

Evaluation Report 2.83

**Manpower Training
The Professional
Shipping Course**

**Volume I
— Main Report**

The views and interpretations expressed in this report are those of the authors and should not be attributed to the Ministry of Development Cooperation.

R E P O R T

of the evaluation of

THE PROFESSIONAL SHIPPING COURSE IN OSLO

Prepared by an evaluation team
appointed by NORAD and coordinated by
ORGUT AS

Oslo, November 1983

I.

Preface

The Professional Shipping Course (PSC) is part of the Norwegian Government's Technical Assistance Programme financed by the Norwegian Agency for International Development (NORAD) and administered through its Fellowship Division. Since its start in 1972/73 a total of 11 courses have been held.

NORAD had engaged the Norwegian consulting firm ORGUT AS to undertake the evaluation by a team consisting of Ms. Aslaug Hettle, Mr. Ragnar Johansen, Mr. Harald Østby and Mr. Anders H. Wirak, the latter as project coordinator.

The evaluation has been carried out using several research methods which complement each other. In addition to the work done by the evaluation team in Norway, special case studies have been carried out by national teams of Sri Lanka and Tanzania which are presented in the appendix.

The evaluation team takes this opportunity to express its gratitude to NORAD and NSA staff members, lecturers at the PSC, former participants of the course and their employers who responded to enquiries and especially to the 1982/83 course participants for their assistance in carrying out the evaluation study. Also the team express its thanks to Zerai Araya of ORGUT Consulting, Stockholm, for valuable editorial work with the report, and Tor Skaarud, ORGUT AS, for his contributions during both research work and report writing.

The views and interpretations presented in the report are those of ORGUT AS in general and of the evaluation team in particular. Thus NORAD should not be held responsible for the content of the report.

Oslo, November 1983

TABLE OF CONTENTS

Preface	I
Table of Contents	II
Terms of Reference	IV
0. SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS	1
0.1 Selection of participating countries	1
0.2 Information sources, adequacy of information and timeliness	2
0.3 Selection criteria	3
0.4 Classroom activities	4
0.5 Outside classroom activities	6
0.6 Evaluation of the PSC by course participants	6
1. INTRODUCTION	8
1.1 Background	8
1.2 The establishment of the Professional Shipping Course and its activities	10
1.3 Previous evaluations and criticisms	13
1.4 The need for a comprehensive and independant evaluation	16
2. THE PROFESSIONAL SHIPPING COURSE WITHIN THE FRAMEWORK OF THE HIERARCHY OF GOALS OF NORWEGIAN DEVELOPMENT COOPERATION	17
2.1 Background	17
2.2 Sector goals	18
2.3 The objectives of the PSC	19

3.	METHODOLOGY OF EVALUATION	22
3.1	General	22
3.2	Choice of evaluation methods	22
4.	THE EVALUATION OF THE MAIN ASPECTS OF THE PSC	28
4.1	Background	28
4.2	Pre-nomination information and selection of course participants	31
4.3	Assessment of selection criteria	34
4.4	Quality and quantity of pre-nomination and post-selection informations	39
4.5	Evaluation of the course and related aspects	44
a)	Relevance, content and presentation	48
b)	Outside classroom activities	55
c)	Teaching and training methods: an assessment	57
I.	Observation of the lecturers	59
II.	Teaching aid	61
III.	Classroom discussions	61
IV.	Group work	62
V.	Examinations	65
VI.	The diploma thesis	66
VII.	The study material	67
d)	The evaluation of the PSC by the 1982/83 course participants	72
e)	Contact with Norwegian shipping companies and other institutions	77
f)	Staying in Norway	78
g)	Training premises	79
4.6	The benefits of the Professional Shipping Course	81
4.7	NORAD's inputs to the PSC	86

Appendices See Volume II

TERMS OF REFERENCE FOR THE EVALUATION OF THE PROFESSIONAL SHIPPING COURSE AT THE NORWEGIAN SHIPPING ACADEMY.

I. Background

Since 1972/73, NORAD has been financing the Professional Shipping Course at the Norwegian Shipping Academy. The Course is open to applicants from all developing countries, and, so far, 268 persons from 48 countries have completed the Course. The participants are recruited from shipping companies and government shipping administrations, and they are trained in a variety of the most important aspects of shipping administration. The length of each Course is 7 months, and the age of the students is supposed to be between 25 and 35 years. At the moment, the total costs of each Course are approximately N.kr. 2 million.

The intention of this evaluation is to assess the Course and its effects on improving the professional standard of third world shipping administrators. It is also assumed that the evaluation will be of interest in the permanent discussion about training policies in NORAD's development assistance.

II. Mode of work.

An evaluation of a training project like the present one will have to be based on a combination of approaches, including interviews with present and former students, observation and other kind of assessment of the training activities, and collection of information in other forms.

NORAD will enter into a contract with the consultancy firm ORGUT AS, (the "Consultant") through which the firm is given the operational responsibility for the evaluation. ORGUT AS will make the following persons available for the evaluation:

- Ragnar Johansen
- Harald Østby
- Aslaug Hettle
- Anders Wirak

Concerning point 4.3 of the tasks described below, an arrangement will be made with local researchers in the respective countries for the operational work, on the basis of specific terms of reference agreed upon between NORAD and the Consultant.

NORAD will be separately responsible for the practical arrangement relating to the two country studies mentioned in point 4.3.

The Consultant is responsible for maintaining a close liaison with NORAD's Division of Evaluation and Research, which is coordinating the evaluation within NORAD. All questions of principle regarding the evaluation shall be discussed with NORAD.

III. Tasks of the evaluation.

The evaluation is to be related to the objectives of the Professional Shipping Course, as they may be summarized from preparatory documents etc. The evaluation shall focus on the following tasks:

1. Background informations.

Collect relevant information about the Course from NORAD and the Shipping Academy, based i.a. on interviews of relevant personnel.

2. Surveys among students.

2.1. Carry out a structured interview with the students at an early phase of the 1982/83 Course, in order to collect information about their background, academic and practical experiences, expectations and needs concerning the Course, homogeneity/heterogeneity in these respects, social situation and other factors influencing their adaptability.

2.2. Repeat the survey towards the end of the Course in order to register changes in their assessment of the Course.

2.3. Through an examination of application forms for former Courses, assess the criteria for selection of students.

3. Assessment of educational quality.

Through observation and analysis of lectures, study materials and the organization of the Course in general, assess the educational quality of the Course in relation to the background and needs of the students.

4. Impact of the Course.

4.1. By inviting former students to answer a questionnaire (mail questionnaire), collect informations about their present job situation, get their ex post facto assessment of the usefulness of the Course, and evaluate the effect of the Course for professional strengtning of shipping administration and shipping companies in their home countries.

4.2. Through a mail questionnaire to present and former employers of former students, obtain their assessment of the above-mentioned effect.

