



Development Paper

A Case for a New Set of Regulations for Protecting the Environment at Sea

- The MARine Environmental Awareness (MAREA) Initiative

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Summary

As part of a recent EU funded project known as MariePRO, the project partners have been reviewing the current provision for protecting the environment at sea, other than the current arrangements and requirements under the IMO's MARPOL. The following is a short paper which identifies some important areas for future consideration by national, European and even IMO consideration.

Introduction

Sea pollution is a the worldwide problem. The United Nations and especially their IMO (International Maritime Organization) agency are aware of it and many actions have been taken to address this problem. However in the Europe 2020 strategy sea pollution is only indirectly linked to the climate change target. The most important international action to control sea pollution taken so far has been the establishment of the International Convention for the Prevention of Pollution from Ships (MARPOL) which focuses on reduction of technical and incidental pollution, however the human element and its impact on pollution was left behind.

Examples of Human behaviour

For example, who trains the sailor in the middle of the ocean to not throw their used batteries into the sea after replacing them in his CD player? And do weekend yachtsman know what to do with the frying oil left after having fried potatoes on board for lunch? In fact most of such oil ends up in the sea. To consider the human element in sea pollution, the IMO member states have decided to add marine environmental awareness subjects into the obligatory curriculum for maritime professionals (ship's deck officers and engineers). This decision was included in the International Convention of Standards for Training, Certification and Watchkeeping for seafarers (STCW) as an amendment. The decision was in line with the Bruges Communiqué and IMO member states have started to integrate marine environmental awareness subjects into I-VET curriculums as they have found marine environmental awareness is the key competence to prevent sea pollution.

According to the STCW, curriculums of all education programmes run by Maritime Vocational Education and Training (MVET) institutions starting from the 1st of July 2013 should include "marine environmental awareness" training. The first education programmes which have to include "marine awareness training" finish in 2017, i.e. 4 years later, so many MVET institutions still don't have access to sufficient "marine environmental awareness" teaching, learning and assessment resources. Only having all these resources available for teachers and learners on time would ensure they are in line with the Bruges Communiqué.

However there is a wide spectrum of other workers at sea who's education will never be subject to STCW, e.g. from transnational oil companies workers to fishermen. And there are lots of weekend

yachtsmen whose education have been not and will not be subject to STCW as well. As they are all sailing and/or working at sea it is argues that they should be as aware of the standard precautions to keep sea clean as their maritime professionals counterparts are.

Proposal

What needs to be taken into consideration with "marine environmental awareness" are the teaching, learning and assessment resources which need to be developed to support MVET institutions. All mentioned resources are required to train maritime professionals who are sailing and/or working at sea, as they are known to heavily pollute the sea. An adapted version of mentioned resources should support enterprises in the maritime sector who operate at sea and governmental and non-governmental organisations which deal with sea pollution and marine environmental protection. The IMO has published a recommended "marine environmental awareness" curriculum called "1.38 Model Course - Marine Environmental Awareness" which helps MVET institutions comply with some aspects of STCW. The IMO 1.38 model course is not mandatory and is in fact only a syllabus with some explanations. It is the course authors/teachers who have to create the teaching and assessment materials. This proposed project aims to identify and develop the materials teachers and learners need using on real cases from the sector, i.e. teaching materials and an on-line course for some of the deficiencies identified in this paper. Materials addressing each source of sea pollution should be supported with real cases to give the learners examples of good and bad practice (what to do and what not to do). In addition a pre-course and a post-course quiz will be needed to enable learners to compare their level of marine environmental awareness knowledge before and after taking a classroom or on-line course.

Conclusion

This paper promotes the idea of reviewing some of the IMO 1.38 Model Course programmes delivered as well as recent developments and new environmental requirements agreed at IMO and the EU and build this into a new revised Model Course and training materials for IMO and EU consideration