of 4-year universities. These are İstanbul Technical University (ITU)-Maritime Faculty in İstanbul, 9 September University (DEU)-Maritime Business and Management School in İzmir and Black Sea Technical University (KTU)-Sürmene Marine Science Faculty, Trabzon.

ITU Maritime Faculty was founded in 1884 which has historical traditions. In ITU, after English Prep.School, maritime under-graduate education was given in 4 years. For Deck Dept. students, STCW Convention's Code A-II/1 and A-II/2 standard trainings are provided and as for Engine Dept. students A-III/1 and A-III/2. Faculty also provides MSc and PhD degrees. Prof. Osman Kamil SAG, Dean of Maritime Faculty, is the Chairman of IMO STCW sub-committee since 2002. ITU has established fully equipped simulator centre of Turkey under "Improvement and the Promotion of Merchant Maritime Education in Turkey" project supported by JICA and in coordination with UMA in between 2002-2004. Besides that UMA provided a training ship M/S AKDENIZ, LOA 148 m. 7864 GRT to ITU Maritime Faculty.

DEU Maritime Business and Management School is the first faculty providing education in English language in the field of maritime business and management in Turkey founded in 1988 in İzmir. DEU has received first students to Deck Dept. in 1995-1996 term, who graduated in 1999 having STCW Convention Code A-II/1 and A-II/2 standard trainings and started their profession in maritime fleet. The studies for the establishment of Engine Dept. is underway and it is expected that first students will be received in the next terms. DEU Maritime Business and Management School has training equipment and laboratories as defined in the STCW convention. The students are educated according to "problem based learning method".

Black Sea Technical University (KTU)-Sürmene Marine Science Faculty's Deck Dept. was founded in 1996, which also provides A-II/1 and A-II/2 standard trainings for their students who first graduated in year 2000, total of 81 students have been graduated up to now. Deck Dept. has been accepting an average of 50 students each year. The faculty has sufficient training equipment after its establishment with a quick development period.

Table-1 Average number of graduates annually from each Faculty

Faculty	Deck	Engine
ITU Marine Science Faculty	100	40
DEU Maritime Business and Management School	40	---
KTU Sürmene Marine Science Faculty	40	---
TOTAL	180	40

Although the number of graduates changes every year, 180 deck officers and 40 engineers graduate on average every year from maritime faculties to perform their professions on ships with unlimited GRT and unlimited navigational area as an ocean going watch keeping and engineer officer.

Apart from the maritime faculties, there are 3 two-years colleges functioning under universities and 13 maritime high schools providing education in the field of maritime education. The graduates from these schools can work on board ships ranging between 500 GRT and 3000 GRT as a restricted watch keeping and engineer officers in accordance with STCW convention.

2 two-years colleges provide education for deck and engine dept. students and 1 two-years college provide education for only deck dept. for high school graduates. 225 students graduate from deck dept. and 250 students graduate from engine dept. on average annually.

In Turkey, there are 13 educational institutions providing maritime education at the level of high school, of which 6 are for restricted engineers, 7 are for restricted deck officers and 150 students graduate from deck dept. and 175 from engine dept.

Table-2 Average number of graduates annually from each college and high school

Training Institutions	Deck	Engine
Two-years college	225	250
Maritime High Schools	150	175
TOTAL	**375**	**425**

Besides that, the mentioned faculties, colleges and high schools and the 70 private educational institutions perform the short courses for all seafarers in compliance with STCW Convention such as Safety at Sea, Navigational Safety, Fire Fighting etc.

Examinations for officers' competency have been performed by a Seafarers' Examination Centre established by UMA, which is formed by UMA staff and representatives of Ministry of Education, the Naval Force Command and the Maritime Faculties.

As a responsible administration for maritime issues, UMA have been supporting the maritime education institutions in order to be able to provide education for seafarers from knowledge, understanding, experience and professional competency points of view within the global standards defined in STCW Convention.

UMA, having the support of IMO, has performed a series of regional seminars and workshops for which participation of representations from governmental and private educational institutions has been achieved to train the trainees nationwide. Besides that UMA supports all the maritime professors and instructors for the training activities made domestic and also abroad.

Turkey ratified the STCW Convention in 1989 and made the necessary revisions in its national legislation and extensively refined relevant applications in compliance with STCW. UMA has established quality standards system related to the seafarers' education, training, assessment, examination and certification according to the Regulation 1/8, Code A-1/8 and Code B-1/8. Meanwhile UMA has responsibility to monitor and evaluate the performance and standards of maritime educational institutions and, if needed, finally takes regulatory and rectifying actions.

The training curriculum program of maritime educational institutions is approved by Undersecretariat for Maritime Affairs taking into account its compliance to STCW Convention and inspection of educational activities is also done by Undersecretariat for Maritime Affairs through internal and external boards of audit.

The sanitary procedure of seafarers is carried out through Directives of Seafarers' Health executed by Ministry of Health. Both Ministry of Health (MoH) and Undersecretariat for Maritime Affairs have been carrying out needed dissemination of information and provision of education about HIV/AIDS through educational institutions and maritime transport companies and maritime agencies. Furthermore, the seafarers determined having positive HIV by standard periodical medical examinations are detained and not allowed to sail by MoH and their certificates are kept by UMA. Following this procedure, such seafarers' are regularly monitored to render their treatment to be carried out by social health institutions in Turkey.

In Turkey, there are 200,000 seafarers in total in all categories certified by Undersecretariat for Maritime Affairs working in Turkish and foreign flagged ships including fisheries sector. Among these, 40,000 seafarers are officers certified by Undersecretariat for Maritime Affairs up to now.

In Turkey, demand and supply of seafarers are determined by Undersecretariat for Maritime Affairs in coordination with Turkish Chamber of Shipping, Ship Owners Associations, maritime educational institutions through extensive studies and consensus.

As a requirement of STCW Convention, the STCW country report of Turkey prepared by UMA has been evaluated and approved by IMO in MSC 73rd session meeting held in between 27 Nov.-06 Dec. 2000 and hence Turkey is now taken in the White List. Due to its high quality education, Turkey is a country which exports seafarers to the world maritime sector. Also, Turkey has signed protocols on the recognition of seafarers certificate of competency with Japan, Germany, Italy, Poland, Bulgaria, Romania, Malaysia, Singapore, Liberia, Belize, Bahamas, Barbados, Vanuatu, Malta, Marshall Islands, Antique Barbuda, Dominique, Cambodia and Ukraine. Also, the Undersecretariat for Maritime Affairs continues its studies to sign further protocols with more than 30 countries in which Turkish seafarers work.

In Turkey, working and living conditions of seafarers and ratification and application of ILO conventions are under the responsibility of Ministry of Labour and Social Security (MoLSS) according to Maritime Labour Law. UMA has been working in coordination with MoLSS in order to resolve any problem from labour legislation point of view.

With the National Law on Employment adopted in the Parliament of Republic of Turkey in 25.06.2003, legal background has been established to enable private agencies to carry out the procedure of the seafarers to be employed abroad.

UMA is also the only responsible organisation in Turkey for issuing the certificate of competency of all kind of seafarers including rating and officers. The details of certifications related to education and training is shown on the flowchart attached as Annex-1 and Annex-2.

Turkish merchant fleet is about 9.5 million DWT as of end 2002. There are 899 vessels over 300 GRT in Turkey and ranks in 20th order in the world merchant fleet. Governmental ships takes only 5% share while 95% of the fleet belongs to private companies. The fleet has 48% bulk carriers, 19% dry cargo, 10% tankers and 23% other types.

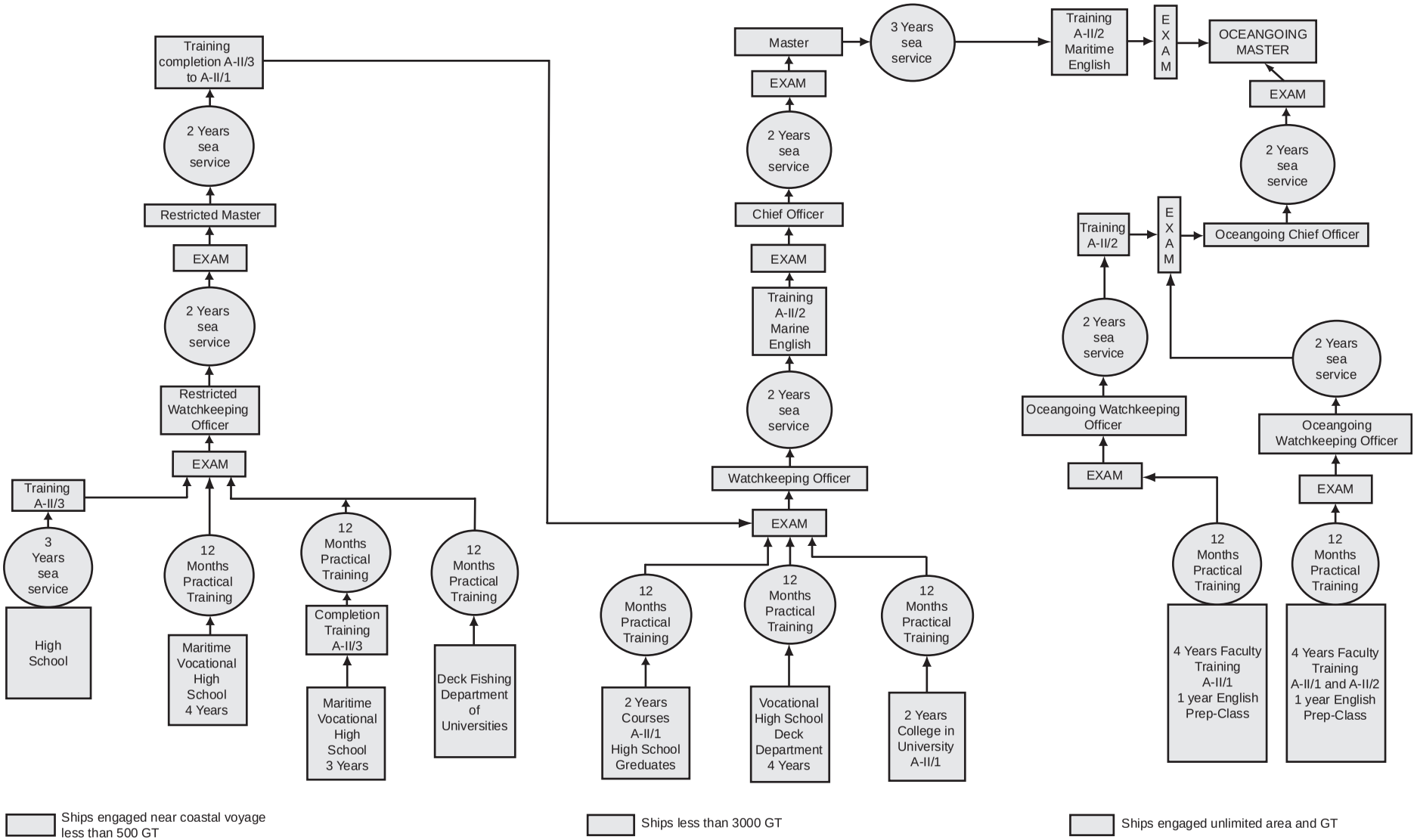
In Turkey, there are 2 different types of ships registry; National Ship registry and Turkish International Ships Registry. In the first type of registry only Turkish ship owners or the Turkish companies can register. If the company shareholders consist of 51% of Turkish citizens then such a company is considered as Turkish Company.

Foreign seafarers are not allowed to work on the ships registered in National Ships Registry. Turkish International Ship registries are open for foreign ships with foreign seafarers except for Cabotage. In the Turkish flagged ships registered to Turkish International Ship Registries, 49% of the crew can be employed from foreign seafarers provided that 1st captain is a Turkish citizen.

Turkey has been participating in all activities under WTO/GATS. Besides, with Turkish International Ship Registry sector has been opened to free competition for seafarers and we expect positive outcomes regarding employment of seafarers and their quality.