4.3 Through follow-up on-the-spot interviews with former students and their employers (present and former) in Tanzania and Sri Lanka, make a more profound analysis of these particular countries.

IV. Reporting

The Consultant has the responsibility to elaborate a final report to be submitted to NORAD before 1 October 1983.

Nils Vogt

Ass. Director General, NORAD

0. SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

In this section a summary of conclusions and recommendations of the several aspects of the evaluation including inter alia; selection of participating countries, selection criteria, classroom activities and outside classroom activities shall be presented. It should be pointed out before going into some detail that the findings of the evaluation indicate the following:

- a) A general positive response towards the Professional Shipping Course by participants and employers, but
- b) still the evaluation concludes that there are substantial needs for improvements of several aspects of the course.

0.1 Selection of participating countries.

In the 11 courses of the Professional Shipping Course (PSC) 49 countries with a total of 280 individuals have participated. A closer look into the representation in the course shows that 29 of the countries had less than 5 participants, 8 countries had less than 10 and 12 countries had over 10, the highest being 21 participants. It should be mentioned that no one country was represented in all the 11 courses held to-date. Given the objective of the course is that of improving the shipping administration of the developing countries, the picture of representation presented above raises one fundamental question, namely, how participating countries are selected. Obviously, the developing countries exhibit differences in their stage of maritime sector development and hence in their shipping administration and training needs in this area. Thus, there seems to have been and to be a need to base selection on analysis of their sectoral manpower development and their training needs in shipping administration. Such a multiplicity of participation as has been characterized the PSC since its start would tend to result in discrete inputs with very little impact. However, positive response is obtained from participants

and employers. The team recommends the following action in the selection process:

- a) A cursory analysis of the maritime sectors of the developing countries in order to select possible countries to participate in the course, (if the nature of the course is fixed.)
- b) A thorough analysis of the maritime sector of the possible countries deemed to participate.
- c) An analysis of the manpower problems and training needs at different levels of the limited countries.
- d) Determination of the number of personnel that need to participate in the course in order to achieve the objectives.
- e) Selection of course participants aiming specifically at those who have a higher potential contribution.
- f) Using information gathered from previous course participants and use the same information network in subsequent selection of course participants.

The implication of this is that there is a need for concentration of the PSC programme to a small number of countries over a given period which NORAD feels is adequate to have enough former course participants to have an impact in shipping administration. In subsequent periods other limited number of countries could be selected with attainment of the course objective in mind.

0.2. Information sources, adequacy of information and timeliness.

Although course participants have indicated that pre-departure information was moderately adequate there have been several cases where this was not so. The information sources about the course are varied as can be seen in chapter 4. It seems necessary to define information sources and specify information adequately and define the timing and availability of informations. The team suggests that:

- a) Information about the course and the criteria are announced in the national daily newspapers.
- b) Additional informations should be provided through the Norwegian embassies or consulates when necessary.
- c) Information on course content and practical information about stay in Norway should be provided to the shipping lines or Ministry of communications so that a wider potential candidature could be reached.

0.3. Selection criteria

In general the selection criteria, under the given circumstances are adequate. However, the following conclusions can be made with regard to some of the criterias and/or conditions:

- a) The age criterion has the potential to exclude women because it tends to coincide with child bearing. Thus the team recommends flexibility with regard to application of this criterion where women are concerned.
- b) The work experience criterion is purely based on number of years of service. There is no way that NORAD or NSA can evaluate whether these experiences are relevant. The team recommends that NORAD/NSA requests more specifications on work experience and, whenever possible, use former course participants' opinion about the relevance of the said experience.
- c) NORAD has stipulated that course participants should not bring family members along but there have been cases of participants who brought members of family. This has created a resentment which can be ascribed to "equal treatment". The team recommends that conditions be applied equally to avoid such a situation.
- d) The language problem has been pointed out as an obstacle to the learning process and the team recommends improved language tests for course applicants or that remedial course in English is given.

0.4 Classroom activities

1) Course contents and structure

The course structure and content has changed little since the beginning of the course in 1972/73. The reasons for this can be attributed to the following:

- Changes in teaching staff. This not only contributes to lack of changes in the structure and content of the course but also in lack of coordination within a sequence.

- Inadequate evaluation of the course by the teaching staff and students. Teaching staff should be able to determine need of changes from daily reactions of course participants to lecture and from evaluation of the course by participants at the end of the course.

- Inability of teaching staff to determine the optimal course structure and content.

- Lack of orientation to the problems of developing countries and state enterprise.

The team recommends that:

- a) NORAD puts a condition with regard to the number of teaching staff from outside organizations and if needed empower NSA to enter into a long term agreement with certain institutions.
- b) The evaluation of the course participants to be more structured (see below.)
- c) The NSA, the teachers and course participants should, in the beginning of the course present themselves, their organizations and problems they perceive in order to jointly define the structure and content of the course at an optional level.
- d) Teaching staff should be selected on the basis of their experience with the problems of developing countries.

Further, they should have an open mind with regard to private and state shipping companies. Their task is to help improve and not change the administration.

- e) Group discussions should be aided by the teaching staff and these should be made more relevant by orientation to case studies. The team recommends that group discussions should be oriented to the application of what is learnt to the problems of participants.

2) Classroom premises and related aspects.

The classroom premises and teaching aids are inadequate and the team recommends the following:

- a) Renting of new and adequate premises with better possibilities for contacts with Norwegian and other foreign students.
- b) Purchase of a better blackboard and overhead projector.
- c) Acquisition of literature in terms of journals, newsletters and newspapers.
- d) Improvement of library facilities.

3) Examinations

The examinations are shown to be too long and with open books. It seems that there is a need to discuss examinations, their role and frequency with the participants at the beginning of the course. The team is not convinced of the need of the examinations; short or lengthy in as much as none of the participants fail the exam.

At present feedback from examinations needs improvement.

4) Diploma thesis.

The team considers the work on the diploma thesis as very important in as much as these would enable participants to apply what they have learnt in the course to their specific problem situation. However, there are problems related with the time available to gather information that make it very difficult. The lack of library materials and guidance makes it difficult for participants to do a good job.

The team suggests that selection of topics for diploma thesis is done at the beginning of the course and that lecturers are assigned to guide participants and make literature available to them.

0.5. Outside classroom activities.

The objective of the outside classroom activities was essentially to provide a practical insight into the shipping administration and the lack of it is considered as very serious. The team recognizes the problems of organizing outside classroom activities which are beneficial for the participants. However, given its importance in the attainment of the course objectives the team recommends that outside classroom activities are re-included. If there are logistic aspects with regard to the number of course participants the team considers reducing the number of fellowship holders.

