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Is Compliance enough?

The gap between training and education

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Seafarer Training

- ❑ Seafarers undergo a system of training in order to obtain Certificates of Competency
- ❑ Content of training is governed by the requirements set by IMO within
- ❑ Standards of Training, Certification and watch-keeping (STCW 95)
- ❑ Additional requirements identified through
- ❑ International Management Code for the Safe Operation of Ships and for Pollution Prevention (ISM Code)
 - Addresses both Seafarers and Companies role

Competency

‘Adequately qualified or *capable*’

(Oxford English Dictionary)

- ❑ There exists a large gap between theoretical knowledge (training) and ability to put theory into action (education)
 - The difference between knowing and doing
 - I know the theory of But can I do it?
- ❑ Competency needs to be enhanced by additional education

STCW 95

- ❑ STCW is not a curriculum, it outlines what the students should know
 - Generally addresses requirement of theoretical knowledge
- ❑ Implementation and interpretation of requirements and taught content is governed by the various marine administrations
 - Therefore no specific standard - varies across the globe according to perceived national needs

STCW 95 - Marine Environment

Focus on compliance with mandatory rules and regulations

❑ Officer of the Watch (OOW)

- Competency: Ability to monitor compliance with legislative requirements
- Knowledge: Basic working knowledge of relevant IMO conventions concerning SOLAS and protection of the marine environment

❑ Master/Chief Officer

- Knowledge: Certificates and documents to be carried
- Responsibilities under MARPOL
- Methods to aids to prevent pollution of the marine environment

ISM objectives and requirements

- The cornerstone of good safety management is commitment from the top.
- In matters of safety and pollution prevention it is the commitment, competence, attitudes and motivation of individuals at all levels that determines the end result.

- ❑ 2.1 The Company should establish a safety and environmental-protection policy
- ❑ 2.2 The Company should ensure that the policy is implemented and maintained at all levels of the organization, both ship-based and shore-based.
- ❑ 6.5 The Company should establish and maintain procedures for identifying any training which may be required in support of the safety management system and ensure that such training is provided for all personnel concerned.

Marine Environmental Protection

- ❑ LDC (1972), LC Protocol (1996)
- ❑ MARPOL 73/78 - Special Areas
- ❑ UNEP Regional Seas Programme (1974)
- ❑ IUCN MPA's (1986)
- ❑ IMO PSSA's (1990)
- ❑ UNCED Chapter 17 Agenda 21 (1992)
- ❑ UNCLOS (1994) Articles 19, 21 & 194
- ❑ SOLAS Chapter IX ISM Code (1998)
- ❑ OPRC/HNS (2000)
- ❑ AFS (2001)
- ❑ WSSD 2002
- ❑ BWM (2004)
- ❑ MEHRA's (2005)

Many seafarers have little or no knowledge of these

Issues

- ❑ Shore based training

- No time within training programmes to go beyond the knowledge required to enable basic competence

- ❑ Sea based training

- minimum manning limits transfer of knowledge and experience
- Paper work - trails and audits
- Variances in technology on board vessels

- ❑ Continual pressure

- Time, work hours and economic constraints

Seafarer Research Survey

- ❑ Seafarers and marine training establishments were invited to participate in a survey
- ❑ Responses received from 161 seafarers from
 - UK, USA, Australia, Canada, South Africa, Poland, Norway, Latvia, India, Kuwait
- ❑ Purpose was to establish knowledge and understanding of marine environmental protective mechanisms
- ❑ MARPOL Special Areas (SA), Particularly Sensitive Sea Areas (PSSA), Marine Protected Areas (MPA) and Marine Environmental High Risk Areas (MEHRA)

Findings

- ❑ Knowledge of MARPOL SA: 80%
 - 92 education/training, 36 nautical publications, 17 company information
- ❑ Knowledge of PSSA: 22%
 - 16 education/training, 5 nautical publications, 2 company information
- ❑ Knowledge of MPA: 11%
 - 7 education/training, 0 nautical publications, 0 company information
- ❑ Knowledge of MEHRA: 15%
 - 12 education/training, 1 nautical publications, 0 company information

Ranking of perceived importance

Conclusions

- ❑ Seafarers have a very limited knowledge of existing protective mechanisms, even those under the auspices of the IMO
- ❑ Clear indication that any knowledge is gained through training and education
- ❑ Companies obligation (as required through ISM) is clearly lacking
- ❑ However this is just a snapshot and as with any statistics interpretation should be treated with care