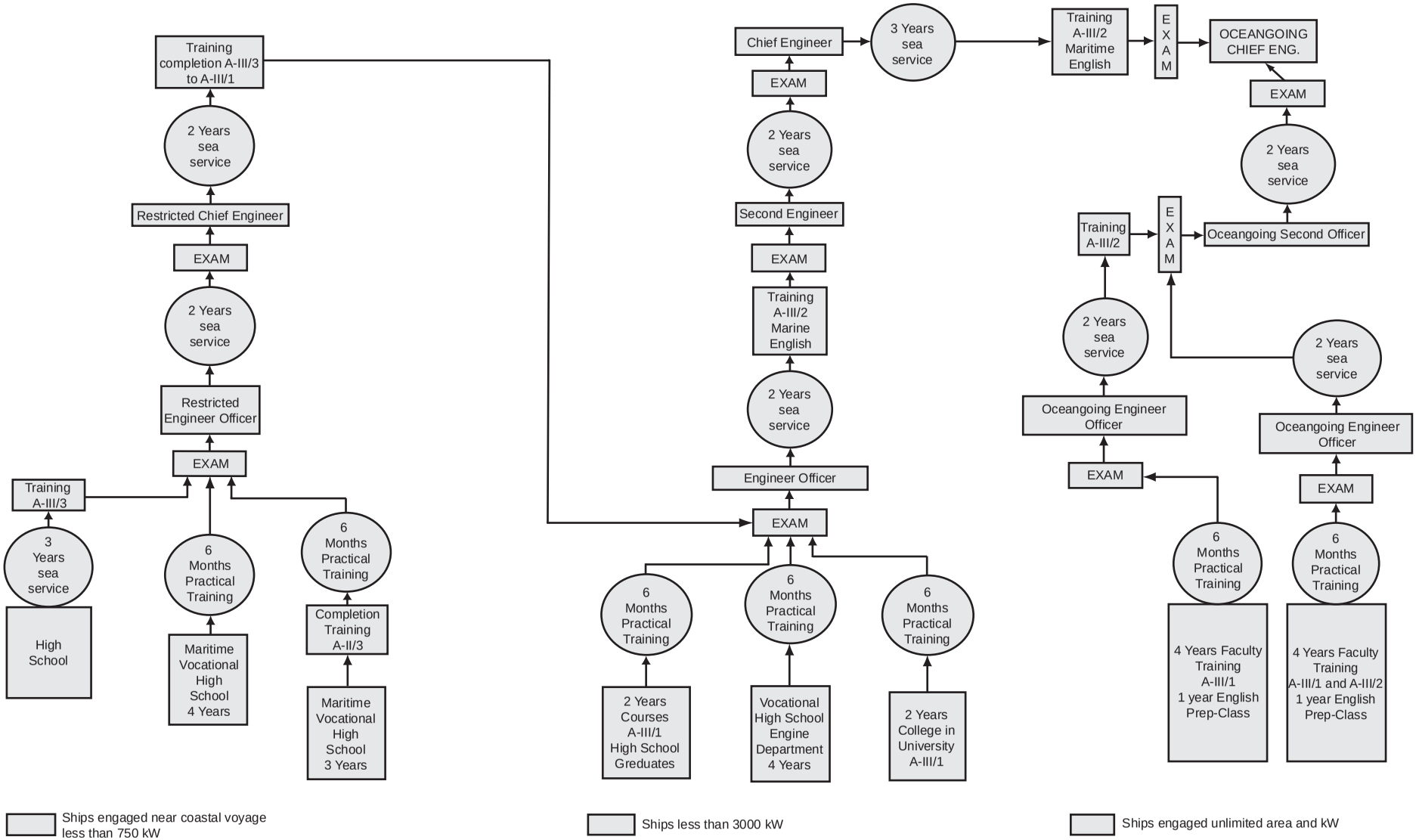
Statistics shows that almost 80-90 percent of accidents are caused by human factor. Therefore, our basic policy is not provide certificate to as many seafarers as possible but provide certificate of competency to seafarers with high quality standards so that Turkey provides high quality seafarers to work in Turkish fleet and also world maritime fleet.

THE FLOW CHART OF TRAINING, EXAMINATION AND CERTIFICATION FOR THE DECK CLASS OFFICERS



ANNEX 1

THE FLOW CHART OF TRAINING, EXAMINATION AND CERTIFICATION FOR THE ENGINE CLASS OFFICERS



ANNEX 2

COUNTRY REPORT FROM VIET NAM

A. Introduction

The Socialist Republic of Viet Nam, with a population of around 80 million is like the letter "S" in appearance. It has a very extensive coastline of some 3,200 km, stretching for most the length of the country (from the north to south). Such advantages, in recent ten years and with a domestic fleet, ports and maritime services, have motivated the development of the country's economy and maintained the economy of ASEAN.

In order to carry out the objective, training of the Viet Nam maritime manpower, including operation officers, seamen, and management officers of companies is very essential element in our country nowadays.

This report will provide the information of training Vietnamese seamen, officers.

B. Training activities

1. Number and description of maritime training institutes and facilities

a) The Maritime University is located in Haiphong city (belong to Ministry of transport).

Professions:

- *Maritime engineering:* Ship navigation, maritime engineering operation, marine electrotechnics, cargo loading and unloading devices, maritime transport economy, maritime safety.
- With a training seamen centre.
- Every year, the number of graduates is around 2,000.

b) The Maritime Secondary School I is located in Haiphong city (belong to Maritime Bureau).

Professions:

- *Secondary level:* Marine engineering operation, naval architecture, marine electrician, marine engine repair, and maritime transport economy.
- Rating: Sailor, greaser, fitter, marine electrician, lighthouse man.
- Each year: the number of students and graduates is around 3,000.

c) The Maritime Secondary School II is located in Ho Chi Minh city (belong to Maritime Bureau)

Professions:

- *Secondary level:* Marine engineering operation, naval architecture, marine electrician, marine engine repair, and water transport economy.
- Rating: Sailor, greaser, fitter, marine electrician, lighthouse man.
- Each year: the number of students and graduates is around 1,800.

Besides the above institutes, there is a maritime training institute established by the transport university of Ho Chi Minh city in Ho Chi Minh city.

2. Number of seafarers trained

Number of seafarers trained: about 5,000 each year, and;

- Number of operational officers on ships of over 500 DWT: 543
- Number of operational officers on ships of under 500 DWT: 502
- Number of operational engineers on ships of over 750 kw: 461
- Number of operational engineers on ships of under 750 kw: 336
- Number of masters and chief officers on ships of over 500 DWT: 493
- Number of chief engineers and second engineers on ships of over 750 kw: 431

3. Plans to expand, or improve training facilities

The seafarer training centres will improve the training programmes & some aid training equipments.

4. Compliance with STCW Convention:

Viet Nam is considered as a country carrying out the provisions of STCW convention seriously and adequately, and is the first of the seventy countries, which is named in the "White list", adopted by IMO. All of Vietnamese Officers and seafarers are trained and they can obtain certificates imposed by IMO. We think that this is an important objective in training of Officers and Seamen in Viet Nam and over the world as well.

5. HIV/AIDS awareness

As we all know, this is a fatal disease and it has remained incurable until now. Along with teaching and training activities, our seafarers are also provided with general knowledge of HIV/AIDS. We usually educate them in preventing sexual diseases.

C. Demand and supply of seafarers

There are around 6,800 graduates from the Maritime University and the Maritime Secondary Schools. But due to their limited communication skills in English, they are normally inefficient on foreign ships of the region despite their career skills.

1. Measures being taken to resolve the problem

a) In 1998 The Vietnam General Confederation of labour signed a cooperation agreement with The All Japan Seamen's Union in carrying out The Vietnamese Seamen Upgrading Project (VSUP).

- That was aimed to increase seamen's English communication skill.

b) There was an urgent need for the training institutes' modem equipment and teaching

material, particularly the library. So some foreign maritime organizations have provided maritime training materials and some aid training equipments for Vietnamese Maritime Institutes to step up their training quality.

2. Role of The Maritime Administration, including monitoring of training activities and employment, setting of terms of employment and negotiations with maritime unions: all of these aspects are seriously controlled

a) The fact that Viet Nam is an issuing State with respect to seafarers certification, and that seafarers are being trained for the International Shipping Industry as well as for the domestic fleet.

- The need for an effective port state control regime.
- Strengths and special qualities of the national seafarers

Vietnamese seafarers are really qualified, hardworking, inquiring minded, and have awareness of discipline on board.

Viet Nam has a very extensive coastline about 3,200 km and some large seaports such as: Haiphong port, Saigon port, and Danang Port, which were built and have been developed for a hundred years. Along the coastline there are other seaports for the ships with large tonnage including international Vanphong port where tankers with tonnage of 110,000 DWT can arrive.

Along with the development of the port system, our country will develop domestic fleet (in 2010 as the plan with total of tonnage will be 4,445,586 DWT) and will motivate maritime services. Thus, the development of maritime manpower is an essential element in the international seafarer supply market. In the future, our Training Institutes are willing to cooperate with Foreign Organizations in the field of seafarer training and labour supplying for International Market.

PART III

TECHNICAL PAPERS

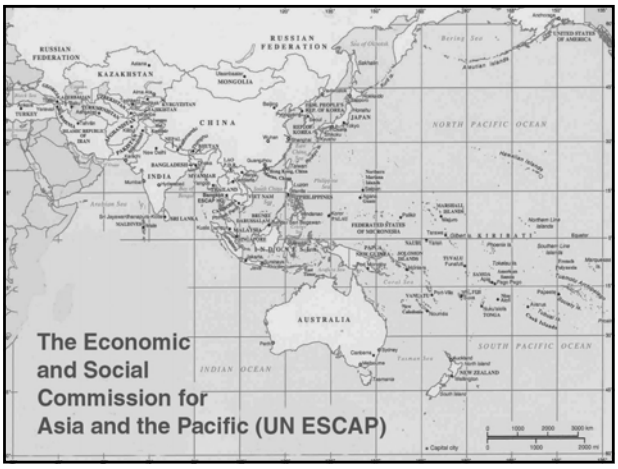
INTRODUCTION TO ESCAP ACTIVITIES

By Mr. Barry Cable, ESCAP Secretariat

Second Regional Forum on Maritime Manpower Planning, Training, Utilization and Networking of Centres of Excellence

Introduction to UNESCAP Activities

Barry Cable
Director
Transport and Tourism Division
United Nations
Economic and Social Commission for Asia and the Pacific

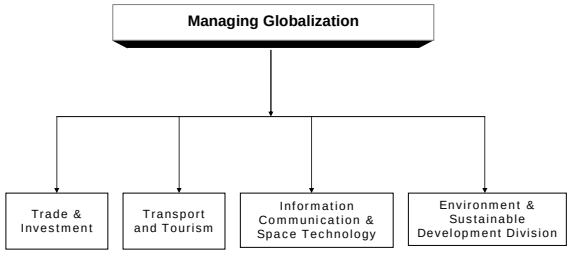


UNESCAP THEMES

- Poverty Alleviation
- Managing Globalization
- Emerging Social Issues

3

MANAGING GLOBALIZATION



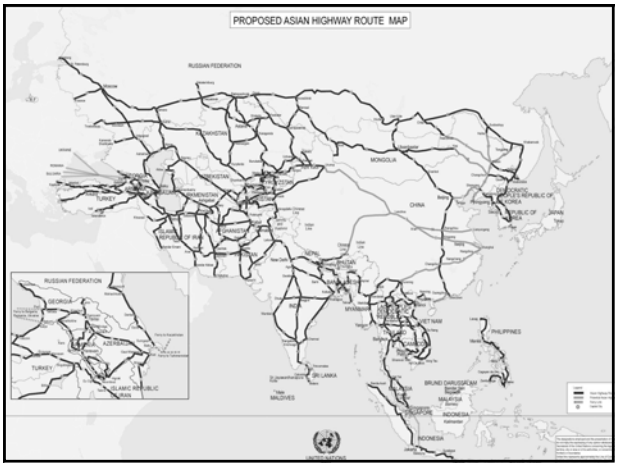
4

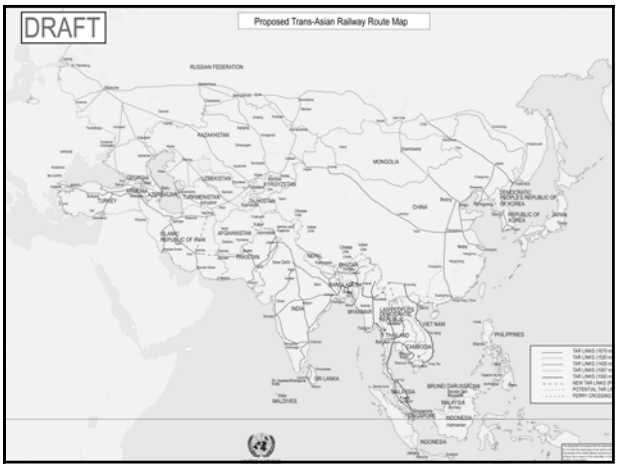
Transport & Tourism Division

Restructured:

- Infrastructure Development
- Transport Facilitation
- Transport Policy & Tourism

5





Transport Infrastructure & Facilitation

- **Basic infrastructure exists however,**
  - "Missing links", insufficient capacity, poor quality of infrastructure and lack of logistics facilities such as inland container depots
  - Transport facilitation – Needs to be addressed
    - Identifying & isolating bottlenecks
    - Absence of tools to measure
    - Sustainable way of addressing facilitation issues
    - Need for capacity building

8

DIVISION FOCUS

- Moving from modal focus to multimodal focus
- Helping the region to think on multimodal lines
- Shipping & ports as gate ways for land transport
- Tremendous surge in land transport development
- Implication for shipping and port development

9

ESCAP Activities

- Maritime Policy Planning Model
  - Projection of shipping and port capacity requirements
- Previous Studies
  - ASEAN (1992); South Asia (1993); East Asia (1994)
  - Intra-regional Container Shipping Study (1997)
  - Regional shipping and port development strategies under a changing maritime environment (2001)
- Model upgrade in progress
- New study planned in 2004

10

Liberalization of Maritime Transport

- WTO/GATS negotiations
- Regional Seminar on Liberalization of Maritime Transport, February 2002
- Subregional Seminar on Liberalization of Maritime Transport under WTO/GATS
- Mumbai-March 2003
  Dissemination of information through website

11

Inland Water Transport

- Harmonization of aids to navigation on the Greater Mekong River
- Regional IWT Network
- Integration of IWT within inter-modal transport systems
  - Seminar-cum-study tour in the Netherlands
  - Integration of IWT infrastructure within inter-modal transport network
  - Integration with AH & TAR

12

Shipping and Port System in NEA

- Lack of sufficient port facilities for future demand increase
- Lack of efficient inland intermodal transport
  - Opportunities are limited for the ports in NEA to serve hinterland
- Harmonization of regulations related to maritime policies and border crossing among the countries in NEA to facilitate intra-regional trade and transport

13

Integrated Transport in NEA

- Survey/ Research
  - Identify bottlenecks and areas for transport and logistics performance improvement
- Propose a subregional integrated transport network and action place
- Promote subregional cooperation

14

Ports as Logistics Centres

- New Role for Ports
- Cargo and Information Consolidation/ Distribution
- Supplementing Shipping Services
- Regional Survey, EGM

15

Prevention of HIV/AIDS in the Seafarer Industry

- Mobile population & increased risk
- Non traditional intervention by UNESCAP, UNDP, UNAIDS
- Development of a CBT programme aimed at raising awareness & prevention of HIV/AIDS
- Designed to be included as part of seafarer curriculum
- Exacting process of course development
- The course development undertaken by the SMA
- Final objective – integral part of the STCW curriculum
- Will be launched on Friday afternoon

16

Thank you for your attention

17

DEVELOPMENTS IN MARITIME TRANSPORT AND THE SECOND REGIONAL MARITIME MANPOWER FORUM

By Ms. Geetha Karandawala, ESCAP Secretariat

Second Regional Forum on Maritime Manpower Planning, Training, Utilization and Networking of Centres of Excellence

Developments in Maritime Transport & the Second Regional Maritime Manpower Forum

Geetha Karandawala
Chief, Transport Facilitation Section

Maritime Transport Environment

Globalization

1. Liberalization of Trade
2. Communication Technology
3. Transport Developments

2

Maritime Transport Environment

Further liberalization of trade in goods and trade in services

Global sourcing of material & components

Free movement of goods & capital flows

Increase in trade volume & trade flows

Globalization

Deepening containerization

Prospect of ever larger ships

Developments in road & rail infrastructure & linkage to ports

Importance of transport facilitation

3

Economic Growth GDP – UNESCAP Economic & Social Survey of Asia & the Pacific 2003

(Annual percentage change)

	1999	2000	2001	2002 [a]	2003 [b]
World	2.9	3.8	1.1	1.7	2.8
Developed economies	2.7	3.2	0.7	1.3	2.3
Japan	0.8	2.6	-0.3	-0.6	0.9
United States of America	4.2	3.8	0.3	2.4	2.5
European Union	2.4	3.3	1.5	1.1	2.3
Developing economies	3.5	5.6	2.4	3.3	4.7
Developing economies of the ESCAP region	6.4	7.1	3.2	5.1	5.4
Economies in transition	6.3	7.0	3.1	5.0	5.7

* *a* = Preliminary estimate
b = Forecast

4

Growth in Volume of Trade – UNESCAP Economic & Social Survey of Asia & the Pacific 2003

(Annual percentage change)

Growth in Volume of Trade – UNESCAP Economic & Social Survey of Asia & the Pacific 2003 *(Annual percentage change)* [c]

		1999	2000	2001	2002	2003
World		5.3	12.6	-0.1	2.1	6.1
Developed economies	Export	5.2	12.0	-1.1	1.2	5.4
	Import	7.8	11.8	-1.3	1.7	6.2
Developing economies	Export	4.3	15.0	2.6	3.2	6.5
	Import	1.3	15.9	1.6	3.8	7.1

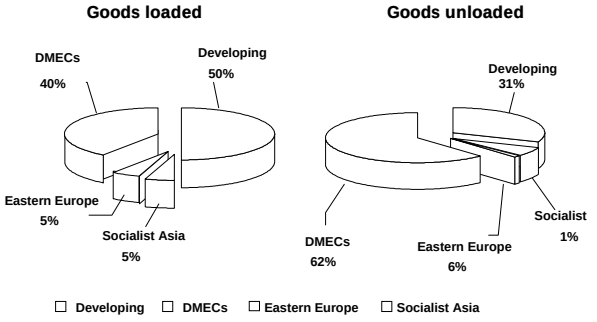
5

Regional Perspectives

1. Overall GDP growth in ESCAP region is strong
2. Asia & Pacific identified as fastest-growing region in the world in 2002
3. Prospects for 2003 for both global economy & ESCAP region – underlying uncertainty
4. Surge in intra-regional trade
5. Region is home to some of the most dynamic economies in the world
6. Much of the world trade growth will take place in the intra-Asian arena

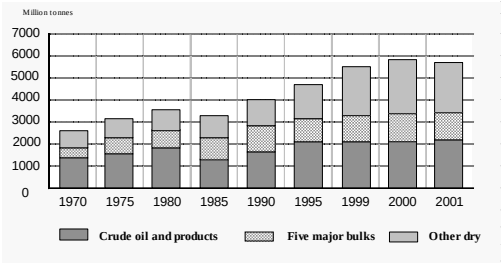
6

World seaborne by country groups (percentage change in tonnage, 2001)



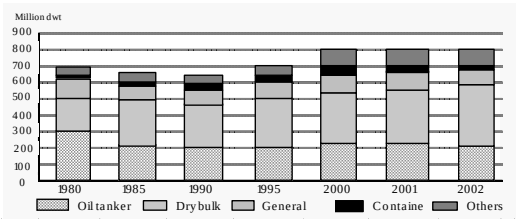
Source : Review of Maritime Transport, 2002

International Seaborne Trade for Selected Years



Source : Review of Maritime Transport, 2002

World fleet by principal types of vessel, selected years



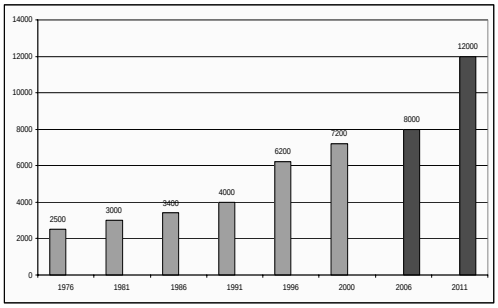
Source : UNCTAD Review of Maritime Transport

Age distribution of the world merchant fleet, by types of vessel, as of 1 January 2002 (percentage of total dwt)

Country Grouping	Types of vessel	0-4 years	5-9 years	10-14 years	15-19 years	20 years over	Average age (years) 2001[a]	Average age (years) 2000[a]
World total	All ships	19.1	18.6	12.5	15.7	34.1	13.9	13.9
	Tankers	19.4	23.3	14.5	8.7	34.0	13.2	14.1
	Bulk carriers	17.6	18.9	11.9	22.9	28.7	13.7	13.2
	General cargo	14.1	10.5	10.6	20.9	44.0	16.2	17.0
	Container ships	30.1	23.8	11.4	11.6	23.0	11.0	10.4
	All others	18.3	14.4	12.6	12.6	42.1	14.9	15.0
Developing countries (excluding open-registry countries	All ships	17.8	17.7	11.4	17.4	35.7	14.3	14.2
	Tankers	21.5	21.4	16.7	11.2	29.2	12.7	13.6
	Bulk carriers	20.0	19.6	11.4	24.1	24.9	13.1	12.7
	General cargo	7.8	7.5	7.3	19.7	57.7	18.5	19.0
	Container ships	26.6	29.4	8.2	12.5	23.3	11.2	10.0
	All others	11.3	10.0	9.2	14.6	55.0	17.4	16.4

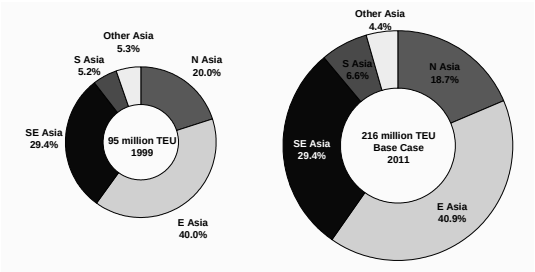
Source : UNCTAD Review of Maritime Transport

How big will ships be?



Container Port Throughput

ESCAP Region



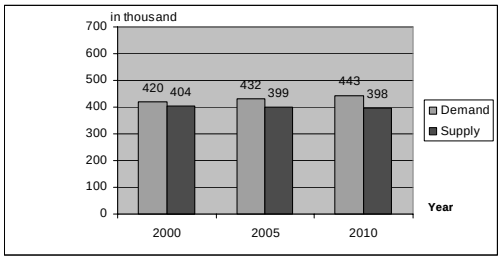
Investment Requirements

ESCAP Region

	Number of additional requirement	Investment requirement (US$ Billion)
Containerships	1,350	60
Container Berths	434	27

13

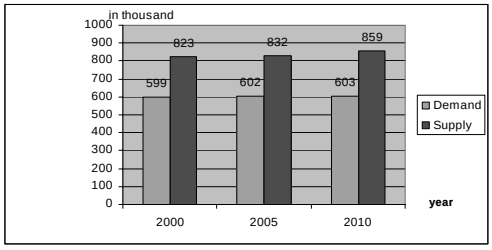
Worldwide Demand & Supply of Seafarers (Officers)



Source : BIMCO/ISF Manpower updated 2000

14

Worldwide Demand & Supply of Seafarers (Ratings)



Source : BIMCO/ISF Manpower updated 2000

15

Maritime Manpower

1st Forum on Maritime Manpower, 13-15 December 1999

↓

Recommended a continuing dialogue

↓

Facilitate and monitor the collaboration

↓

Exchange new ideas

↓

Establish a website showing an inventory of skills and resources available in member countries

16

Maritime Manpower

2nd Forum on Maritime Manpower
15-17 October 2003

ISSUES FOR CONSIDERATION

- Importance of meeting shipowner requirements. Are the requirements the same as 4 years ago?
- Training that is taking place. Is it more responsive to shipowner requirements?
- Is the training in compliance with IMO standards?
- Has the compliance led to real improvement in training?
- Has it had a positive impact of the Human Element?
- What can ESCAP member countries do, individually and jointly to improve training and employment opportunities?