0.6 Evaluation of the PSC by course participants.

The evaluation of the course by the participants does not seem to have given the desired results assuming desired results were defined. The questionnaires are formulated in a manner that little or no feedback could be expected to improve structure and content of subsequent courses. The timing of the evaluation day (during festivities) is not suitable for the purpose. The team recommends the following:

- a) Evaluation of each sequence should be done at the end of each sequence. Evaluations should be carried out anonymously.
- b) Evaluation of outside classroom activities should be done at the end of the programme.
- c) Evaluation of the relevance of the course should be done collectively by the course participants, reflecting the opinion of the majority and submitted parallelly to NORAD and NSA.

Finally, an aspect that has been touched on during the evaluation was suggestion with regard to location of the course. The answers from the course participants do not give any indication although there were some that suggested that the course be held in a third world country. What seems the reason for the said suggestion is an orientation to the problems of maritime organizations of developing countries. However, the principal premise for holding the course in Norway and Norway's financing of the programme is based on a clear recognition that Norway offers an advantage. What needs to be done is to give the course a definitive emphasis on problems of maritime development in developing countries rather than change the venue of the course.

1.0 INTRODUCTION

1.1. Background

In connection with the deliberations of the United Nation's Conference on Trade and Development (UNCTAD) in 1971 the Norwegian Government declared its willingness to provide professional assistance to developing countries in the area of sea transport. As a follow-up to this declaration the "Rådgivende fagutvalg for Sjøtransport" in NORAD appointed a committee in April of 1971 with the mandate of mapping the different possibilities of training Norway can offer to personnel (in sea transport) from developing countries, the focus being on education on a higher level; "technical/maritime and administrative/commercial education for personnel to merchant vessels, the port sector, shipping companies and shipping authorities."

In June 1971 the committee concluded that the possibilities for long periods of training of personnel from developing countries in Norwegian shipping and chartering companies was rather limited and presented the following proposals:

1. Practical training in Norwegian shipping companies, chartering firms and other shipping firms is a possible way of training. Some arrangements can possibly be made, but these should be channeled through the Norwegian Shipowners Association.
2. Another possibility is a course in English based upon the course offered by the Norwegian Shipping Academy to Norwegian personnel and supplemented with shorter periods of training in Norwegian shipping companies, chartering firms and other shipping firms. Inquiries made indicate that this is a realistic alternative.

The recommendations of the committee were discussed between NSA and NORAD in October 1971. The NSA proposed the following:

- a) An elementary course in shipping of 4-6 months followed by 1-4 months course in specialized areas in Oslo.
- b) The course be supplemented by short visits to shipping companies at the end of the training programme.
- c) An allocation of NOK 300.000 be made to cover the first course's investment and operational costs.
- d) Recruitment of a course leader.

On November 11, 1971 the "Rådgivende fagutvalg for sjøtransport" recommended the establishment of an Elementary Course in Shipping in English in Oslo arranged as classroom training with a duration of approximately 5 months. Further it recommended that NORAD and NSA should start negotiations about an arrangement where NORAD should cover the costs of 10-15 students from developing countries and that the remaining capacity be filled up by Norwegian participants. Moreover, the students from the developing countries should have the opportunity to participate in special courses or seminars arranged by NSA after finishing the elementary course and that arrangements should be made to offer the students a period of programmed training in shipping companies etc. as a part of the course or after the elementary and special courses. All together this would offer personnel from developing countries a period of 7-8 months training in Norway. "Fagutvalget" also suggested a special Council consisting of representatives from NORAD, NSA, the Norwegian Shipowners Association and the Department of Trade with the course leader as secretary to be set up in order to coordinate and supervise the planning and implementation of the course.

It recommended, further, that NORAD and NSA start negotiations as soon as possible to establish the necessary agreements and arrangements for the utilization of the training capacity as a part of the Norwegian aid to the developing countries in the sector of training of shipping personnel.

On December 7, 1971 NORAD requested NSA to present a detailed plan for a 6 months course for finance/commercial personnel from developing countries to be started in Oslo in September 1972. The specific criteria of NORAD were that:

- a) the course should be conducted in English and the material adapted to the needs of the developing countries;
- b) the course should have regular tests and final examinations in order to ensure that the training objectives were achieved;
- c) the course should be designed for 10-15 participants from developing countries having higher education or similar and some practical work experience in shipping;
- d) the first course should preferably not have participants from Norway.

As part of its commitment towards the realization of the course NORAD reserved NOK 200.000 for 1972 and an equal amount for 1973 to cover the operational costs in addition to costs related with the fellowships. Further, NORAD requested NSA to prepare a course announcement with a dead line of February 1, 1972 to be sent to Norwegian embassies in a selcted number of countries. NSA, however, had reservations pertaining to application deadline as well as costs of the course and proposed that a general plan be made available in early 1973 and that NORAD should cover all costs by accounts.

In January 1972 the "Rådgivende fagutvalg for sjøtransport" recommended that a) the selection of candidates to the NSA course should be based on purely professional criteria and b) the course should be announced in the developing countries having made specific intentions to build up their own fleet. This could be considered as supplements to the NORAD criteria mentioned above.

In March 12, 1972 NSA recruited a course leader and also took the initiative of organizing a meeting with the aim of creating the council mentioned above. However, it was decided that the functions of the council should be assumed jointly by NSA and NORAD.

1.2 The establishment of the Professional Shipping Course and its activities.

The selection of NSA for the task of training shipping personnel from developing countries was based on its experience in training in this field. The NSA, a subsidiary of the Norwegian Shipowners' Association, has organized courses and seminars in the areas of chartering and

marine insurance to Norwegian shipping personnel up to 1972. Further, it had a long experience in teaching a correspondence course in Elementary Shipping covering 10 main subjects divided in 54 letters. It was, however, understood by both NSA and NORAD that the PSC would require major efforts on the part of NSA to make it relevant to the needs of the developing countries. The division of responsibility between NSA and NORAD can be summarized as follows:

- NSA is responsible for the professional planning and implementation of PSC which includes inter alia, the set-up of course programme, provision of course material and facilities, hiring of lecturers, the primary selection of candidates and the practical organizing and implementation of all classroom and outside classroom activities directly relevant to the course. It is also required to submit a status report in December and a final report and a balance sheet soon after the termination of the course (February/March).

- NORAD, through its Fellowship Division, is responsible for the final selection of candidates, the two-week introductory course that the fellowship holders undergo prior to PSC. Further, NORAD is responsible for the provision of accommodation, payment of monthly allowance, social security and medical care, arranging social functions and extra curricular activities. NORAD is also responsible for effecting payments of costs connected with the PSC based on approved budget and accounts prepared by NSA.

No information was made available to the evaluation team as to how the first course announcement was channeled. It should be noted, however, that NORAD/NSA received 36 applications of which seven were from Africa, twenty from the Far East and nine from Central and South America and 17 were selected for the first course held in 1972/73. The decision to carry out the second course in 1973/74 was made by NORAD in November 1972. The Professional Shipping Course has been carried on annual basis since its start in 1972/73 and the number of participants has increased from 17 to 34 between 1972/73 and 1982/83. During the same period 280 participants from 49 countries attended the course. The regional distribution of participants shows 129 from South-East Asia, 17 from

Africa, 37 from Central and South America, 21 from the Middle East and the remaining from Europe. Tanzania and Indonesia have had the highest number of participants in the course.

