

P r o c e e d i n g s
16th IAMU Annual General Assembly
Opatija, Croatia, 2015



Sveučilište u Rijeci
Pomorski fakultet Rijeka
University of Rijeka
Faculty of Maritime
Studies Rijeka



IAMU

International Association of Maritime Universities

PARTNERSHIPS AS A SIGNIFICANT CONTRIBUTION TO ENHANCING PRODUCTIVITY IN MARITIME TRANSPORT

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Abstract. In the article various forms of partnership of maritime high school are considered. The basic directions of interaction with business, in particular target contract preparation and maintenance of bases for sailing practice are allocated. It is specified that the desired outcomes are joint ones. They include student outcomes, desired outcomes for the business and education partners as well. So, good result can be achieved only on a collaborative basis. Problems of interaction are designated and ways of their solution are shown. It is proved, that the partnership of maritime high schools and business is not only a way of creation of effective, modern and innovative system of professional maritime education, but also acts as the important factor of development and a significant contribution to Enhancing Productivity in Maritime Transport.

Key words: maritime transport, partnership, collaboration between schools and businesses, maritime university, learning opportunities and skill development, recruiting, training.

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1 INTRODUCTION

The educational space represents conditions for performance of educational interactivity. Its actions are directed to change of the objects located in this space. Therefore at its creation issues of definition of necessary structure of objects in the space, their qualitative characteristics and quantitative representation are solved and also issues of objects existence and character of their deterioration are considered. Construction of educational space of the institution is carried out on the basis of understanding of its essence, but directed to creation of practical conditions for performance of educational actions. Such phenomenon as partnership acts as one of the most important condition of functioning and development of the educational space [3-5].

Researchers allocate different forms of partnership of higher schools [1, 3-7]. They include: the scientific-ly-strategic partnership carrying out coordination of interaction with representatives of scientific academic community; the educational partnership, which purpose is the coordination of interaction with educational institutions at all levels; the information-strategic partnership coordinating information space; the state-private partnership carrying out coordination of interaction with representatives of sector of economy or with bodies of the government; the partnership among the business and the higher schools, providing interaction directed to maintenance of skilled training of specialists for the certain branch; the partnership at the international level, assuming organizational planning and support of projects directed to improvement of professional skill and professional retraining of scientific and pedagogical workers of different institutions.

The recommended size of the paper does not allow consider all kinds of mentioned partnerships, therefore we shall stop, in our opinion, on those which have the direct relation to the theme of the conference – the partnership between enterprises and higher school, defining both organization of professional training in the higher school, and guarantee success of activity in sea branch and also on the international partnership which necessity is dictated by the nature of activity of sea branch, in many respects depending on integration and globalization of modern economy.

2 PARTNERSHIP BETWEEN THE ENTERPRISE AND THE HIGHER SCHOOL

In the system of modern economic relations, characterizing by high independence of managing subjects in it, direct contacts of each certain enterprise with an educational institute, capable to provide business with experts is becoming objective necessity.

Different forms of co-operation with employers are distinguished: the target order for preparation of experts of the certain structure, seminars, conferences, meetings with employers, direct involvement of customers in a higher school structure, for example in methodical or trustee Councils, participation of employers' representatives in drafting of curriculums, their involvement in a management of diploma papers, etc.

Fast development of innovative processes in the branch of merchant shipping leads to necessity of constant knowledge updating at sea experts and continuous improvement of their preparation quality. Maritime education becomes one of leading factors in development of the maritime branch. Quality of preparation of graduates of maritime higher schools depends on many conditions including quality of: the educational program; the scientific potentials of personnel involved in the educational process; trainees; means of educational process (material, experimental base; methodical maintenance etc.) and educational technologies.

Mutual relations between the maritime enterprises and Maritime higher schools when both parties are extremely concerned in formation of closer communications, enable higher schools to react definitely to the development of the branch, making duly changes in the process of training. The enterprises in turn can influence in a greater degree on process of training, for example, by direct participation in it.

Variety of the enterprises carrying out activity in the branch of Maritime transport (shipping, crewing, forwarding, agency, etc.) and set of the various requirements to preparation of sea experts, do not allow a higher educational institution independently, in full consider and reflect all these requirements in programs of training. But it is absolutely clear, that ignoring by higher schools requirements of employers can lead to restriction of a demand on gradutors of educational institutions. Hence, constant development of co-operation between enterprises and higher schools acts as the objective precondition of successful activity both higher schools, and Maritime companies and certainly, the maritime branch as a whole.