17

Maritime Manpower

ISSUES TO REVISIT

- Need for greater opportunities for shipboard training
- Prospect of jointly operating a training ship
- Good practices in collaborative training/ employment arrangements
- Sustainable networking scheme

18

ROLE OF GOVERNMENT IN MARITIME MANPOWER PLANNING, TRAINING AND UTILIZATION

By Ms. Geetha Karandawala, ESCAP Secretariat

ROLE OF GOVERNMENT IN MARITIME MANPOWER PLANNING, TRAINING AND UTILIZATION

Ms. Geetha Karandawala
Chief, Transport Facilitation Section

1

ROLE OF GOVERNMENT

Linking the International & National

International organization organizes the Conference → International convention

International convention → Country ratifies/ accedes → Country implements → Administrative measures/ National legislation → Filters down to industry

Delegates → International organization organizes the Conference

National policies → Delegates

2

ROLE OF GOVERNMENT

- **At an international level**
  - Meeting international obligation arising from
  - UNCLOS
  - IMO
  - ILO
- **At a national level**
  - Enact legislation
  - Implement the legislation

3

ROLE OF GOVERNMENT

- Closed economy -------→ Open economy
- Protectionist policies---→ Liberalized policies
- Regulation ----------→ De-regulation
- De-regulation does not mean no regulation

4

ROLE OF GOVERNMENT

IMO

⇧

Government Maritime Administration

⇩

Industry

5

ROLE OF GOVERNMENT

- **Requirements flowing from IMO STCW**
  - Monitoring/ensuring compliance with convention within country
- Compilation & provision of information to IMO
- Evaluation of quality systems on a continuous basis
- Re-evaluation of quality system every 5 years
- Port State Control

6

ROLE OF GOVERNMENT

- **Ensuring the welfare of seafarers**
  Total control of ------→ Employment left to recruitment process Seafarer – Manning Agent and Shipowner
- Registration of seafarers
- Fixing minimum wage scale
- Licensing of manning agents
- Collective labour agreements

7

ROLE OF GOVERNMENT

- **Facilitating the training and employment of seafarers**

- Government undertaking the training
- Public – private partnership
- Encouraging private sector
- Monitoring
- Standard setting
- Necessary funds generating
- Holding the scales in even balance

8

ROLE OF GOVERNMENT

Co-ordination between Government and Industry

⇩

Panel Discussion

9

Thank you

10

IMPLEMENTATION OF IMO STANDARDS ON MARITIME TRAINING AND CERTIFICATION – WORKING PROCEDURES

By Capt. Moin Ahmed, International Maritime Organization (IMO)

Second Regional Forum on Maritime Manpower Planning, Training, Utilization and Networking of Centres of Excellence
15-17 October 2003

Implementation of IMO standards on maritime training and certification – working procedures

Capt. Moin Ahmed
Chairman
IMO Technical Co-operation Committee
London

The Role of IMO in setting standards on Maritime Education and Training for Seafarers

1. What is IMO?
2. What is its purpose?
3. How is the IMO Structure?
4. Where the IMO's standard setting mandate comes from?
5. The role of IMO Committee.

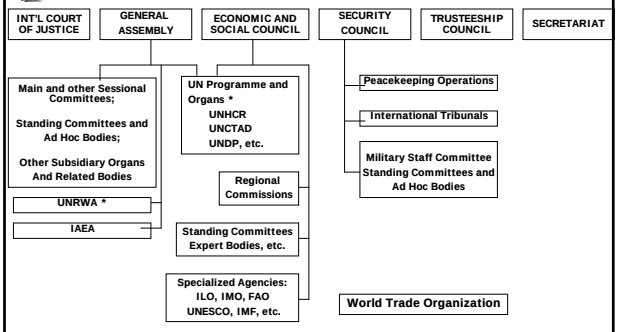
2

The Role of IMO in setting standards on Maritime Education and Training for Seafarers

6. Who contributes to the IMO's standard setting process on maritime education?
7. What steps are followed in setting standards on maritime education and training?
8. Technical co-operation.
9. Conclusion

3

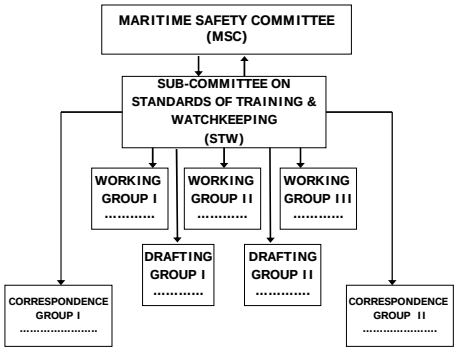
THE UNITED NATIONS SYSTEM



* These are representative lists only

4

IMO Standard Setting Process



5

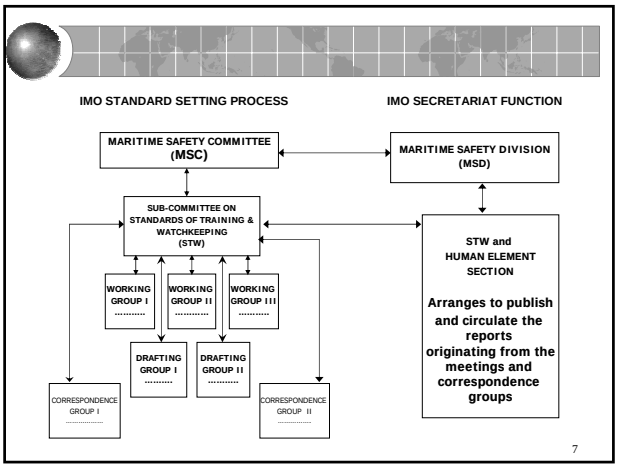
IMO SECRETARIAT FUNCTION

MARITIME SAFETY DIVISION (MSD)

STANDARDS OF TRAINING, WATCHKEEPING AND HUMAN ELEMENT SECTION

Arranges to publish and circulate the reports originating from the meetings and correspondence groups

6


IMO STANDARD SETTING PROCESS
IMO SECRETARIAT FUNCTION
MARITIME SAFETY COMMITTEE (MSC)
MARITIME SAFETY DIVISION (MSD)
SUB-COMMITTEE ON STANDARDS OF TRAINING & WATCHKEEPING (STW)
STW and HUMAN ELEMENT SECTION
Arranges to publish and circulate the reports originating from the meetings and correspondence groups
WORKING GROUP I
WORKING GROUP II
WORKING GROUP III
DRAFTING GROUP I
DRAFTING GROUP II
CORRESPONDENCE GROUP I
CORRESPONDENCE GROUP II
7


Thank you for your attention
8

SHIPOWNERS' PERSPECTIVE ON SEAFARER QUALITY AND STANDARD

By Mr. Masao Nakaya, NYK Ship management Pte Ltd.

It is indeed an honour to have been chosen to speak on Shipowners Perspective on Seafarer Quality and Standard.

Being a seafarer myself and having the unique opportunity of working ashore in implementing owners manning policy, I am delighted to share some of my observations with this illustrious gathering.

You are all no doubt aware that placing seafarers on board especially on vessels traveling between various nations, the qualifications of seafarers is governed by the latest 1978 STCW Convention amended 1995.

With a stroke of a pen, the onus of ensuring that the seafarers on board are indeed fit to be on board has been squarely placed on the shipowner or his manager. We are in a situation where the Certificate of Competence is issued by the Administration but where the ship owner has to ensure the person to be appointed on board the vessel, although he holds a Certificate of Competence, is indeed fit to carry out his duties on board a particular vessel. This has to be done to prove that the shipowner has exercised due diligence should an untoward incident occur.

From the ship owner's point of view, the seafarer's quality should be measured by the ability of the seafarer to quickly adapt himself to the necessities of trade and be able to operate or function on the modern sophisticated unit entrusted to him or her and be motivated. Hence, whatever certificate the seafarer holds, the shipowner would define quality of seafarer by his ability on board.

The shipowner is put in an unfortunate position of not being able to judge on the quality of the seafarer by the certificate he holds. Granted this dilemma is also prevalent in other industries where the employee's calibre cannot be assumed on the basis of his certificate. But unlike other employers, the shipowner is not in a position to take chances as the consequences can be very serious. For example, if on the basis of a Certificate of Competence, a person is appointed as Chief Engineer on board a vessel with sophisticated machinery and it is found that the person has no innate skill to handle the machinery, one might end up with a very inefficient ship leading to tremendous financial loss.

So the shipowner's own view of a quality seafarer would be that he not only holds the necessary Certificate of Competence required of the rank as per regulations but also is fully conversant with the equipment of the vessel in order to deal with all problems should they occur at high sea. Time and again, there is a tendency to compare the operation of Merchant ships and Airlines, I must admit here that the seafarer has to delve deep into his skills should a breakdown occur at sea, which is a different ball game compared to the airline industry.

In NYK Line, we believe that quality and standard cannot be focused or raised relying on the Certificates held by the seafarer but we take the matter in our hand by having our specialized and bespoken training schemes to prepare them for our fleet. NYK line recently introduced NYK Maritime University Project. It is not just a private school or university, but provides the seafarers with all the required knowledge and improves his skill, which is

required on board the vessel. The list of topics is as long as 2000 items. The training programs on board and ashore are tailored to fulfill this need. The knowledge imparted skill required in the training schemes enables the seafarers to be conversant, with equipment, in case of engineers and characteristics of trade and ports in case of navigators. It will give the seafarers an opportunity for further advancement in their carrier.

The technology introduced on board the modern vessels has advanced tremendously and new regulations have been introduced. The wide variety of knowledge that has to be absorbed by each seafarer is more than ever. He or she has to improve his or her knowledge at very rapid pace. Introduction, GMDSS eliminated the radio officer on board and gave the officers on board additional work. Ship Security code have been introduced. The ship owners cannot take a risk of placing seafarer without proper skill with advent of new requirement. It is also necessary for the owner to bring the seafarers up to acceptable level effectively. This necessitates the shipowner to study the education system from the seafarers origin. NYK has tied up several marine universities and recently NYK Line has set up NYK special classes in the university and trains the students from the freshman with the material which reflect industries needs.

We believe that the Quality and Standard of seafarers have to be increased by training schemes over and above the knowledge gained by the seafarers by studying for his Certificate of Competence.

There is a tendency nowadays to award Degrees in Nautical Science or Marine Engineering. In our perspective, to conclude, Degrees and Certificates do not give us Quality Seafarer nor raise the standards but training schemes directly lined to the industry need that make the seafarer proficient on the vessels do.

SEAFARER QUALITIES/COMPETENCIES/STANDARDS PERSPECTIVES OF SHIPOWNERS

By Mr. Daniel Tan, Singapore Shipping Association

Distinguished Delegates

Ladies and Gentlemen

Thank you for giving me this opportunity to say a few words on this subject.

Shipping, as you all know, is still a very important and essential industry in this new millennium. It is a vital industry for every sort of economy, carrying more than 90% of the world trade. It is also a growth industry, which is expanding in direct proportion to increasing world trade. Reportedly, Asian shipowners control and operate more than 40% of the world's merchant fleet. The Asia Pacific region is also where you can find many of the world's major ports exist, not forgetting that it is also a major seafarers supply region.

As in any other industry, it is the people of the shipping industry – that elusive human factor – who will dictate its future prosperity. In the past, shipowners have concentrated heavily on the structure of ships, their systems and equipment. However, in recent years, the human factor is receiving greater awareness and importance.

Research by P & I Clubs, classification societies and others, into the causes of ship accidents has established that perhaps as much as 80 per cent of all accidents at sea are the result of human error. A reduction in the human error ratio therefore offers considerable economic incentives, thus creating greater emphasis on the importance of loss prevention through crew training.

The qualifications of seafarers will continue to be a key issue in shipping for many years to come. The importance of quality is also emphasized in the recent revision of the STCW Convention, and through the establishment of a 'white list' of IMO member states whose procedures, training and certificates are of an approved standard. There is now a growing realization among the shipowning industry that the qualifications of the personnel manning the world fleet is the single most important issue in achieving higher safety standards on board ships.

Maintaining a competent set of crews is but only one facet of ship operations. In the old paradigm, seafarers are often seen as deckhands or paid labourers, so much so that they view themselves as single voyage contract workers rather than a company's employment contract staff or long-term employees.

In today's knowledge economy, shipowners need committed and motivated knowledge crew to stay competitive and relevant in the industry. These crews are expected to use their brains more than brawn. The question would be – how do shipowners get them to be motivated and committed in their job and company. How can we make them think long term instead of single voyage contract?

Shipowners nowadays employ crews from various major seafarer supply countries; India, Pakistan, Myanmar, China and the Philippines to name a few. It is a known fact that educational levels in some countries are lower or different from others. Coming from

different cultural backgrounds, it is important for the shipowners to cultivate harmonious working on board their ships. Effective communication among different crew nationals is therefore essential for knowledge and experience sharing. It also helps individuals to understand one another's culture and custom differences and is crucial for rapport and team building. The adoption of a common language serves as a fundamental basis for effective communication.

With the rapid advancement of information technology, modern ships are becoming increasingly high tech. These high-tech vessels are operated, monitored and controlled by powerful network computers and advanced satellite communication and navigation systems. The vessels' navigation, engine room operation, cargo compartments, ballast and service tanks, stress and stability are continuously monitored on-line. Most shipowners are now investing heavily in training competent crew to operate these high tech vessels. On board the ships, they would place greater emphasis on computer-based training. This form of training has become a useful tool for evaluating, implementing and monitoring staff training. In this way, each staff's competency level, knowledge and progress are measured accordingly and effectively.