As can be seen from Appendix 11 the main structure and content of PSC has practically remained the same. It should be noted, however, that:

- a) The course duration was extended to 25 weeks to provide more time for study tours and study of marine insurance in 1974/75,
- b) The course in Shipping History and Terminology was integrated into the Shipping Environment and Trade course and a course in "other subjects" covering Development problems and planning, and Offshore Operations included in 1975/76
- c) A course in Research and Development dealing with ship design, ship operation and communication and satellite navigation was introduced between 1975/76 and 1977/78. This, however, was
- d) replaced by a course in Port and Terminal Operations including commercial management in 1980/81.

The classroom activities have been and are a combination of lectures and group discussions. These activities have been carried out by NSA lecturers and outside lecturers. The number of outside lecturers has varied from course to course. For example the number of lecturers in 1975/76 was 47 and 40 in 1979/80 whereas the number of NSA lecturers has been between four and five.

Written examination on the subject matters covered in the course and a diploma thesis on problems specific to the participant's home country form an integral part of the course. At the end of the course the participants receive a course diploma and certificate.

The PSC had envisaged practical training in shipping companies as an integral part of the programme. In the first 4 courses participants spent 2 weeks as trainees in shipping companies, but this was discontinued because of lack of sufficient number of host companies. In subsequent years, an inservice training on special request with a

duration of 1-3 months has been tried as an alternative, but only 5-8 participants per course have had this opportunity. It has been decided by NORAD to discontinue this programme as of 1983/84 due to lack of capacity.

Excursions and one/half-day visits to shipping companies, ports, have been a part of the outside classroom activities of PSC from the very start. A one week excursion along the coast of Norway has been on the programme in all courses. In the first course a two-days visit to Gothenburg also was included. In the last courses there have been a one-week excursion to ports in Sweden/Denmark and the North Continent (mainly West Germany). These excursions have been arranged during the first week of the course in order to avoid the harsh weather conditions in the winter time. In addition to the excursions there have been several one-day visits to companies and ports in the Oslo region (Det norske Veritas, R.S. Platou, Oslo Port etc.).

1.3 Previous Evaluations and Criticisms.

The evaluations of the PSC so far have been limited to the "Critical evaluation" made by each participant, the five annual reports from NSA to NORAD and the report of the course leader and a NORAD official in connection with a trip to South-East Asia in 1975.

Towards the end of each course the participants have been asked to fill out a form in order to evaluate the contents, training methods, the performance of the lecturers, study material etc. in relation to the objectives of the course and the needs and expectations of the participants. The type and content of the forms have varied from year to year, but normally the participants have been asked to rank on a scale of 7 (10) to 1 for most positive and the most negative respectively. This exercise has normally been linked to a discussion and summing up session the last day of the course. The results of this evaluation have been used by the course organizers to adjust the course programme when needed. The five NSA annual reports comment

on the different aspects of the course from the selection and standard of the participants to the needs for changes in the course programme based on the participants' evaluations and views of course leader(s). One aspect that has been commented in all these reports has been the relationship between the participant's needs on the one side and the level and range of contents of the course on the other side. Although the selection criteria aim at obtaining a homogeneous group, the real situation from year to year has been a group of participants with different qualifications and training needs. Better selection of candidates has been tried, but often it has been difficult to assess the qualifications from the application forms alone. Given the seriousness of the problem, it has been suggested to split the course in one general session and one session for special studies. Attempts have also been made to teach at an average level giving the less qualified the chance to learn something new, but leaving the "experts" on the same topic with the feeling of wasted time. Another problem that had been constant in the five reports is the command of English of some of the participants to follow the lectures and write examination papers.

In May/June 1975 the course leader and a NORAD official made a two week study tour of Thailand, Malaysia, Singapore and Indonesia with the purpose of evaluating the benefit of the PSC and an eventual modification in the course programme based on interviews of previous course participants, their respective employers and other shipping people in the actual countries.

The course leader's report indicated that most of the previous course participants interviewed seemed to have had good benefits from the course. The NORAD official's report indicated that 4 of 5 previous participants in the state owned shipping company Thai Maritime Navigation Company claimed they did not use any of the knowledge acquired in the course in their present position. The conclusion of the report was that the course up to then, to a large extent had had participants from lower and less important positions in the organizations, persons that the organization could manage without for a shorter or longer period and persons viewing the course as a means

to travel abroad. It suggested therefore that selection to the course should be based on more stringent criteria such as better qualifications and better command in English and that the course should be run with fewer participants from a limited number of countries.

The "delegation" also assessed the needs and possibilities for organizing other types of training of shipping personnel from developing countries. Some of the suggestions were: a) A 3-week special seminar in Financing or Marine Insurance, b) Course by correspondence for a group of 6-8 persons from the same country or company under supervision of a competent leader, with Malaysia and Thailand as two countries best suited for a pilot project.

An evaluation with limited scope was conducted by Halkjell Jensen on the basis of interviews of two previous course participants from Kenya and two from Tanzania in 1975/76. All four respondents said that they had benefited a lot from the course although the 2 from Tanzania and 1 from Kenya said the course in general dealt with aspects outside their fields of work (coastal shipping and port management). All were of the opinion that the course suffered from not taking into account the real problems and needs as perceived by the developing countries; that too much emphasis was laid on how Norway and the other industrialized countries organize their shipping, overlooking the often enormous gap that exists between developed and developing countries in these fields. They therefore suggested that the course should deal with the problems and needs of the developing countries using lecturers and study material from these countries. Further, two of the interviewed suggested that the course, which should be for senior personnel, be held in a developing country with adequate shipping environment (India, Singapore, South Korea or Brazil) and a correspondence course for junior personnel organized locally.

The 2 previous participants from Kenya suggested that NORAD and NSA should take more care in the selection of candidates in order to get

a more homogeneous group which would facilitate better learning conditions for all. One of the possibilities suggested was to use previous participants in the respective countries as interviewers of potential candidates. Three participants suggested a course duration of 9-12 months including more practical in-service training or specialized courses as well as a follow-up course or seminar for a selected number of previous participants with a more specialized scope. The fourth wished to reduce the time to 4 months avoiding the harsh winter climate.

The previous evaluations and reports stress the need of making the course more relevant to the problems facing the developing countries. It should be mentioned that Senje's article in Dagbladet of March 6, 1973 is elaboration of the same topic.