Interaction of maritime higher schools and the enterprises of the maritime branch is understood as a set of their interconnected and separate activity as a whole. Character of modern interaction of sphere of the education and business is defined, first of all, by the fact that it occurs in conditions of a formed labour market.

In this connection it is possible to allocate the basic directions of activity:

- attraction of employers of the various sea companies to development of offers directed to perfection of procedures of educational activity licensing

and the state accreditation of the Maritime higher schools carrying out training of sea specialists;

- perfection of volume planning of the sea staff preparation for maritime business;
- development and introduction of the program of career support of students and graduates in the sea companies;
- perfection of system of the industrial practice arrangements including training on ships and in the coastal companies (forwarding, crewing, agency, etc.) both national, and foreign.

Maritime institutions performing sea experts' training in interaction with maritime companies carry out the following functions:

- monitoring demand of sea experts of any rank on a labour market;
- defining conditions of young experts working activity and their support at a stage of becoming;
- partial or the full indemnification of expenses for preparation/training of young experts;
- an establishment of requirements to quality of sea experts preparation in view of calls of sea branch and international conventions.

Also the following fact is important. The interaction of higher schools and the enterprises occurs in the social and economic environment which is under influence of the external and internal factors including the following:

- professional Maritime education is realized basically on the basis of educational institutions at insignificant participation of employers and trade unions;
- preference is given to standards of a profession, without taking into account the poly-profile nature of sea experts activity;
- leading role belongs to general educational (instead of applied one) component.

Forms and mechanisms of partnership of Maritime higher schools and enterprises working in the field of maritime transport in preparation of experts of fleet cover sphere of relations between subjects which is defined by interests of the participating parties. Therefore it is prudent to speak about ways of coordination of interests of subjects in the partnership.

The partnership of Maritime higher schools and the enterprises of the maritime transport, adequate to new conditions of managing and requirements of the market and sea branch, is based on long-term contracts of educational institutions and the enterprises on preparation and retraining of the sea specialists.

Organizational and contractual forms of partnership "higher school – the enterprise" are the most wide-

spread. Example of such form is the conclusion of bilateral contracts on preparation of experts, students' support at enterprise while an industrial practice, a choice of a theme of final qualifying work, etc. The basic directions of interaction with business, in particular target contract preparation and maintenance of bases for sailing practice are allocated.

Target contract preparation of experts can have different forms: regional, branch programs of a professional training, etc., realized on the basis of the employers' requirements which are integrated in industrial-educational programs.

Such kind of partnership puts the enterprise-customer in a position of the responsibility for planning of preparation and retraining of personnel and participation in its organization, that in turn, strengthens links of an educational institution with a labour market, improves realization of employment of graduates of Maritime higher schools. The educational institution fulfils obligations on the basis of needs of a labour market, conducts work on selection of the sea companies for realization of a target contract preparation of sea experts, and if necessary carries out their additional target training.

The usual practice is, that by a target preparation, the employer undertakes to provide the student with extra charge to his scholarship, arranges his industrial practice and training, concludes the contract with an educational institution about compensation to an educational institution the expenses for a student training on additional target program. Moreover company is to employ this student after the termination of a higher school. The student undertakes to arrive to the organization of the employer for performance of his official duties within the stipulated period. Otherwise the student is to compensate to the employer all expenses occurred.

Another form of a partnership with higher schools is an improvement of professional skill of the personnel. In Admiral Ushakov Maritime State University (AUMSU) the Institute of Professional Development which is the largest training establishment of Russia on training of ship experts is created. The Institute carries out special professional training of sea specialists according to international and national requirements, first of all, STCW 78/95 Convention with 2010 amendments [2]. Alongside with teachers and instructors, working at university, the majority of which have scientific degrees and marine experience on vessels, representatives of sea companies also teach.

Practical training is arranged only with application of the realistic ship equipment (life boats, rafts, rescue boats, helicopter, fire-prevention equipment etc.). The simulator equipment and software imitate all main situations occurred on board and provide interaction of

all participants and objects involved in the process. The Control system of quality corresponds to standard ISO_9001:2000 and DNV classification society (Norway). All offered kinds of training and certification are under the control and Sea administration of Russia, and IMO.