Whilst greater emphasis is put into training and achieving the maximum potential and productivity from the crew, it is important to note that crew fatigue and other social issues should not be totally ignored. The ILO standards in the hours of works and rest periods for the crew should be strictly observed to ensure their continued competence. The shipowner must also ensure that their crews are in their best of health to continue with their next voyages. Diseases such as SARS, venereal diseases and HIV/AIDS, also drug and alcohol addition are areas of concerns as they could affect the efficiency and productivity of the crew and the safe operation of the ship.

The crews, if I may say, are constantly educated on the preventive and precautionary measures to adopt against these diseases. The ESCAP initiative to produce a CD-ROM as a training aid to create greater awareness on HIV/AIDS among seafarers should be strongly complimented.

In the last few minutes, I hope I have been able to provide a quick overview on the importance that shipowners attach to training and education to develop a highly competent set of crew to operate their ships in a modern shipping environment. We must recognize that training and gaining of skills and qualifications represent the key to this progress, and the industry and governments need to acknowledge this fact and work together.

BEST PRACTICES IN COLLABORATIVE ARRANGEMENTS BETWEEN MARITIME TRAINING INSTITUTES AND SHIPOWNERS/EMPLOYERS

By Capt. Masakazu Kobayashi, Mitsui O.S.K. Lines

A. Introduction and background

Mitsui O.S.K. Lines, or MOL, owns and operates around 500 vessels totaling more than 300 million deadweight tons, making the MOL fleet one of the largest in the world. The fleet consists of LNG carriers, Very Large Crude Oil Carriers, Very Large Container Ships, various types of Bulk Carriers, Pure Car Carriers, Chemical tankers, Cruise ships, and so on. Our crews mainly come from Japan, the Philippines, India, Indonesia, Croatia, Myanmar, Bangladesh, China, and Western Europe.

The safe operation of vessels and maintenance of a clean environment are critical to the way we operate today. STCW improves the skills of seamen all over the world to help us meet these objectives. However, there is still an unacceptably high level of maritime casualties and troubles being reported worldwide today.

We believe that a combination of On the Job Training (OJT) and good shore based training is both important and effective in helping to achieve safe operation. Today, MOL trains its seamen at 4 MOL Training Centers worldwide. I think MOL stands alone among Japanese shipping companies in having plural training centers outside of Japan.

I am going to introduce examples of collaboration between MOL and other organizations in the field of maritime training and talk about the methods of training we have been developing.

B. Necessity of upgrading training

At the last ESCAP seminar in 1999, Ms. Karandawala talked about her vision for the seafarer industry, saying, “We would surely want Asian seafarers to have more than a basic competency”. In this she is correct; there is certainly a need to upgrade the training seamen receive. We at MOL have been following a program of upgrading our seamen through OJT and at our training centers. This is primarily driven by our dissatisfaction with the standard of seamanship demonstrated by seamen holding only STCW certificates. We regard STCW certificates and IMO core competencies as providing only the basic skills necessary for the job, with further development training necessary if seamen are to operate effectively.

We believe this holds true for many ship owners, operators, ship managers and employers. Considerably more time, money, and energy is spent by companies on training seamen today, with the private sector playing an increasingly larger role in maritime training.

(a) Practical knowledge and skills: specialized and high quality

Our in-house training at shore based training centers has a number of key objectives. The first is to provide both general practical knowledge and skills, and more specialized high quality skills.

Practical skills are those typically required on board. At a minimum, seamen are trained using equipment or simulators to give them a complete understanding of important job functions before boarding. If only theory is taught using textbooks, such as the method and errors of fixing a ship's position, it is very possible that trainees will be able to answer any related questions correctly in a written test. However, we do not believe this will give the seaman the practical skills required to actually fix a ship's position. The seaman must be able to demonstrate that he can actually fix a position. For this reason, Japanese cadets are trained on training ships before joining merchant ships.

Likewise, if trainees are only told in the classroom that it is important to wear a helmet while working on deck, the message and importance of doing so may not be fully absorbed. However, if a trainee is placed in a machine shop and allowed to work there wearing a helmet, they can both understand why it is essential they wear a helmet, and get into the habit of doing so, even before boarding a vessel.

(b) To nourish motivation toward learning and upgrading

In-house training attempts to create an environment which encourages trainees to develop self-motivation in learning and improving their skills. It is impossible to teach all possible eventualities and situations to seamen. We must make our seamen understand and realize the importance of ongoing learning done by themselves, and give them the confidence to do so. In addition, helping trainees to develop a positive attitude can mean having a crew who are able to anticipate problems and devise early countermeasures and plans of action where no firm guidelines exist. Such seamen can teach and learn from each other, ultimately saving companies money by reducing the need for intensive and expensive training.

(c) Training Course Category

Training courses, by need, must be comprehensive and use a wide as possible range of simulators and training equipment. At MOL training centers, training courses with a practical component include the:

- Navigation Simulator Course
- LNG Course
- Tanker Course
- Deck & Navigation Equipment Maintenance Course
- Deck Practical Skill Training
- Main Engine Remote Control System Course
- Turbine Engine Plant Course
- Marine Electricity Course
- Hydraulic and Pneumatic Technology Course
- Engine Maintenance Course
- Reefer Container Course
- Lathe Machine Training
- Welding Training

There are other course categories, such as intercultural awareness, management skills, etcetera, but these are not practical based and use no equipment.

C. Examples of collaboration between MOL and other organization on training

These collaborations in the past have been beneficial to both parties.

(a) Shipping Companies and Maritime Technical College (Governmental body) in Japan

MOL owns the MOL Training Center (Japan), which is located in the vicinity of Tokyo and trains around 300 MOL seamen annually, of Japanese and non-Japanese origin, using several kinds of full-mission simulators.

Since 2001, we have been developing in-house training courses in collaboration with the Maritime Technical College. This college is a semi-governmental body in Japan. The college used to pursue academism, and provided mainly rating crews with courses to prepare for competency examinations. However, the school changed its policy and started looking for ways to provide more practical training, as demanded by shipping companies. MOL became the largest collaborator with the college, dispatching our instructors from time to time to supervise courses, and advising in the development of courses to give suitable skills for entry into shipping companies. Today MOL sends about 150 trainees every year to the Maritime Technical College, among a total intake of 600 trainees from various shipping companies.

There are a number of merits to this scheme. It builds good cooperation between shipping companies and a Government maritime college. It is impossible for companies who own training facilities to have installed all available equipment and maintain a large number of instructors. With this collaboration, equipment and simulators are shared, and for companies who have limited or no training facilities, extensive practical training is available with a wide range of equipment, with the only burden being the training fees. For the college, instructors can obtain up-to-date maritime know-how from shipping companies. Many instructors need in-depth knowledge and skills regarding ship operation, cargo handling, and engine operation and maintenance, in order to effectively teach the officers and engineers of merchant ships. The quality and relevance of the courses have improved through our supervision and cooperation. The college is also now able to provide specialized upgrade courses for junior officers and engineers up to Captains and chief engineers.

(b) MOL and a private training center in India

MOL started collaborating with BARBER Ship Management India in 2001 with respect to training in Mumbai. BARBER Ship owns a training center called International Maritime Training Center; or IMTC. Its former name was Indian Maritime Training Center. As part of the collaboration, MOL transferred many pieces of equipment such as a NABCO Main Engine Remote Control Simulator, FESTO Hydraulic and Pneumatic training set, real turbo-charger model, and so on to the center.

There are a number of important aspects to this collaboration. Firstly, the collaboration is between MOL and a Ship management company. MOL selected IMTC for because of the high standard of training by their instructors and the well-managed facilities. Secondly, both parties are able to share equipment, simulators & facilities effectively and efficiently. And thirdly, both organizations are in a position to exchange maritime skills and knowledge, and learn from both Japanese and Indian perspectives.

MOL dispatches instructors from time to time to supervise and develop training programs. MOL also sends more than 200 of its Indian seamen, from all ranks, to the training center every year for specialized upgrade courses. Additionally, the training center provides training for many seamen from companies other than BARBER Ship Management.

(c) MOL and a private training center in Montenegro

Last year, MOL became involved with the AZALEA Maritime Training Center in Montenegro. This training center receives support and investment from the Montenegrin Government. MOL transferred a Full-mission tanker simulator, developed by MOL, and trained AZALEA instructors in how to use the simulator.

The cooperation between MOL and this training center has had a number of benefits and advantages. MOL has been able to build a close relationship with a local manning agent, shipyard and the Montenegrin government. The center is able to enjoy both strong government backing and utilize the high level of maritime expertise provided by MOL. The training center provides STCW courses, and some specialized upgrade courses. MOL sends a number of its maritime school cadets to the center for training prior to those cadets boarding MOL vessels. The center also provides training to seamen from other companies, and to people from on shore maritime organizations.

(d) Partnership with a private company to establish a training center

The last one is a partnership MOL formed with a private company in the Philippines to establish a training center. The private company's main business is manning, and together we started a training center in the suburb of Manila 10 years ago. MOL has provided many pieces of training equipment, including simulators, to the training center. We also frequently dispatch our instructors to supervise, develop courses, and train Filipino instructors.

This partnership has had the advantage of helping to develop a close bond between a ship owner/operator and a manpower supplier. The organization is run on a non-profit basis and supports in-house training. Specialized Upgrade Training Courses for all grades and rank is available, from catering crew to captains. The center also offers cadet training. Our cadets who graduate from maritime school are trained there for 3 months prior to boarding.

The center is a unique blend of the philosophy and enthusiasm of a Filipino company, with respect to training and education, and the experience and practical knowledge of a Japanese company. In this environment, Filipino seamen can receive the best and most suitable training to enable them to perform their duties in the safest and most effective manner.

D. Recommendations

(a) To accomplish basic maritime training to meet STCW requirements

A sound basic knowledge and training, as required by the STCW, is fundamental to acquiring a higher level of skills. Currently, many maritime schools and training centers offer good courses for this type of training, but it is important to not become complacent about the necessity for seaman to have a good grounding in basic skills.

(b) Combination of OJT and shore-based training

If individual seamen develop their skills simply through the work they do onboard, as is commonly the case, the quality of seamen would vary tremendously depending on the type of work they are exposed to and their readiness to learn from experience. Shore based training has the advantages of both upgrading and standardizing the skills of seamen through professional instructors. Therefore, a combination of OJT and shore-based training is needed if we are to reach the level of skills we now demand of our seamen. A systematic training program of introductory training, OJT, upgrade training, and then OJT should be adopted to maximize the potential of seamen and standardize the skill level.

(c) To work with private shipping companies to develop training

How should we advance an effective training system? One way is through cooperation with shipping companies. Shipping companies have to accomplish safe operation of their fleet, and therefore fully understand the abilities and skills required of seamen. However, many shipping companies are not so knowledgeable when it comes to understanding what kind of training is needed, what is the most suitable contents for training courses, how best to develop courses, and what is the best methods for implementing training. A partnership between shipping companies and training centers will help ensure that seamen receive the training they need to meet their needs in the performance of their work, and the needs of the shipping industry with respect to safe and efficient operation.

(d) Good supervisor and instructor

Providing the opportunity for training is a major step forward, but without good instructors on hand, the effectiveness of the training can be severely compromised. Even with the best training systems, equipment, and simulators, a poor instructor will result in inferior training. Good instructors are fundamental to the success of training centers.

How do we determine the essential qualities of a good instructor? At the least, an effective instructor must have and display the following qualities: dedication to training, sufficient on board experience, broad maritime knowledge, and a good basic education. In addition, instructors should ensure they all have access to the latest information regarding maritime matters, and not allow their knowledge and skills to become stale and out of date.

We all have the responsibility for ensuring our seamen receive the training and skills required to operate effectively in what is now a highly demanding industry. How we do this, and do it well, is becoming ever more important. MOL's experience in the field of training will give you some new ideas, and will encourage you to be adventurous and imaginative when seeking solutions to training issues.

Best Practices in Collaborative Arrangements between Maritime Training Institutes and Ship Owners/Employers

By Capt. Masakazu Kobayashi

Manager, International Seafarers Group
Marine Division, Mitsui O.S.K. Lines

About Mitsui O.S.K. Lines : MOL

- Owns and operates about 500 vessels, that totals more than 300 million DWT.
- The fleet: LNG, VLCC, Very Large Container Ships, Various types of Bulk Carriers, PCC, Chemical tankers, Cruise ships.
- Seamen from Japan, the Philippines, India, Indonesia, Croatia, Myanmar, Bangladesh, China, and west Europe
- MOL trains its seamen at 4 MOL Training Centers in the world

Necessity of upgrading training

- ESCAP seminar in 1999; “we would surely want the Asian seafarers to have more than the basic competencies.”
- STCW certificates and core competencies by IMO are minimum requirement.