1.4. The need for a comprehensive and independent evaluation.

In a meeting between representatives of NORAD, the Norwegian Shipowners Association and the Norwegian Shipping Academy held in May 5, 1976 the need for a comprehensive and independent evaluation was raised by NORAD, although the time frame was not mentioned. However, NSA was of the opinion that the evaluation of the course by the participants towards the end of the course was sufficient and that a comprehensive and independent evaluation was unnecessary. The present evaluation could thus be considered as a realization of 1976 NORAD intention.

2. THE PROFESSIONAL SHIPPING COURSE WITHIN THE FRAMEWORK OF THE HIERARCHY OF GOALS OF NORWEGIAN DEVELOPMENT COOPERATION

2.1 Background

The need of a brief discussion of the PSC within the framework of the hierarchy of goals of Norwegian Development Cooperation arises from the consideration that the evaluation of the PSC has to be related to the attainment of the goals of Norwegian Development Cooperation. Furthermore the outcome of the PSC must be related to the goals set forth for the course itself.

The basic guidelines of Norwegian Development Assistance (Cooperation) as laid in Government "Proposition no 109 of 1966/67 to the Storting (Parliament)" sets the main goal as contributing to the development efforts of developing countries and improving the welfare of a broad segment of their population. Later "Propositions" and NORAD reports maintain this main goal whilst adding certain dimensions. Some of the additions relate to certain sectors of the economies or sectors of their population such as agriculture and water in the former and the poorest segments of the population and women in the latter. Report no. 29 of 1971/72 to the Storting on "The Main Questions in Relation to Norway's Cooperation with Developing Countries" which includes the Action Plan for the UN Second Development Decade as an appendix falls within general guidelines mentioned above whilst incorporating some aspects of the Plan of Action even in bi-lateral undertakings. The same report also proposes a geographical concentration of development cooperation which may be ascribed to the definitions of the least developed countries (LDC) or parts thereof decided in international fora or the need for quick impact in a small number of countries. It should be mentioned that the general goal of development cooperation as defined above is too general as to border ambiguity. The general goals, however ambiguous, need to be more concrete in sector goal(s)

specification. It can be said, however, that the PSC in particular and cooperation in training in general fall within the main goal of Norwegian development cooperation, viz, contributing to the development of the economies of cooperating countries. The concentration policy mentioned above does not seem to apply to the Fellowship programme in general and the PSC in particular.

2.2 Sector goals.

The sector goals of Norwegian development cooperation vary from sector to sector in their scope and specificity. The Professional Shipping Course is a sub-programme of the Fellowship arrangement and can be considered as support to education sector. On the other hand, it can be considered as sea transport sub-sector support. But, given the fact that the formulation of the programme support is not based on an analysis of the sector or subsector, the sector is better defined as point-input in establishing an "efficient and competitive fleet in developing countries". The emphasis is on assistance to education of qualified maritime, technical and administrative personnel in support of the Action Plan for the UN Second Development Decade. More specifically, the programme aims to:

- a) - assist ship-owners' organizations in building up efficient administrations,
- b) - assist governments to establish efficient shipping administrations etc.

The rationale for cooperation in training in shipping is dealt with at length in Report no 29 to the Storting. The special role of Norway in this context is illustrated by the fact that more than 90 % of the Norwegian fleet is involved in transport between other countries. For the Norwegian shipping companies, this means that they would primarily benefit from open and free marked relations, with equal rights and duties for all. It has therefore been natural to oppose the tendencies towards protectionism and discriminating rules for one or a few countries. It was also foreseen that the newcomers to the shipping scene will have special problems, and some help might be needed

from the traditional shipping countries, with the ultimate aim to establish competitive and vital fleets in the developing countries. The Government thus stated that development assistance within the shipping area should be strengthened and extended, not least because of the special Norwegian tradition and experience within technology and administration.

NORAD's policy in training of personnel from developing countries in general and shipping personnel in particular has not changed very much since 1972/73. There has not been any attempts to clearly formulate goals and set priorities except for those internal decisions on principles that are reached by it in collaboration with the Ministry of Foreign Affairs. The decisions are the base for concentration of the Fellowship arrangement, and the PSC, at least to some extent, to assist the shipping development in NORAD's main partner countries, as well as to assist shipping projects under auspices of Norwegian shipping companies and the selection of candidates from particular countries or with special connection to ongoing projects and programmes receiving assistance in other ways, even if these candidates can not necessarily compete with other participants according to the requirements of entry to the course.

2.3. The objectives of the PSC.

Clearly formulated project/programme objectives with specified and possibly quantified indicators are the prerequisites for a realistic evaluation or monitoring both as a mean of determining goal attainment or as an input in the permanent planning exercise that characterize project/programme life cycle(s). As has been mentioned above, the educational sector goal is to develop the manpower resources of the developing countries in order to assist the realization of economic development plans. Thus the shipping training is a contribution towards development of an "efficient and competitive shipping sector" and specifically:

- To provide special education within shipping for professional personnel in shipping companies, shipping administration etc in developing countries.
- To provide practical insight into the various operational aspects of shipping, through visits to and study of shipping companies, ports, shipyards etc.,
- To provide opportunities for studying subjects or activities of special interests through proper project assignments during the program,
- To provide opportunities to develop ideas and understanding of possible solutions to typical individual shipping problems and development challenges as viewed by the individual participant.

Attempts have been made in NORAD Documents SD 43/80 and SD/31/81 to give the cooperation programme in training a certain orientation. These orientations have to do with defining women as a special target group, concentration of cooperation in training primarily to NORAD's partner countries and as supportive to ongoing programmes/projects and training in third world institutions in order to make training more relevant to the problem situation of the developing countries. It is very difficult to say how much this new orientation has been used as a basic for the implementation of the PSC. Further, the Personnel and Fellowship Office's note of 1982 to the Director of NORAD is an attempt at formulation of goals of the Fellowship sector in general.

The methods for attaining the above mentioned objectives in the case of the PSC are the training methods, namely:

- "(a) In the classroom use will be made of: lectures, group activities, self study and project assignment work.
- (b) Outside classroom activities will include excursions and visits to shipping companies etc.
- (c) Participants' course contribution. The participants should be prepared to bring informations on:
 - development problems in the field of shipping which they consider most important from their company or from the national point of view.

Selected participants will be required to make an oral presentation and to discuss it at a convenient stage during the training course. The information could also be useful in connection with the preparation of the diploma thesis.

- (d) Examinations. At suitable intervals reviews will be arranged to evaluate progress in the course. Examinations in the main subjects will be held at the end of each sequence, while diploma projects will be reviewed at the end of the course, before the award of the course diploma and certificate.
- (e) Evaluation. The participants will also be requested to contribute to an evaluation of the various parts of the course and to provide a critical statement in writing at the end of the Diploma Course."

The input, when one considers the goal fulfilment, is trained and skilled manpower that one obtains at the end of the PSC with their possibilities to improve the operation of sea transport. Considered from the course's point of view, however, the input is defined as the financial and technical resources made available to the course by NORAD.