The effective form of the partnership between business and Maritime education is the educational and industrial group, capable to realize innovative projects and programs directed to improvement of educational services quality, promoting optimum balance of experts' competences formed during training, and sea branch requirements to graduates and operating experts.

Important thing is that at university there is a close link with the enterprises of sea branch that allows promote graduates' employment. All parties concerned understand that it is unprofitable to disregard process of graduates' employment. Work of a higher school connected with the decision of issues of graduates' employment promotes formation and support of favorable image of educational institution and its efficiency.

Moreover, the educational centers and the laboratories working in close cooperation with business and science allow extend activity of all parties bringing the powerful contribution to increase of efficiency of the branch of Maritime transport.

We have tried to generalize kinds of partnership between higher school and the enterprise and to develop its mechanisms. They are the following:

- organizational and structural mechanism, including advisory councils consisting of representatives of different sea companies, working in the field of Maritime Transport;
- boards of guardians meeting requirements of certain regions and certain employers;
- tripartite contracts, assuming rights and duties of an employer, an educational establishment and a student and allowing the graduate to adapt more quickly in industrial conditions new to him;
- organizational and technological mechanism, providing performance of an industrial practice of students both for sailing and coastal specialities;
- psychological and pedagogical mechanism, providing adaptation, professional socialization, formation of professional culture of the sea expert in view of an opportunity to work in mixed crews and multinational companies;
- social and pedagogical mechanism, based on mutual interest of both educational establishments, and social partners and providing performance of social needs;
- target mechanism, including model of a graduate in view of required competences; purposes caused by internal and external opportunities of an educa-

tional institution and target training of experts for Maritime Transport.

In this context it is expedient to mention not a certain profession, but field of professional activity, meaning a set of diverse functions carried out by specialists from adjacent areas and the kinds, defining not only their functional readiness, but also a social maturity and ease of adaptation, determined by professional structure and character of work in the branch of Maritime transport.

One more kind of the partnership is the creation of employment support in maritime higher schools. For expansion of opportunities of graduates' employment in structure of methodical management of AUMSU such department is organized. Main functions of the department are:

- formation and regular updating of vacancies databank in the national and foreign companies;
- questioning and professional oriented consultation of students and graduates;
- regular presentations of company-employers;
- assistance to sea companies in search of young well skilled experts;
- help to students in search of work, etc.

For maritime institutes distribution of educational space on the enterprises, working in the branch of maritime transport and providing places for an industrial practice is typical. It influences on a certain order for experts prepared by educational institutions. Arrangement of such work provides advanced understanding of risk management and its application to maritime practice in the context of existing and new national and international rules and regulations.

3 THE INTERNATIONAL PARTNERSHIP

The following kind of partnership which we would like to consider is the international partnership.

In educational space of any modern higher school alongside with others the international component exists. The international communications in this space are necessary for maintenance of future experts' training and preparation to contacts with foreign partners, to coordination of adjacent industrial actions with foreign companies, for mastering the valuable orientations which have been developed in the world, for preparation for inclusion in the international programs, projects and researches. In general it leads to the international coordination of some components of educational programs and spaces.

Maritime Universities continue to endeavor to improve methods of teaching, to develop technologies directed to training of highly skilled professionals,

capable to work in the field of Maritime Transport. In this connection it is necessary to provide high skilled personnel to be involved in maritime education, especially in the academic field. In this way, AUMSU has been developing a number of projects dedicated to initial and continuous training of its staff, both beginners, i.e. young lecturers in the maritime educational system and experienced lecturers and instructors. An international successful maritime training requires improved pedagogical methods and new ways of cooperation, which allow bring together like-minded maritime educators and share ideas and best practices.

Main purpose of the Projects, developed for international cooperation is to assist Maritime Education and Training institutions as well as their teaching staff in arrangement and introducing new training courses or in enhancing, updating or supplementing existing training material in order to improve quality of Maritime Education and Training system as a factor which strongly impacts worldwide the competitiveness of the shipping sector. Extending of maritime universities' activity through educational projects based on partnership is of great value.