Practical knowledge and skills

: specialized and high quality

- Practical skills are those typically required on board
- Using equipment or simulators to have them understand the important matters on the job before boarding

To nourish motivation toward learning and upgrading

- To create an environment which encourages trainees to develop self-motivation in learning and improving their skills.
- To develop a positive attitude can mean having a crew who are able to anticipate problems and devise early countermeasures
- Such seamen can teach and learn from each other.
- Ultimately saving companies money by reducing the need for intensive and expensive training.

Training Course Category

- Navigation Simulator
- LNG, Tanker
- Deck & Navigation Equipment Maintenance
- Deck Practical Skill
- Main Engine Remote Control System
- Turbine Engine Plant, Marine Electricity
- Hydraulic and Pneumatic Technology
- Engine Maintenance, Reefer Container
- Lathe Machine, Welding

Shipping Companies and Maritime Technical College

- Good cooperation between shipping companies and a Government maritime college
- Equipment, simulators shared
- Instructors can obtain current maritime know-how from shipping companies.
- The college provides specialized upgrade courses for all ranks of officers/engineers.

MOL and a private training center in India

- Collaboration between MOL and a Ship management company for high standard of training by their instructors and the well-managed facilities of IMTC
- Equipment, simulators & facilities shared effectively and efficiently
- Both exchange maritime skills and knowledge, and learn from both Japanese and Indian perspectives.
- MOL Indian seamen for specialized upgrade courses for all of ranks officers/engineers.

MOL and a private training center in Montenegro

- Receives support and investment from the Montenegrin Government.
- Close relationship with a local manning agent, shipyard and the Government
- Enjoy both strong government backing and utilize the high level of maritime expertise provided by MOL
- Maritime school cadets to the center for training prior to those cadets boarding MOL vessels.

Partnership with private company for training center

- To develop a close bond between a ship owner/operator and a manpower supplier
- Non-profit basis and supports in-house training
- Blend of the philosophy and enthusiasm of the Filipino company, and experience/practical knowledge of MOL
- Specialized Upgrade Training Courses for all grades and rank
- MOL cadet training for 3 months prior to boarding

Recommendations

- **To accomplish basic maritime training to meet STCW requirements**
- **Combination of OJT and shore-based training**
- **To work with private shipping companies to develop training**
- **Good supervisor and instructor**

LIBERALIZATION OF MARITIME SERVICES UNDER WTO/GATS

By Ms. Mia Mikić, ESCAP Secretariat

UNESCAP

Liberalization of maritime services under WTO GATS

Mia Mikić
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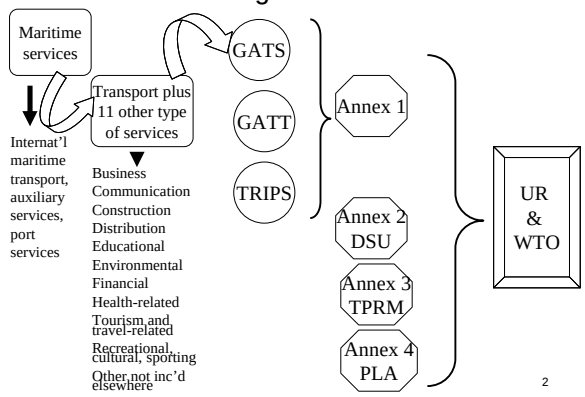
1

UNESCAP

Setting the scene:



2

UNESCAP

Why multilateral rules on services?

- Why multilateral rules in general?
  - To prevent national governments to pursue national interests at the cost of trading partners
  - Can it be done by other means (regional and bilateral agreements, choice of unilateral free trade)?
- Services became more and more noticeable as a generator of production, employment, trade and growth

3

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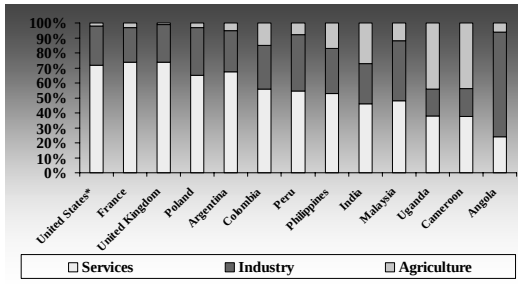
Chart I: Share of services in production (GDP, 2000)



*1999 data.

Source: World Bank, *World Development Report 2002*, Washington D.C.

4

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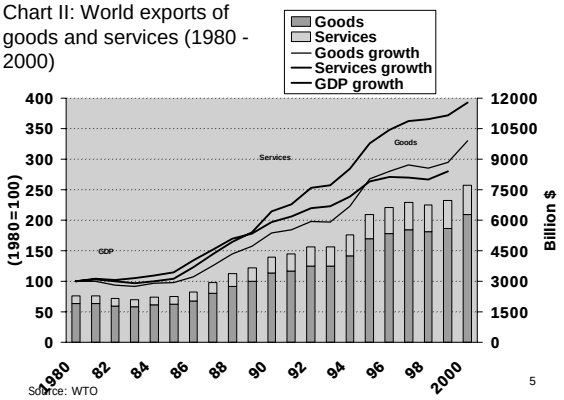
Chart II: World exports of goods and services (1980 - 2000)



Source: WTO

5

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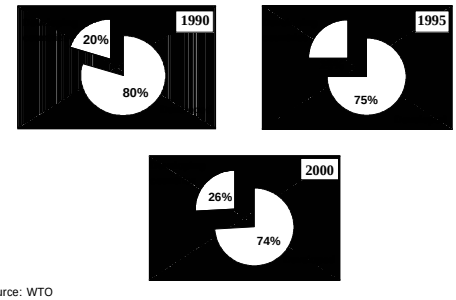
Chart III: Services exports by economic groups, 1990-2000
(An increasing share for developing countries)



Source: WTO

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GATS

- Aims to increase international trade in services via increased transparency, predictability, stability and continued liberalization
- Encourages the improvement of services quality, price competitiveness and innovations in services delivery
- Encourages participation of developing countries
- GATS is a young (intergovernmental) agreement and subject to many improvements

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Basic Principles of the GATS

Basic principles

- **All services** are covered by GATS (bar exceptions)
- **Most-favoured-nation treatment** (MFN) applie to all services, except the one-off temporary exemptions
- **National treatment** applies in the areas where commitments are made
- **Transparency** in regulations, inquiry points
- **Regulations** have to be objective and reasonable
- **International payments**: normally unrestricted
- **Individual countries' commitments**: negotiated and bound
- **Progressive liberalization**: through further negotiations

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GATS operates on several levels:

1. general principles and obligations (29 articles)
2. annexes dealing with rules of specific sectors
3. individual countries specific commitments to provide market access, plus
4. a list of temporary withdrawals from the application of the MFN principle

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Most-favoured treatment

- Article II: Favour one, favour all ⇒ if a country allows foreign competition in a sector, equal opportunities in that sector should be given to service providers from *all other WTO members*.
- Article II exemptions: Applies to all services BUT some temporary exemptions exists – temporary discrimination lasting no more than 10 years
  - New members allowed new exemptions (plus waiver IX:3)
  - Article V: economic integration

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Transparency (Article III)

- Governments must publish all relevant laws and regulations
- By the end of 1997 they had to set up inquiry points within their bureaucracies. Foreign companies and governments can then use these inquiry points to obtain information about regulations in any service sector
- Governments must notify the WTO of any changes in regulations that apply to the services that come under specific commitments.

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National treatment

- Conventionally this means "equal treatment for foreigners and one's own nationals" and it applies generally but in services it has got a twist and it applies ONLY where a country has made a specific commitments plus there are exemptions (Article XVII)
- Limitation on national treatment means that some rights are granted to local companies and will not be granted to foreign companies

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Market access

- This is the second sector-specific commitment (Article XVI)
- Negotiated commitments in specific sectors and sub-sectors subject to various types of limitations listed in Article XVI:2 (such as number of service suppliers, value, legal form, share of foreign capital)
  - Unless listed in schedules, prohibited

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Regulation (Article VI)

- Governments should regulate services reasonably, objectively and impartially
- Provisions of impartial means for reviewing the decisions related to the services sector

General principles GATS 14

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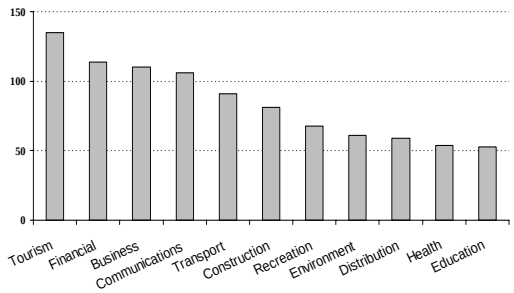
Doha negotiations: Sector line-up

(Number of WTO Members, February 2002)



Source: WTO

15

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Negotiation

- Built-in agenda
- Stage I (2000-2001): 80 proposals
- Stage II (2001-2002): Negotiating guidelines and procedures:
  - All sectors
  - Observe Article IV (developing countries)
  - Request and offer approach:
    - Submission of initial request by 30 June 2002
    - Submission of initial offers by 31 March 2003 (but submissions still coming in)
    - Conclusion by 1 January 2005

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What is request/offer about?

- Initial request:
  - Evaluation of trading opportunities to establish export market value and current barriers
  - Assessment of the current GATS situation (sectors of export interest, market access and NT commitments, MFN exemptions)
  - Defining national objectives (adding sectors, improving MA and NT, scheduling additional commitments, removing MFN exemptions)
  - Circulating request (bilateral and confidential)

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- Initial offer (real start of negotiations):
  - Reflect trade and development interests
  - Base offers on an assessments of the TOTALITY of received requests (not addressing each and every specific request; four main request area)
  - Preparation and circulation of initial offers – multilaterally to all WTO members, draft schedule of commitments

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Maritime services liberalization

Two attempts (1993, 1996) and a new one planned, a locked situation

- Poor results: * 29 com./132 Members,
  * MFN suspended
- An important liberalization *de facto*, that still needs to be bound and improved
- New frontiers: harbours concessions, multimodal transport

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Public and private barriers to trade in maritime services

- Some studies show that trade restrictive policies are not the major inhibitor:
  - Cargo reservation seems largely ineffectual (but restrictions on port services do matter)
  - Liberalization of certain port services would lead to an average price reduction of 89% and cost savings of up to $850 million.
  - Break-up of private carrier agreements would cause prices to decline further by 20%, with additional cost savings of $2 billion on goods carried to US alone
  - Indirect benefits

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What will be achieved in the current Doha Round?

- "Harvesting" of unilateral reforms that have occurred since the Uruguay Round seems both feasible and desirable.
- Will reciprocal bargaining deliver actual liberalization?
- Is it feasible to develop disciplines on regulation and/or competition policy?