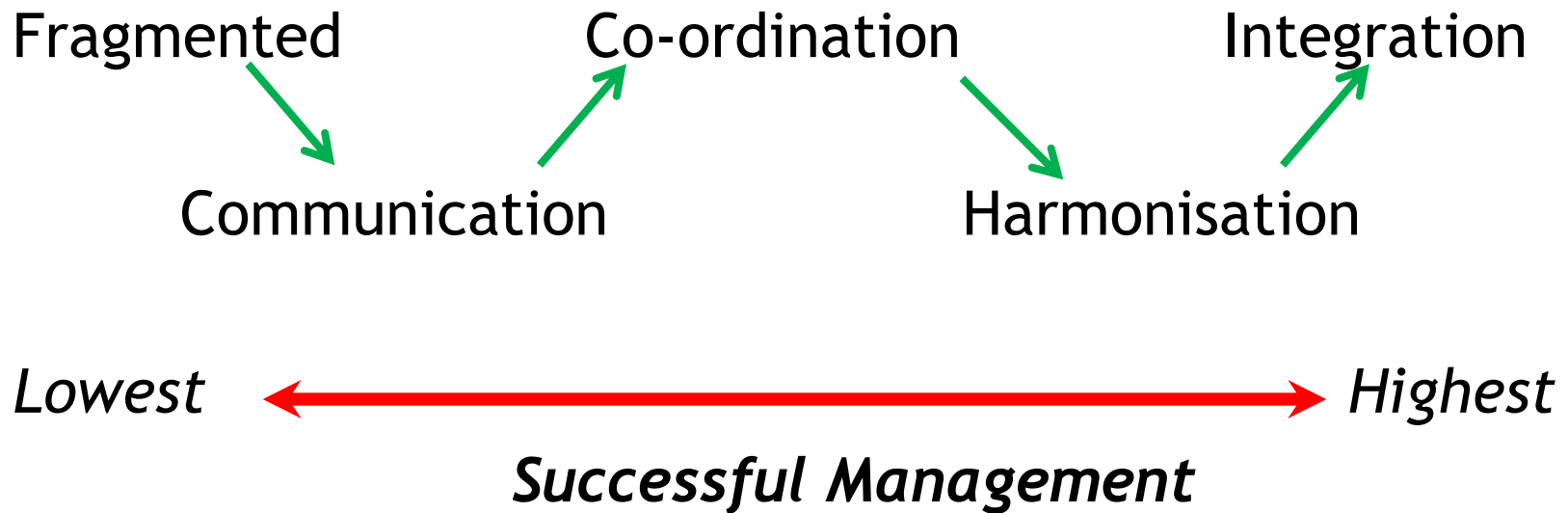
Solutions

- ❑ Holistic approach
 - Incorporating all elements at all levels
- ❑ Raising awareness
 - Adopting a sustainable response through training and education
- ❑ Corporate Social Responsibility
 - Providing the will and tools to enable action
- ❑ Global Social Responsibility
 - Fostering a sense of ownership

Holistic Approach

- ❑ All sectors of the maritime industry need to work together as a cohesive unit
- ❑ Currently there is a fragmented approach
 - IMO
 - Marine administrations and Port state Control
 - Training and Educational establishments
 - Ship operators and owners
- ❑ A need to move towards integration and common goals
- ❑ Actively engage through collaboration to protect the marine environment by 'doing' rather than 'knowing'

Lessons from approaches to Integrated Coastal Zone Management



Raising awareness- a sustainable approach



Corporate Social Responsibility

- ❑ Whereby companies integrate social and environmental concerns in their business operations
- ❑ There is evidence of a positive relationship between social responsibility and business opportunities
 - Market opportunities, Productivity, Human competence

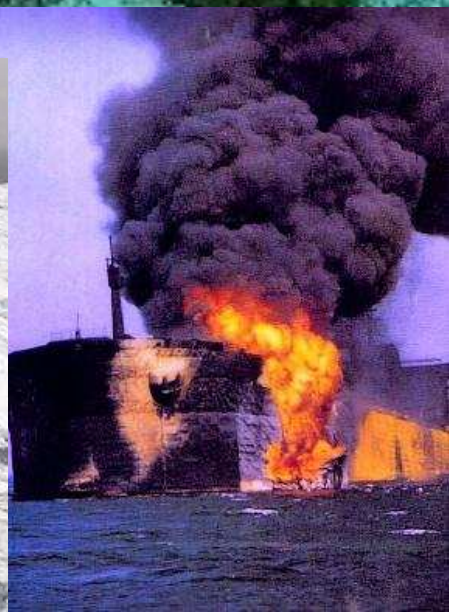
The Role of ship operators

- ❑ Should CSR responsibility stop with environmental and sustainability reports for ship owners and operators?
- ❑ Surely it should extend beyond the bricks and mortar of the shore side operations to the oceans and seas where the ships ply their trades
- ❑ Responsibility to ensure appropriate and adequate marine environmental education that goes beyond training requirements
 - Actively engage with objectives of ISM Code

Global Social Responsibility

Changing attitudes

- ❑ Companies need to take up the environmental challenge
- ❑ Education of seafarers and the shipping industry from top down and bottom up
- ❑ Ignorance is not an acceptable defence



Philanthropic

- ❑ Our world
- ❑ The common heritage of mankind
- ❑ Future generations
- ❑ The Dodo scenario



Pragmatic

- ❑ Large fines £££ \$\$\$ ¥ ¥ ¥
- ❑ Jail
- ❑ Loss of jobs
- ❑ Our future
- ❑ The future of shipping



Education - the enabler