The outcome of the PSC, in this context, is considered as the number of trained personnel in sea transport and their impact on improvement of the sub-sector if it can be assessed.

3. METHODOLOGY OF EVALUATION

3.1 General.

The main objective of the present evaluation is to assess the impact of the course in improving the professional capacity/capability of shipping administrators of participant thrid world countries. The evaluation report is envisaged to serve as a base for a permanent discussion pertaining to the formulation of NORAD's development cooperation in training and education in general and training in sea transport in particular. The specific evaluation tasks together with an indicative data source as well as the need of the use of several approaches for the task are stated in section III of the Terms of Reference above.

A careful study of the Terms of Reference followed by a preliminary analysis of archive material and discussions with representatives of NORAD and NSA showed the multifaceted nature of the tasks. This, in return, indicated an evaluation approach utilizing several methods the combined results of which could provide a total picture.

3.2 Choice of Evaluation Methods.

The choice of the evaluation methods was determined by the specific tasks of the evaluation task, the data source and the financial and time constraints for the work under consideration. The financial and time constraint to the extent that it made it impossible for the team or part thereof to interview previous course participants and their former or present employers with regard to assessment of relevance and impact of the course should be noted. The evaluation methods used are the following:

- 1) A thorough analysis of available archive material at NORAD. This method includes analysis of Norwegian development cooperation policy in general and training in sea transport in particular.

Further, this covered areas such as selection of participants, course structure development, training methods and evaluation of course by course participants.

2) Questionnaire-based survey of 1982/83 course participants. The survey was held in the classroom one month after the course started and focused on the following aspects:

a) Background information pertaining to application, organization in which the participant is employed, expectation on the course and practical matters related to housing, stay in Norway etc.

b) Assessment and view with regard to relevance of the course, training methods, both classroom and outside classroom, contact with course leaders, Norwegian students and general personal and cultural problems

c) Relevance of the course to participant's future work, personal advancement, job security, professional status etc.

d) Participants assessment and view of the course pertaining to aspects indicated in (c) above, if the course was offered at home institutions.

e) Detailed assessment of the course sequence "The framework of the Shipping Enterprise"

3) Questionnaire-based post-evaluation survey of the 1982/83 course participants containing almost identical questions, but with the intent of assessment of the course participants after the termination of the course and registering of changes in views.

4) Interview on individual basis of all 1982/83 PSC participants with a duration of 2-3 hours/participant.

These interviews were based on a preliminary analysis of the first survey round, classroom observations and background materials. The purpose of these interviews was to enable a more thorough analysis of problem areas perceived and gather supplementary/complementary background as well as other types of information and discuss new dimensions pertaining to the evaluation. Each one of the three team members carried out an indepth interview of 10 course participants. During the period the team discussed investigative procedures and tentative results routinely to ensure use of similar procedures and tentatively compare results.

5) Mail questionnaire-based survey of 238 previous course participants (NORAD fellowship holders and non-fellowship holders) focusing on the following aspects

- a) Pre-course education and duties.
- b) Pre-application information source, adequacy of information, application and problems related hereto.
- c) Evaluation of course curriculum and organization including assessment of relevance of subject areas.
- d) Evaluation of teaching methods, study, materials and organizations involved etc.
- e) Contact with Norwegian shipping trade during and after the course and benefits gained.
- f) Stay in Norway from financial, social and cultural point of view, as they influence the benefits of the course.
- g) Contacts with other NORAD fellows after the course.
- h) Relevance of the course to development of shipping in the participant's country or to the company's future

development.

i) Other venues for the course.

6) Mail questionnaire-based survey of 111 employers of former PSC participants which covered the following aspects:

a) Background for nomination to the course

b) Present position of the former PSC participant.

c) Contribution of the former PSC participant to the organization, his/her advancement.

d) Practical problems related with leave of absence, application allowances and participant's family situation.

e) Educational training needs of the country/company in the future and Norway's role in shipping training.

f) Alternative shipping course used by the employers and reasons why the PSC in Norway was selected.

g) Possibilities to arrange a Professional Shipping Course in the employer's country or the region to which the employer's country belongs.

h) Preferred venue for a future PSC.

7) Interviews of individuals at NORAD and NSA involved with PSC.

8) Observation of classroom training covering three main course sequences of 18 lectures and 15 lecturers during the period of January 19 to March 8, 1983.

9) Case study of Tanzania and Sri Lanka by local evaluation teams.

The investigation methods used in the evaluation and their respective timing is presented in table 3.1. It should be noted that the methods used and time scheduling of the same is that they not only complement each other but serve to cross-check informations obtained.

Table 3.1. Investigation methods and time schedule.

Method	1982			1983									
	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Survey of 1982/83 students													
- First survey	—												
- Report		—											
- Second survey						—							
- Report									—				
Classroom observ.													
- Planning			—										
- Data collect.				—									
- Report							—						
Interviews of 1982/83 Students													
- Planning			—										
- Data collect.				—									
- Report							—						
Archive studies				—	—	—	—	—	—	—	—	—	—
Interviews/Contacts				—	—	—	—	—	—	—	—	—	—
- NSA personnel	—	—	—	—	—	—	—	—	—	—	—	—	—
- NORAD repr.	—	—	—	—	—	—	—	—	—	—	—	—	—
Survey of former PSC students													
- Planning			—										
- Mailing						—							
- Reminder									—				
- Deadline										—			
- Report											—		
Survey of employers													
- Planning			—										
- Mailing						—							
- Reminder									—				
- Deadline										—			
- Report												—	
Case Studies Tanzania and Sri Lanka													
- Analysis and report									—				

4. THE EVALUATION OF THE MAIN ASPECTS OF THE PSC.

4.1 Background

The number of non-Norwegian course participants in the Professional Shipping Course (PSC) since its launching in 1972/73 was 276. The number of participants by country of origin and region and the number of employers of participants by region and country of origin since 1972/73 are presented in Table 4.1 and 4.2 respectively. The number of participants from private and government shipping companies, harbours and agencies was 169 and the remaining were from other government institutions related to shipping and schools and universities. The number of countries represented in the course was 49. Further, a scrutiny at Table 4.1 below shows that there are few countries that have had participants in most of the courses. The objective of the course is to improve the efficiency of shipping administration of development countries. Given the fact that only one or two participants are involved in the course from most countries (there are exceptions) it is very difficult to determine their impact in improving the shipping administration in their companies/countries. It is against this background, however, that the present evaluation should be considered.