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With respect to maritime in the current GATS round

- Out of 80, 8 maritime proposals
- Two discussions
- Mode 4 applies to seafarers
  - No country made commitments specific to maritime employment
  - Practice of employing seafarers beyond discussions in WTO GATS

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INTERNATIONAL COOPERATION IN SEAFARERS EDUCATION BY JAPAN

By Capt. Yoshinari Okano, National Institute for Sea Training, Japan

International Cooperation in Seafarers Education by Japan

Capt. Y. Okano
National Institute for Sea Training, Japan

top

Three major categories of ODA

- Bilateral grant — **JICA**
  - □ Technical cooperation
  - □ Grant aid
- Bilateral loan ("Yen" loan) — **JBIC**
- Contributions, subscriptions to International organizations

top NIST

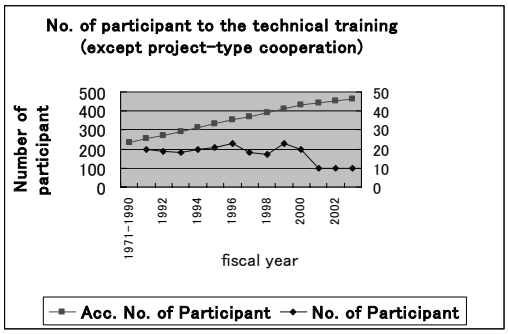
JICA activities

- Technical training program
- Dispatch of expert
- Provision of equipment
- Project-type cooperation
- Grant aid

JICA Implementation Records in Seafarers Education and Training : **JICA I/R**

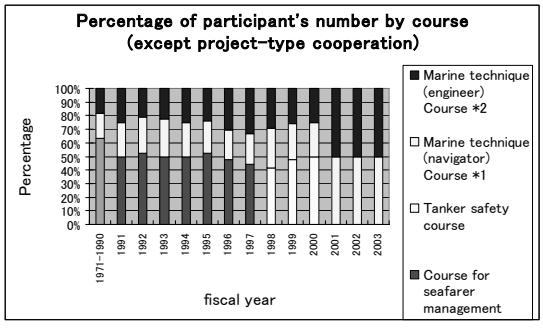
BACK NIST

JICA I/R=Technical training in Japan=



BACK NIST

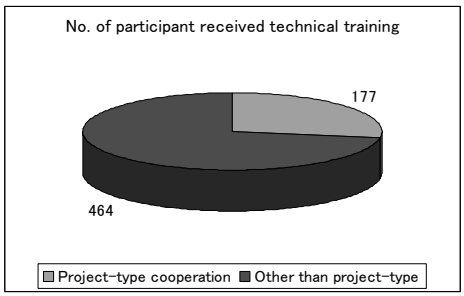
JICA I/R =Technical training in Japan=



BACK NIST

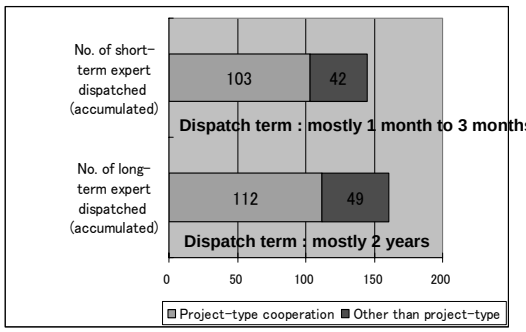
JICA I/R=Technical training in Japan=

- A total of 641 participants had training.



BACK NIST

JICA I/R=Dispatch of expert=



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JICA I/R=Project-type technical cooperation=

- Technical training 177 102 from ESCAP region
- Long-term expert 112 90 to ESCAP region
- Short-term expert 103 67 to ESCAP region
- Provision of equipment
  Sum 39 million US $
  19 million UD $ to ESCAP region

Recipient countries in ESCAP region
Malaysia, Philippine, Thailand, Turkey, Vietnam

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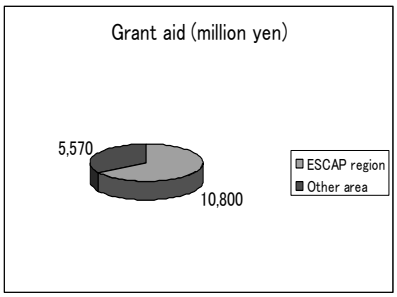
JICA I/R=Grant aid=



Recipient countries
Bangladesh
China
Fiji
India
Indonesia
Malaysia
Pakistan
Philippine
Thailand

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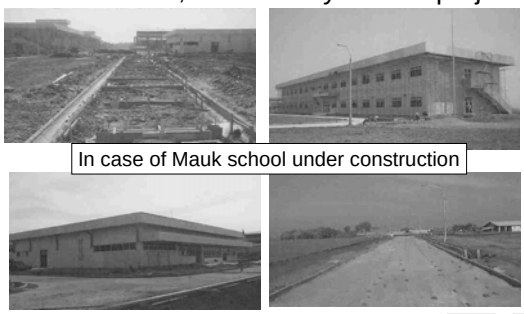
JBIC's Yen loan

- Indonesia only one country so far
  19,730 million yen for 4 projects



In case of Mauk school under construction

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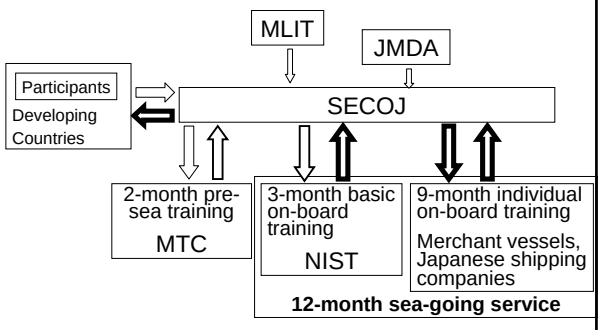
ODA Seafarers' Training Scheme carried out in Japan by MLIT



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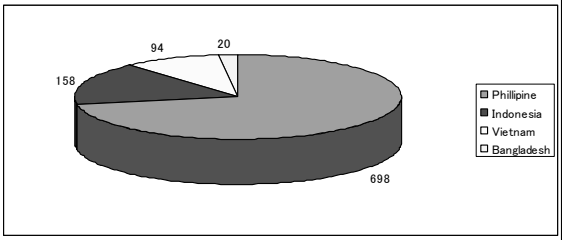
ODA seafarers' training scheme = Number of participant =

- 970 students participated in the scheme



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ODA seafarers' training scheme
= 2-month pre-sea training =

At Marine Technical College (MTC)

- Review maritime knowledge
- Basic Japanese conversation
- Come in touch with custom, manners in Japan

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ODA seafarers' training scheme
= 3-month basic on board training =

National Institute for Sea Training (NIST)

- Seiun Maru, one of training ship fleet

5,844 GT, LBD:116 x 17.9 x 10.8

Output :7,723 Kw, Spd:19.5 Kn

Embarkation

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= Basic training on board Seiun Maru=

- Knowledge, Experience and Skill (Deck)

BACK NIST

= Basic training on board Seiun Maru =

- Knowledge, Experience and skill (Engine)

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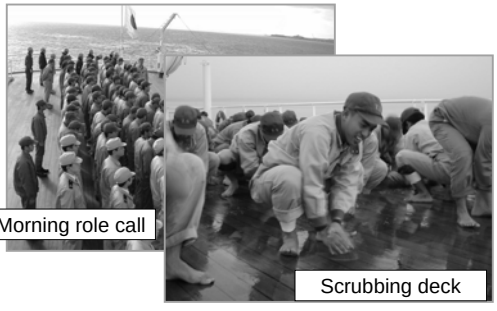
= Basic training on board Seiun Maru =

- Discipline



Morning role call

Scrubbing deck

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= Basic training on board Seiun Maru =

- Cross cultural days with Japanese cadets

Sports game

Farewell party

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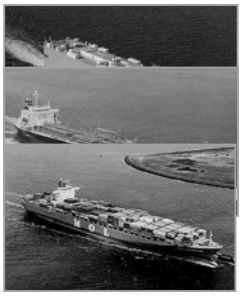
= 9-month individual on board training =

- On board vessels operated by Japanese overseas shipping companies



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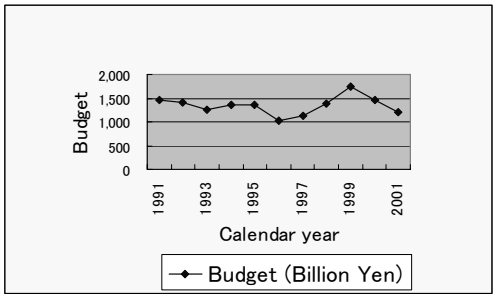
Japan's ODA budget



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Assistance by Japanese foundations

- WMU Sasakawa Fellowship Program since 1987

Sponsor
Nippon Foundation
Donor
Ship & Ocean Foundation
Enrollees
251
218 from ESCAP region

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Assistance by Japanese foundations

- Program inviting administrators in charge of seafarers education

Donor Ship & Ocean Foundation
Administrators invited
35 from 18 developing countries
31 from 16 countries in ESCAP region

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International Cooperation in Seafarers Education & Training by Japan

BACK NIST

INNOVATIVE PRACTICES IN SEAFARER TRAINING

By Mr. L. Frigillana and Ms. A. Romero, Maritime Industry Authority, Philippines

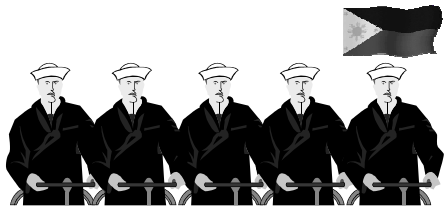
INNOVATIVE PRACTICES in SEAFARER TRAINING

2nd Regional Forum on Maritime Manpower Planning, Training, Utilization & Networking of Centres of Excellence
15-17 October 2003, Bangkok

THE PHILIPPINES AS A MARITIME NATION

- More than 5,000 ships plying the domestic & foreign trades
- Carried:
  - 22M passengers
  - 1.5M TEUs of domestic containerized cargo
  - 77M mt domestic bulk cargo
- Deploys 200,000 seafarers yearly

MAJOR SOURCE OF SEAFARERS



PHILIPPINE CHALLENGE

- Compliance with the provisions of various maritime conventions i.e. STCW 95, SOLAS, ISPS Code etc.
- Ensure that Filipino seafarers continue to maintain & upgrade its level of competence.

SEAFARERS' CHALLENGES

- Maximize limited time ashore with family.
- Keep abreast with innovations in technology and international standards to ensure edge in the global market.
- Qualify for PRC licensure examinations for the issuance of the Certificate of Competency in accordance with the STCW Convention.

RESPONSE TO THE CHALLENGES

OPEN LEARNING OR DISTANCE EDUCATION - alternative systems of education that emphasize the opening of opportunities by overcoming barriers w/c have often prevented people from realizing their educational goals.

WHAT IS DISTANCE EDUCATION

- The distance between learners and teacher is bridged by specially designed self-instructional materials.
- There is regular, though infrequent, contact between learners and teacher through tutorials (face-to-face or online).
- Instruction is structured but not rigid or inflexible.

WHAT IS DISTANCE EDUCATION

- The learner and the teacher do not share a common geographic space, for several reasons:
  - Learners are working and cannot go to school regularly.
  - Learners have families to take care of.
  - Some learners have disabilities.
  - For the school, DE provides the opportunity of reaching their target learners.
  - It also enables them to innovate on course design and delivery.

PHILIPPINE RESPONSE TO THE CHALLENGE

COMPETENCY-BASED PROFESSIONAL DEVELOPMENT PROGRAM for FILIPINO MARINE DECK OFFICERS VIA DISTANCE LEARNING under the Bilateral Agreement bet the Norwegian & Philippine Governments

OBJECTIVE OF THE PROGRAM

Design & develop a modular & ladderized training program via distance mode to enable marine deck officers acquire the management level competence required by the STCW Convention.

SPECIFIC OBJECTIVES OF THE PROGRAM

- Develop the curriculum for a modular & ladderized competency-based professional development program delivered by distance mode;
- Develop learning packages & support systems using appropriate media & assessment mechanisms to gauge learning gains & competencies acquired;
- Train staff in the development, management & administration of this distance education program.

COLLABORATING AGENCIES

- Maritime Industry Authority
- Commission of Higher Education
- Maritime Training Council
- University of the Philippines Open University Foundation Inc.
- Subject Matter Experts (SMEs)

EXPECTED OUTPUT

- Modules of the IMO Model Course 7.01 through distance education mode that will achieve the ff competencies:
  - plan & ensure safe loading, stowage, securing, care during voyage & unloading of cargo, and
  - carriage of dangerous cargoes.

OTHER DEVELOPMENTS

- National Maritime Polythechnic (NMP) initiative to develop the same materials for the marine engines officers in the management level.
- Similar initiatives by private institutions.

SPEECH ON SECOND REGIONAL FORUM ON MARITIME MANPOWER PLANNING, TRAINING, UTILIZATION AND NETWORKING OF CENTRES OF EXCELLENCE

By Ms. Brenda Pimentel, ***International Maritime Organization***

Allow me to express the appreciation of the IMO Secretary General first, to the United Nations ESCAP for spearheading the conduct of this Regional Forum which covers a subject IMO in the past several decades have given attention to; second, to the Japanese Government for funding this three-day activity and third to the participants who have either prepared presentations and/or shared their experiences and knowledge on the subject of maritime manpower planning, training, utilization and networking of centres of excellence. The enthusiasm shown by the participants during the past two days gives some sense of responsibility towards realizing the goal of enhancing seafarers' competence by dealing as well with those who are in the delivery of training including the institutions and the organizations.

