Education and Training Initiatives

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2006.5.25-26
The 1st Oxford-Kobe International Maritime Seminar
Development of Sustainable Maritime Activities
Quo Vadis ?
Anxiety

- stagnant demand of fresh seafarers from Maritime Universities
- shortage of experienced seafarers supporting Maritime Related Industries
Questions

- How to re-make new type of “maritime education scheme” required by the future maritime community

- How to re-design the framework of “human resources flow” through industry-university consensus and cooperation
Shipping world relay racing with baton passing

from developed shipping countries to developing shipping countries

Economic growth → Large difference in wage → Loss of international competitiveness

Shipping companies

To survive in the global competition

Shifting of their fleet to

Flag of convenience system

Increasing

Employment of foreign seafarers
Japanese maritime community

experienced big changes
since floating exchange rate system
was introduced in 1971

Japanese shipping companies
International cost-competitiveness
the policies of
Flag of Convenience and Mixed Clewing strategy

Reduction of the number of Japanese seafarers
Stagnant demand of fresh seafarers from maritime universities
Reduction
In the number of Japanese seafarers

Year

1975
1977
1979
1981
1983
1985
1987
1989
1991
1993
1995
1997
1999
2001
2003

Number of Japanese seafarers

0 10,000 20,000 30,000 40,000 50,000 60,000

¥360/$
¥300/$
¥200/$
¥150/$
¥100/$
¥110/$
Maritime education in Japan (in case of Kobe)

- In 1918  the Private Kawasaki Merchant Marine School
- In 1920  the Kobe Nautical College
- In 1952  the Kobe University of Mercantile Marine
- In 2003  the Kobe University, Faculty of Maritime Sciences

conflict on the philosophy of higher university level education and the mission of vocational education
Interrelationship between Seafarers’ education and Labour market

Before 1970: Honeymoon period

Negative links between industry and university

Shipping companies
Maritime universities

Trend of employment reduction
Towards more orthodox university
Curriculum structure
(Nautical Course)

General Subjects
- Liberal Arts
  A group of subjects aimed at acquiring general education
- Basic Specialized Subjects
  A group of subjects aimed at acquiring fundamental knowledge necessary for studying specialized subjects

Specialized Subjects
- Nautical Subjects (N)
  Based on the requirement in STCW’95, Subjects to enrich the skill and knowledge as ship’s officer on board
- Maritime Subjects (M)
  To foster the adaptability to pursue successful careers on shore, Subjects to provide relevant knowledge and skills for maritime-related businesses including that of a shipping business
Change of the quality of education

General subjects

Specializes subjects

percent

year

general subject/total

specialized subject/total
Change of the quality of education

M/N ratio

Maritime Subject (M)  ÷  Nautical Subject (N)  ➢  M/N ratio

Year:
- 1952
- 1961
- 1964
- 1970
- 1974
- 1978
- 1979
- 1984
- 1993
- 1999
- 2001
Both wings type curriculum

Liberal Arts

Specialized Basic Subjects

Specialized Subjects 2
On shore
Maritime
Management

Specialized Subjects 1
STCW’95
Operational level
Management level
And advanced
Navigational Techniques
Towards New Era of Maritime Community

**Negative links between industry and university**

- Trend of employment reduction
- Towards more orthodox university

**Cooperation between new maritime society and education**

- Maritime industry world
- University educational world

- **re-make the maritime education scheme**
- **re-design the human resources flow**

by setting aside the negative links between them
Future of maritime education

Society does not require merely career professionals to perform duties on ships at sea, rather, dynamic abilities to play an active role in shore-work supporting maritime related business will be required.

Future of maritime education should be premised on comprehensive and integrated education that produces technical experts in the maritime field, including education that prepares for a secondary career.
Two-step career pass theory

- in which the both wings type education is imagined
- students obtain ship operating skills at under graduate school
- and add on management capability at post graduate school
Typical human resources flow based on two-step carrier pass theory

- Undergraduate school
- Education for license
- Experience at sea
- Graduate school for maritime specialists
- Maritime industries
- Shipping companies
- Maritime universities
Proposal
The scheme of Japanese-type human resources flow

Maritime industry world

- OJT at sea program
- Non Sea experienced
- Sea experienced
- Graduate school for maritime specialists
- Shipping companies
- University
  - Undergraduate school
Conclusion

Proposal and suggestion

1) Establishing a “post graduate school for maritime specialists” in Kobe University to support two-step career pass and lifelong education

2) Preparing “OJT-at sea program” in maritime industry world to compensate sea experience
Thank you for your kind attention

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