Table 4.1 PSC participants and PSC participants surveyed, by country of origin and region 1972 - 1983

	72/73	73/74	74/75	75/76	76/77	77/78	78/79	79/80	80/81	81/82	82/83	TOTAL	SURVEY	RESPONDENTS
AFRICA														
CAMEROON							1		1			2	2	1
EGYPT	1	2	2			2			1			8	8	3
ETHIOPIA										1		1	1	1
GAMBIA							1					1	1	0
GHANA			2		2	2	1	1	1	2	2	13	11	3
GUINEA								1	2	2	2	7	5	2
IVORY COAST				1				1				2	2	1
KENYA	1		1	1	2	2	1	2	1	2		13	13	3
LIBERIA											1	1	0	
MADAGASCAR				1								1	1	0
NIGERIA	1									1		2	2	1
SIERRA LEONE							1					1	1	1
SUDAN				1			1				1	3	2	0
TANZANIA		2	1	1	3	2	3	2	2	2	3	21	18	5
ZAMBIA										1		1	1	0
SUB-TOTAL	3	4	6	5	7	8	9	7	8	11	9	77	68	21
SOUTH AND CENTRAL AMERICA														
ARGENTINA				1			1					2	2	0
BRAZIL	2			1								3	3	0
CUBA	1	1	1									3	3	0
GUATEMALA												1	0	
GUYANA				1			1	1	1		2	6	4	0
JAMAICA							1	1	1			3	3	0
MEXICO			1					1		1		3	3	2
PERU	1	2	1	1		1	1	1	2	2	2	14	12	4
URUGUAY				1								1	1	0
VENEZUELA											1	1	0	
SUB TOTAL	4	3	3	4	0	1	4	4	4	3	6	37	31	6
MIDDLE EAST														
IRAN		2		1								3	3	0
IRAQ							1	1				2	2	0
JORDAN									1			1	1	0
SAUDI ARABIA								2				2	2	0
TURKEY		1	1	2	2	1			1	3	1	12	11	3
SUB-TOTAL	0	3	1	3	2	1	1	3	2	3	1	20	19	3
SOUTH ASIA														
BANGLADESH		1	1	2	2	1	2	1	1	1	3	15	12	0
INDIA	2					1	1	1	2	2	1	10	9	3
PAKISTAN			1				1		1			3	3	1
SRI LANKA		1		1	2	2	1	1	1	1	3	13	10	7
SUB TOTAL	2	2	2	3	4	4	5	3	5	4	7	41	34	11
SOUTH EAST ASIA														
BURMA						1						1	1	1
FIJI					1							1	1	1
INDONESIA	3	1	1		1	2	5	2	2	3	1	21	20	4
MALAYSIA			1	1	2	1		1				6	6	2
PAPUA NEW GUINEA				1	1	1	1					3	3	0
PHILIPPINES				1	1	1	1	1	1	1	2	9	7	4
SINGAPORE		1						1	1		2	5	3	1
THAILAND	3	2	3			1		1	1	2	1	15	14	4
VIETNAM							2	2		2	2	8	6	0
SUB-TOTAL	6	4	5	2	6	7	9	8	5	8	8	69	61	17
EAST ASIA														
CHINA								3	2	2	1	8	7	1
SOUTH KOREA	1	1	1	2	2	1				1	2	11	9	2
EUROPE														
MALTA						1						1	1	0
NORWAY		1	1	1	1							4	4	2
PORTUGAL						3	3	2	2	1		11	11	3
SPAIN					1							1	1	0
SUB-TOTAL	1	2	2	3	3	5	4	5	4	4	3	36	33	9
GRAND TOTAL	16	18	19	21	22	26	32	30	28	33	34	280	246	67

Table 4.2. Number of Employers (E) and number of Participants (P) for the period 1972/73 - 1982/83 according country / region and type of Employers.

Country/ Region	Governmental Inst./ Auth.		Schools University		Harbour		Shipping Companies				Agency Companies				Others		Total
	E	P	E	P	E	P	State	Private	E	P	State	Private	E	P	E	P	
South-America, Central America, Caribbean	Argentina	1	2														1
	Brazil							1	1	2	2						3
	Cuba	2	2					1	1								3
	Guatemala													1	1		1
	Guyana													4	6		4
	Jamaica							1	3								1
	Mexico	1	1							1	2						2
	Peru							1	4	2	8		2	2			5
	Uruguay	1	1														1
	Venezuela														1	1	
	Region SUM	5	6					4	9	5	12		2	2	6	8	22
Africa	Cameron							1	2								1
	Egypt	1	1	2	3			1	4								4
	Etiopia							1	1								1
	Gambia					1	1										1
	Ghana							1	13								1
	Guinea							1	7								1
	Ivory Coast	1	1					1	1								2
	Kenya					2	4	1	3			1	3	3	3		7
	Liberia					1	1										1
	Madagascar							1	1								1
	Nigeria													1	1		1
	Sierra Leone							1	1								1
	Sudan							1	2				1	1			1
Tanzania	2	3			2	4	1	5			2	9				7	
Zambia														1	1		
Region SUM	4	5	2	3	6	10	11	40			3	12	4	4	2	2	31
Middle- East	Iran							1	1	1	2						2
	Iraq								3								1
	Jordan									1	1						1
	Saudi Arabia									1	2						1
	Turkey									3	7				2	2	5
Region SUM								2	4	6	12			2	2	10	
South- Asia	Bangladesh	1	1					1	12	1	1		1	1			4
	India	2	2	1	1			1	6			1	1				5
	Pakistan									1	3						1
	Sri Lanka							2	13								2
Region SUM	3	3	1	1			4	31	2	4		2	2			12	
South-east Asia	Burma							1	1								1
	Indonesia	3	16					2	3	2	2						7
	Malaysia	2	4					1	2								3
	Philippines	2	7					1	1	1	1						4
	Singapore	1	3					1	1	1	1						3
	Thailand	3	5	1	2			1	7	1	1						6
	Vietnam	1	8														1
	Papua N.Guinea	2	3														2
	Fiji	1	1														1
Region SUM	15	47	1	2			7	15	5	5						28	
East Asia	China			3	8												3
	South-Korea	2	3			1	1			2	6						5
Region SUM	2	3	3	8	1	1			2	6							8
Eur- Opa	Malta									1	1						1
	Portugal							3	10								3
Region SUM							3	10	1	1							4
TOTAL	29	64	7	14	7	11	31	109	21	40	3	12	8	8	10	12	115

4.2. Pre-nomination information and selection of course participants.

The "NORAD Fellowship Offers" brochure is the basic document through which potential fellows seek education under Norwegian Government's Technical Assistance Program. There does not seem to be a definitive announcement procedure as shall be seen subsequently. According to the brochure the course is open to both sexes in private or public sector who fulfil the following requirements:

- a) Hold University degree in Economics, Business Administration or similar, and preferably "post graduate training" in the same,
- b) Some experience in shipping
- c) Age preferably between 20-35. This was changed to 28-35 in 1983.
- d) Good command of written and spoken English,
- e) Can get a leave of absence and will return to same job and/or employer,
- f) Fellows should not bring their families.

The information brochure also defines the goals of the Professional Shipping Course, its scope and content.

