

INTERNATIONAL COOPERATION OF SHIPPING COMPANIES AND AMSMA FOR THE TRAINING OF SEAFARERS

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1 Brief overview of the maritime labor-market in St. Petersburg and the north-west region of Russia

Nowadays situation at the labor market in St. Petersburg and North-West region of Russia is characterized by the following basic features:

- Extremely great demand for the qualified maritime labor force. Primarily comes the demand for the navigators beginning with the 2 mates and higher, and frequently this demand is higher than the proposal.
- Structural demand (rush for)–LNG and tanker specialists, officers experienced in operation under ice-conditions of the Far North (Slide N1).
- The navigators are in the highest professional demand, as long as marine engineers, electro-engineers, radio-engineers and other professionals are in less demand (Slide N1).

2 The policy of AMSMA in the sphere of international cooperation concerning the training of maritime specialists

AMSMA is structuring its policy on the assumption of the following:

- 130 year experience and traditions of our educational institution in the training of highly efficient professionals of the marine fleet.
- High market demand for the graduates of AMSMA at the international market, availability for the direct cooperation with the Academy from the side of large-scale shipping companies of Russia and Europe.
- The necessity for the first of all assurance of the domestic Russian market with qualified

maritime professionals.

- The usage of all the opportunities and potential of loyal foreign companies at the organizing of cadets training.

Regional-country scheme of AMSMA cooperation with shipping companies for the training of specialists is exposed at slide 3.

About **60%-65%** of all the yang professionals, trained and targeted for work after the graduation is for Russian shipping companies.

- about **10%-15%** is for Northern countries–Norway, Sweden;
- about **7%** is for Baltic (Latvia, Estonia, Lithuania);
- about **5%** is for such countries of Commonwealth of Independent States as Byelorussia, the Ukraine;
- about **5%** is for Germany;
- **5%** is for other countries.

3 Cooperation in the sphere of basic education–training of cadets

The Academy seeks to succeed the following basic principals at the cooperation with foreign countries.

The principle of work is a through-going “from entrance to the graduation” way of cooperation with a company on training of a cadet/ a group of cadets. In this situation the acquaintance of a cadet and his future employer happens at the early stages of training. All the ship-board practices are had by a cadet on board the ships of the Company. Thereby to the time of employment both the graduate and the company are well aware of each other abilities and requirements, the ship-owner can preliminary plan the availability of vacancies for cadets and officers.

The Principal of direct cooperation with a company avoiding any go-between organizations (such as crewing agencies, for instance), which enables for maximally precise consideration of the companies’ requirements to the qualification and time-terms of specialists training, as well as maximally efficient usage of financial investments of the companies directly to the process of training and education.

The principles of the target training, the training maximally targeted to the requirements of the company, considering its specific features. The fulfillment of this principal enables to include additional blocks of lections/courses for separate groups of cadets (depending on the type of the ship on board of which the ship-owner is planning to employ them), to do the selection and testing of the cadets basing upon the ideology and requirements of the company.

The principal of flexibility of the training process–the opportunity of flexible time terms of ship-board practice by groups of cadets for optimal usage of the companies’ abilities for the provision of vacancies on board the ships.

The principal of preliminary planning of the company demand for the graduates 3-5 years ahead

through the query of the company's top people. Nowadays, in the connection with the step-by-step changeover from the education financed out of the state budget to the financing of the education by the companies, there is a changeover to the long-term planning for 5-7 years (for the planning of the entrants' acceptance at the entry to the Academy).

4 The forms of cooperation the Academy-companies

The mutual cooperation of companies and the Academy is embodied in a set of various forms.

The subjects of cooperation are, in different cases, separate companies, their manpower representative offices (joining, for instance, two independent shipping companies), as well as Associations of Shipping Companies, joining more than forty companies. Sometimes the relations outgrow the Academy-the Company level, practically getting to the intergovernmental level. It happened so in NSA Class Project, when the Ministries of Foreign Affairs, the Department of Commerce of Norway, the Ministry of Transport, the Ministry of Communication of Russian Federation took part in the discussing and signing of it. It was so at the development of the project with STENA Company, when in compliance with the national Swedish requirements the necessary to carry out the accreditation occurred and this accreditation of maritime education provided by the Academy was carried out by the Maritime Administration of Sweden. Later at this bases there was made a wide-ranging acceptance of Russian Maritime Graduation Diplomas by Sweden, providing the administrative bases for the cooperation between AMSA and STENA in the sphere of human resources.