While designing the international educational projects it is necessary to remember that projects aimed to educational international cooperation render escalating influence on change of the content of education that promotes realization of idea of the open education [3].

Substantial increase of competitiveness of a future expert can be reached by means of "personal" diversity of obtained education by introduction in educational activity of higher school of the international dual programs of the preparation promoting significant expansion of a set of individual educational trajectories.

Dual educational programs in the system of higher professional training, including maritime, can be considered as productive means of modernization of higher education and simultaneously as innovative model of the organization of educational activity in a higher school. A dual educational program is a way of modernization of educational activity of a higher school, providing synergetic effect of improvement of preparation quality due to integration, merges and interactions of various components of dual educational programs.

It is specified that the desired outcomes are joint ones. They include students' outcomes, desired outcomes for the business and education partners as well. So, good result can be achieved only on a collaborative basis.

It is obvious, that at realization of the international partnership there is a lot of complexities among which, first of all there are different educational standards of preparation, different legislation, different terms and, certainly issues of financing. So, for example, legal main-

tenance of programs demands perfection of legal base both in the field of education, and the migratory legislation, and the decision of issues of foreign citizens staying in territory of certain country, etc. It is clear, that the higher school cannot independently solve such problems, but bilateral contracts between higher school-partners within the frames of educational projects to some extent allow overcome this difficulty. This moment also concerns re-trainings, improvements of professional skill, and also carrying out of scientific researches, the congresses, conferences, symposiums and other similar activity. Also the issue of different terms of training is solved. Practice of issue of Diploma Supplement of the European standard is optimized. Educational institutions have such right.

The most complicated issue for distribution of joint or double diplomas is the necessity of expansion of base of their financing. Such programs are more expensive in comparison with usual, that is caused, first of all, by necessity of financing of the international mobility and mechanisms of management of mentioned programs. Today the most widespread practice is the indemnification of charges to participants of a program or even to students. Higher schools in this case provide students with preferential system of payment.

Example of work in this direction the educational project offered by AUMSU professors recently, namely, creation of a databank of joint educational programs can be [7].

Each Country Member can take advantage of the offered joint programs at its own discretion and even to adapt them under the conditions, introducing joint programs both basically, and in elective or optional component of the curricular. Such databank of programs could be popular even because all Maritime *higher* schools anyhow work under the programs approved by the International Maritime Organization, in many respects they coincide under the basic characteristics and in any case, they will be in demand. Joint educational programs also can be offered to students as optional and those who counts on obtaining double diplomas can also choose additional programs which are necessary for him/her and to carry out them proceeding from his (trainee's) opportunities.

Creation of joint educational programs databank will allow not only to systematize the collected experience in the international Maritime education, and also to understand, in what degrees different programs or models can be applied, and to reveal examples of the most successful programs [7].

It is proved, that the partnership of maritime higher schools and business is not only a way of creation of effective, modern and innovative system of professional maritime education, but also it is the important factor of Maritime Transport development.

Internationalization of education entails structural innovative changes on governmental, ministerial, and at a level of management of higher school. For higher school internationalization of education means qualitative change of strategy and statement of the innovative system educational purposes on three mainstreams: internationalization of a student's contingent; the organization of presence of an educational institution in other countries through joint projects; internationalization of innovative pedagogical experience.

4 CONCLUSION

Adjusting influence on system of continuous advancing personnel maintenance of the branch of maritime branch can be effected by concerned federal ministries and departments, the supreme bodies of authority of subjects of federation and municipalities and, certainly, by employers.

Close contacts of the educational system and the enterprises of branch of Maritime transport stimulate professional growth of teaching structure of educational institutions; guarantee to graduates of institutions employment on the selected speciality with clear prospect of career growth, promote formation and perfection of their professional competence; provide to maritime higher schools the guaranteed paid order for preparation of experts, an opportunity of development of base of practice, increase of a level and diversity of provided education, a level of material support of teaching structure and stimulation of its professional growth. As to the enterprises they get an excellent opportunity on the basis of maritime institutions, academies and universities in advance to prepare the competent staff who can real-

ize tasks of further development and perfection put before the maritime branch. So, partnerships between educational institutions and business in all kinds can be considered as the significant contribution to Enhancing Productivity in Maritime Transport.

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