Capt. Ahmed introduced the IMO and its objectives, which through the years focused on technical requirements of the hardware, i.e., the ship then later took on works on the human element in shipping. The IMO focus on human element is manifested in one very important document which was adopted in 1978, the International Convention on the Standards of Training, Certification and Watch keeping for Seafarers or STCW. It was not until 1995 though when the STCW Convention was amended that we witnessed a real effort to move towards harmonization of training and certification of seafarers. The white listing of countries served as an incentive for administrations to achieve compliance with the STCW Convention, as amended. That was three years ago when the white list was put up and we take note of the issues, which this Regional Forum considered during the past two days relating to further improving the training of seafarers. Geetha in her presentation identified six (6) issues, which may not be exhaustive based on the comments and questions raised during the discussions.

Several participants cited the difficulties their respective countries face in sustaining the implementation of the STCW Convention or in specific terms in the training of seafarers. The problems that have been identified may be varied in substance and nature yet, the possibility of confronting these constraints in a collective way exists. We have heard of bilateral partners and private and governmental international organizations like the IMO extending technical assistance to individual countries or on a regional basis. In fact, maritime education and training is one area where bilateral, regional or multilateral collaboration is very pronounced.

At this point, I wish to introduce the IMO Regional Presence for Technical Cooperation in East Asia, which is hosted by the Philippines. The regional presence office was inaugurated last September 9, 2003 with the incoming Secretary General, the Honorable Efthimios Mitropoulos leading the rites. The IMO decision to establish the regional presence in the East Asian sub-region finds basis in the Organization's direction of assisting countries in ratifying and implementing IMO Conventions and instruments. A second and as important reason for establishing its regional presence is to enable the IMO to pursue its programme on advancing the human element factor. These two-pronged objectives are to be undertaken through the technical cooperation programme of the IMO. The regional presence of IMO in the East Asian sub-region in the fourth to be established, the three others being in Kenya, Ghana and The Ivory Coast.

On the matter of the human element objective, IMO had during the transition years into the implementation of the STCW Convention, increased its visibility in the region through the conduct of various technical programmes, both in the form of national or regional workshops aimed at accelerating compliance by the countries as well as missions dispatched to assist countries in complying with the Convention. Having issued the "White list" there is a recent move to focus as well on the training of trainers and assessors.

The use of simulators as a tool of training generated interest from the participants. Last week, IMO in collaboration with the Government of Singapore delivered a regional workshop on simulator training for trainers in Singapore. It was the first that was undertaken by the IMO where trainers administering simulators training to seafarers received one-week instruction, a training which for the time being is largely given by suppliers of the equipment. The presentation by the MOL/Japan highlighted the premise that without good instructors or trainers, the effectiveness of the training of seafarers can be severely compromised. There is therefore an acknowledgement that after putting up the legal framework in the training of seafarers the shift to training those who train them becomes a logical and practical approach to improving the standards and competence of seafarers.

On a larger scope is the IMO initiative to encourage member countries to ratify or accede to IMO Conventions and instruments and to affectively implement those that were already ratified. We are aware of the legal and practical difficulties of some countries in ratifying and putting up national legislations to implement IMO Conventions. Recognizing this to be so, IMO through its Technical Cooperation Programme approved the "IMO/ASEAN Project on drafting and updating Maritime Legislation to Support the Adoption and Accession by ASEAN Member Countries to IMO Conventions". The project covered the ASEAN member countries and involved the sending out of a mission to ASEAN countries to determine the legal and technical regimes in those countries in respect of the maritime sector. Two regional workshops were convened to validate the findings of the IMO experts who undertook the mission. The second workshop was done last week in Singapore and had resulted in the recommendation by the workshops for the adoption by ASEAN of an "ASEAN Action Plan on Enhancing Acceptance and Implementation of IMO Conventions". At the same time, a proposal was also made by the Workshop for ASEAN to establish on "ASEAN Forum on IMO Conventions". It is expected that the ASEAN Minister of Transportation will approve these two proposals that are intended to facilitate the acceptance and implementation of IMO Conventions. Also, five project proposals for possible IMO technical assistance had been identified by the workshop participants.

We wish to emphasize the role of the IMO regional presence office in East Asia which is to make the Technical Cooperation Programme easily accessible to member countries in the region. Likewise, increasing the visibility of IMO in the region will also allow it to undertake collaborative projects at a speedier pace and with immediate results. Where similar needs for technical assistance had been identified by two or more countries, consolidation can be had in order to make an efficient and extensive project implementation.

We therefore encourage you to access the IMO technical cooperation programme through the regional office.

The IMO regional presence office also will allow IMO to coordinate with the more developed maritime countries in the region like Japan and Singapore to jointly extend technical assistance to the other countries who may find need for such. We also see a good possibility of a continuing partnership with the UNESCAP in matters of mutual concern.

FACING THE HIV/AIDS EPIDEMIC IN ASIA AND THE PACIFIC

By Mr. Tony E. Lisle, Joint United Nations Programme on HIV/AIDS (UNAIDS)

Facing the HIV/AIDS Epidemic in Asia and the Pacific

APLF Asia Pacific Leadership Forum on HIV & AIDS

'Asia holds the key to the future of the global AIDS epidemic.'

Dr Peter Piot
Executive Director, UNAIDS

The epidemic is spreading quickly

The situation in Asia-Pacific

- Almost **1 million** people newly infected in 2002
- An estimated **7.2 million** now living with the virus – a 10% increase since 2001
- A further 490 000 people died of AIDS in the past year
- About **2.1 million** young people (aged 15-24) are living with HIV

Source: EpiUpdate December 2002 UNAIDS/WHO

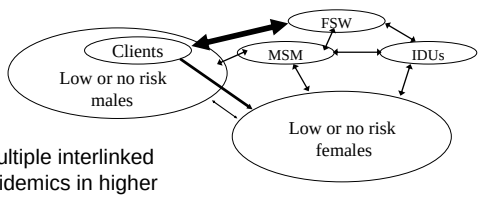
The window of opportunity is narrowing

The situation in Asia-Pacific

- Alarming spread throughout the region
  - Without intervention the total number of new infections in Asia and the Pacific may be 18.5 million as compared to 21 million in Sub-Saharan Africa by 2010
- Widening epidemic in India and China
- Danger signs in the Pacific

The epidemic is diverse

What do Asian Epidemics look like?

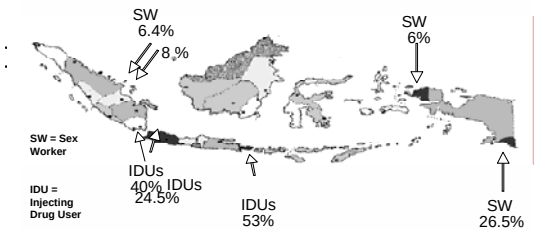


Multiple interlinked epidemics in higher risk populations

Source: Tim Brown

The epidemic is diverse

Indonesia – a late epidemic!

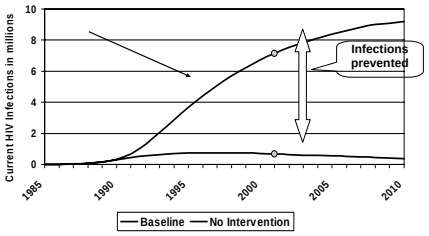


= 0 % = < 1% = 1- 5 % = > 5 %

Source: Indonesia UNGASS Report

Why is action important now?

Thailand – existing epidemic vs. potential



APLF
Asia Pacific Leadership Forum on HIV & AIDS

What will be the impact if we don't act?

- Life expectancy and productivity will fall
- Impact on households (Emotional and Financial)
- Health budgets will suffer

APLF
Asia Pacific Leadership Forum on HIV & AIDS

What is needed for an effective response?

- Wider coverage and scaled responses
- Informed supportive policies and laws
- More resources and capacity to absorb
- Prevention work is critical
- The needs of young people must be addressed realistically
- The silence must be broken
- Real and visible political commitment must be seen

APLF
Asia Pacific Leadership Forum on HIV & AIDS

The Top Ten Issues for Leaders

1. **Heads of State, politicians and parliamentarians need to be engaged**
2. **Responses should be multi-sectoral**
3. **Gaps in financial and human resources must be addressed**
4. **Policies and priorities must be evidence based**
5. **Young people's needs must be addressed realistically**
6. **Increased coverage is of paramount importance**
7. **Women's issues continue to be neglected**
8. **Stigma and discrimination make effective work on HIV issues much more difficult**
9. **Anti-retroviral treatment (ARV) saves lives and enhances prevention in the Asia/Pacific context**
10. **The challenges presented by HIV's impact impedes sustainable development**

NAVIGATING SAFELY THROUGH THE HIV PANDEMIC

By Ms. Lee-Nah Hsu, UNDP South East Asia HIV and Development Programme

Navigating safely through the HIV pandemic

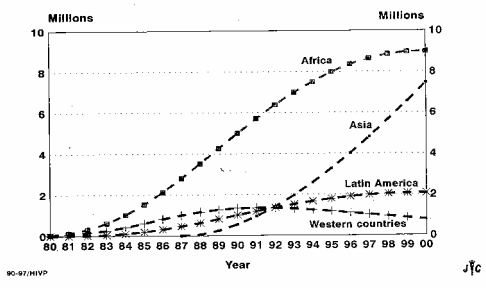
Dr. Lee-Nah Hsu
Manager
UNDP South East Asia HIV and Development Programme
Convener
UN Regional Taskforce on Mobility & HIV Vulnerability Reduction

United Nations Development Programme

Global HIV Situation

- Globally 42 million
- 3 million died of AIDS in 2002
- New Infections
  1 million in 2001
  5 million in 2002

Global HIV (Prevalence) Projections by Region



2002 HIV situation in the Asia and the Pacific

From a global perspective, Asia is:

- 2nd highest, total number of people living with HIV/AIDS
  - 7.2 million
- 2nd highest, number of new infections
  - Nearly 1 million
- 3rd highest, adult prevalence rate (19-45 age group)

The importance of Asia

Philippines supply the largest number of seafarers in the world

Overseas workers among HIV infected in the Philippines

2000	19%
2002	38%

Navigating safely through the HIV epidemic

Prevention

- Start from home (source communities)
- Transit points: harbours, training sites
- Host communities: coastal cities

Navigating safely through the HIV epidemic

CBT

- Pre-departure orientation
- Maritime training institutes
- Work place programme
  - on board ships and shipping company offices
- Our families & our friends

Languages
- English
- Tagalo
- Chinese

Good governance for good navigation

An enabling environment for safe navigation

- Policy adoption by
  - International Maritime Organization
  - National maritime sector
- HIV prevention programme

…Training & preparedness is the key…

Further information

www.hiv-development.org

UNDP South East Asia
HIV and Development Programme

FUTURE COOPERATION AMONG STAKEHOLDERS

By Ms. Geetha Karandawala, ESCAP Secretariat

Future Cooperation amongst Stakeholders

Ms. Geetha Karandawala
Chief, Transport Facilitation Section

1

Future Cooperation amongst Stakeholders

- **Importance of competent seafarer**
  - Compliance with STCW Requirements
  - Able seafarers
  - Shipowners: Defined by ability
  - Prospect of collaboration between countries & training institutes
  - Prospect of collaboration between countries/training institutes & shipowners

2

Supply of Seafarers

- While statistics indicate a short fall of seafarer officers worldwide – there appears to be a surplus of seafarer in the ESCAP Region
- ESCAP member countries also have the capacity (both facilities & willing youth)
- Difficulties
  - Employment opportunities
  - Training places on board ships
  - Need for continuous upgrade of facilities & teachers
- Possibilities

3

Raising awareness amongst shipowners

- National level
  - Take up with shipowning countries on a bi-lateral level
- International level
  - ESCAP to provide a link to shipowners

4

Networking amongst Maritime Industry

- **National Level**
  - you can now keep in touch and explore collaboration
  - send your particulars to the website
- **International Level**
  - ESCAP can finalize website
  - Circulate the particulars of participants
  - Update new information on website
  - Look into what can be further achieved in website

5

What are the issues on which you can collaborate

- 10 seats reserved in DASA, India
- Information on simulators
- Exchange of faculty
- Prospect to access training facilities where possible
- Countries to examine the prospect of Representation at standard setting bodies & negotiations
- Countries also raised the concerns about time consuming visa procedure & the adverse effects on the seafarers industry
- Countries also noted the need to pursue long term solution with WTO & ILO
- Need to invite representatives from shipowners in countries outside the ESCAP region & to hold the Forum regularly even on a self funded basis

6

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يمكن الحصول على منشورات الامم المتحدة من المكتبات ودور التوزيع في جميع انحاء العالم . استعلم عنها من المكتبة التي تتعامل معها أو اكتب الى : الامم المتحدة ،قسم البيع في نيويورك او في جنيف .

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