The extent of involvement of the companies to the educational process can be quite various—from simple introduction of the standard syllabuses of the Academy and the graduation control/testing of graduates up to scrupulous mutual work at all the stages of education (so, for instance, the project of Norwegian Shipowners' Association executes 5 different forms of testing and interviewing just at the entrance of cadets to the project, more than 10 additional courses are included to the program of the cadets' training within this project).

The companies are actively involved into the events for the attraction of entrants and cadets as their potential employees. Annually the Academy holds over 10 target presentations for the cadets (including those who just entered the Academy). During those presentations the companies provide detailed information about the fleet, strategy at the shipping market, about human resources and social policy, about professional requirements to the officers and about the terms of work in the company. The cadets even from the first year of studying start getting the opinion about the high requirements which must be complied with for the getting of attractive employment after the graduation. Lots of the cadets start consciously paying more attention to the studying of Maritime English, issues of shipping commercial management, subjects covering international and inter-ethnic issues.

Frequently the relations the Academy- the Company are not interrupted after the employment of the graduate, as the Academy arranges for the Company the post-graduate servicing: paper work for the embarkation of a young professional, contact with the graduate within minimum 3 years after the graduation.

5 The forms of support of the educational process in AMSMA by partner companies

At the expense of the companies the purchasing of the expensive maritime equipment used for the educational process is done.

A number of companies supports the publishing of educational literature, carrying out of scientific researches for the agreed area of issues, participation of the Academy specialists in scientific and professional educational conferences.

Some companies provide financial assistance to the Academy for the operation of the sailing training ship “MIR”, owned by the Academy.

Some companies provide the vacancies for the ship-board practice of the Academy teachers on board their vessels, employing them to the positions of trainees, understudies, and established posts. This opportunity is, from one point of view, an important element of the Academy teachers upgrading, making them acquainted with the most update maritime technical means, and from the other point of view it is some additional financial stimulus for the teachers under the conditions of limited financial abilities of the Academy being a budget educational institution.

A number of companies provide regular support payments to those cadets, who are targeted to be employed by the companies after the graduation of the Academy (the companies of Norwegian project, Evergreen company). Definite financial means are spent for the development of social infrastructure of the Academy—gyms and recreation rooms).

Some companies are investing to the financing of important, for them, narrow directions of cadets’ training and retraining of officers of their fleet (for instance, a welding class for NSA, courses of specialists training for the operation under the ice conditions).

An interesting project is presently being worked out by Kazmortransflot (Kazakhstan). At the financial support of the Academy by this company, it proposes to build up the system of local education in Kazakhstan with the usage of the Academy experience.

6 Main problems of cooperation between foreign shipping companies and the Academy

There is a sharp problem of correctly balanced internal Russian and external foreign interests in the training and employment of ship specialists. Among Russian companies there is a point of view formulated that the interior demand of the domestic market is not satisfied. It results in definite, not always positive reaction of the Ministry of Transport and the Ministry of Education at the signing of large-scale agreements with foreign companies. Our goal here is to correctly count the demand of the markets several years ahead, to competently balance the satisfaction of the domestic and foreign demand, to distinctly financially substantiate international agreements for the avoiding of the spending of Russian budget means for foreign interests.

It is an absolutely impartial necessity to solve the issue of the company interest defending at the spending by the companies of the means for the training of officers. The companies want to be sure that the training of a young specialist financially covered by them will be compensated by the guaranteed work of the young specialist for that company for several years—when there is no worked out legal basis for this issue it is difficult to provide the guaranties of this kind.

A lot of work for the cooperation with shipping companies is being done through the go-between—crewing companies, which represent a shipowner at the territory of Russia. It frequently makes the relations more complicated or next to impossible, as not all the crewing companies are loyal to the Academy. A number of them are focused at the instant financial interests, not inclined to “waste” the time, efforts and finances for assiduous growing of “their own” human resources. But the position of Russian crewing representative is greatly influencing the opinion of a principal-shipowner.

A number of education-pedagogical problems can also be mentioned, the problems which frequently come to the agenda at the cooperation with foreign companies. Lots of them are expressing their wish for the improving of English language training of cadets. As I have already mentioned at the beginning, we shall more actively develop the programs for LNG specialists training, to meet the increasing demand.