On the basis of the criteria mentioned above countries nominate candidates for consideration by NORAD. Given the fact that number of applicants is larger than the course intake, NORAD had issued NSA to make a ranking of the potential fellows on the basis of age, education, work experience, knowledge of the English language and special interests. The ranking list of potential fellows submitted by NSA is subjected to careful review to reflect NORAD's policies which recently have been mainly concerned with giving priority to main partner countries (hovedsamarbeidsland) and women participants. The NSA maintains that these priorities are politically motivated which accounts for the fact that countries with more extensive shipping activities such as Central and South America are poorly represented in the courses, while others with less

important extensive shipping activities are better represented in the course. The number of women participants in the course has also increased considerably and in the 1982/83 there were seven women out of 34 participants. This is also a reflection of the priority that NORAD accords to women's participation in development.

In general it seems that cooperating countries/companies follow the criteria laid down by NORAD in nominating potential fellows. Thus, the 1982/83 PSC participants fit in the criteria as summarized below:

a) Age

Potential candidate's age was set at 20-35 years. The lowest age was 23 years and the highest 40 years. In effect only 4 participants were above the age bracket stipulated in the criterion adopted in the pre-1983 course.

b) Educational background.

In general the criterion was more or less followed in nomination by the participating countries and selection by NORAD. Thus, in the 1982/83 course 6 participants had Masters degree, 13 Bachelors degree, 8 had attended 4 - 6 years of University education and 2 had attended half a year to 2 1/2 years of University education.

c) Work experience related to shipping.

This criterion has been by and large adhered to in the nomination and selection process. Thus, in the case of the 1982/83 course participants only 2 had 2 years of experience and the average was 6 years of experience. It should be mentioned, however, that the participants did not consider their experience as pertinent and that they considered themselves as "absolute beginners" in shipping.

d) Command of the English language

This criterion was adhered to in the nomination and selection process. In the application form the fellows are asked to assess their knowledge of English as excellent, good or fair in relation to read, speak and write. The

results of the 1982/83 course participants were:

	Excellent	Good	Fair	
Read	19	8	3	30
Speak	15	11	4	30
Write	17	10	3	30

One may also mention that 9 fellows say that they have not used English after finishing their education. It is important to point out that the participants have subjective ideas about what "excellent", "good" and "fair" mean. One of the participants who marked "good" in all aspects in the application form spoke perfect English whilst another who had marked "excellent" had difficulties in expressing in English.

The interviews show that the participants' assessments of their own language level should be better checked if used for selection.

e) Leave of absence.

The fellows' contacts with their employers vary. Some were on leave with pay but have had to agree to work for the company/organization for a given period of time after the course. Some had reduced salaries during the fellowship period. All but one of the participants had their salaries paid at home, having possibility of changing into foreign currency. Fellows nominated mean expenses to the employer, since fellows have to be paid salaries to support their families/dependants during the fellowship period. It is very difficult to say whether or not such factors influence the selection process in nations/organizations. But some fellows say that their employer had been willing to shoulder this expense because it was regarded as an investment. This may imply that other employers do not want to, or have no opportunity of paying such expenses which limits potential candidates.

Some fellows mentioned that it had been difficult to go to the course because the employer had had difficulties in finding a qualified replacement. It is possible that the time from the application is accepted till the course starts is somewhat short as regards finding/training a substitute.

f) Family situation.

13 participants were married and 10 had children. 4 participants had brought their partners to Norway, one also brought his daughter. The married participants who did not bring their family/partner were dissatisfied with NORAD's conditions regarding bringing along families, especially when they discovered that the four couples had no problems.

The family situation and limitations as to bringing one's family may one of the strong factors influencing the selection.

4.3 Assessment of selection criteria.

The background information of the 1982/83 Course participants shows that the selection process follows, in general, the guidelines of NORAD pertaining to general conditions of the fellowship programme and the criteria for selection stipulated therein. It is deemed necessary, however, to point out the following:

a) Age

Although the age criterion is broadly adhered to, such a criterion may have inherent problems. NORAD means are being used for the fellowships as an "investment in persons", and the returns of these investments are generally measured in the number of years of work after finishing education. The development countries have, on the whole, a low retirement age. Seen from an investment/return point of view, an upper age limit may not be unreasonable. This has the advantage of providing younger members of an organization to gain insight into better administrative

techniques in shipping and consequently giving them a chance to contribute to the improvement of efficiency of their organizations over a number of years. The disadvantage is that those persons who over a period of time, had acquired a position in the organization and thus a certain influence and power of decision, will be cut off from impulses and new ideas inherent in such a course unless the leaders of the companies (who did not benefit from the course) are receptive to the new ideas forthcoming from course participants. Another disadvantage of the age criterion is that it has the potential to exclude women because it tends to coincide with child rearing. An ideal situation would be if a large number of key personnel of an organization get the same knowledge and impulse - input. They could, then, form an integral "project group" bridging the age - and status gap, a group giving each other mutual support.

The problem is universal, not exclusive to developing countries. But interview with Norwegian shipping companies having had PSC-fellows as trainees, have confirmed that many competent trainees have been strongly frustrated because they have been passified when returning home after having finished their training in Norway. From the interviews of the 1982/83 year participants also the opposite situation is found. One of the fellows had been almost "forced" by his boss, a previous PSC fellow, to apply for the course in order to qualify for taking part of the further, internal development of the company.

b) Education.

The education criterion seems to be based on the idea that:

- formal, academic training is necessary to be able to follow the lectures at the PSC,
- personnel with an academic training working in shipping in developing countries should be offered general knowledge of shipping
- personnel with university level educational background can make better contribution to the improvement in shipping

administration given the opportunities offered by the course.

The formal education criterion is generally valid to NORAD fellows, and seems to take the form of an offer of supplementary courses for university graduates. When parts of the general NORAD Fellowship Offer concerns an industrial branch, like the PSC does, one may query whether academic training is the best, or the only relevant background for the course. Many competent Norwegian shipping people, people who might well teach at the PSC, have no formal training qualifying for PSC fellowship. In other words, they have no formal, but real competence. They have not got this real competence through university or high school studies, but through other channels. The NSA knows this from their own courses within Norwegian shipping. Neither do they use formal, academic criteria as a basis for selection for their introductory or special courses within Norwegian shipping. As regards shipping, the companies' own training courses may give better qualifications for the PSC than does a law degree.

The reaction of fellows with regard to the problem posed by this criterion is epitomized by the response presented below:

"The qualification prescribed for selection was a first degree. No provision was made for any professional qualifications. I did not have a first degree, but had a professional qualification from the Chartered Inst. of Transport in London. I was therefore required to make personal representation to higher authorities in ... for the recognition of the professional qualification as a condition for eligibility."

We surmise that in some cases the shipping company's needs have led to changes in the internal nomination process, changes implying that even employees with a real, but not formal competence have been given the opportunity of applying for the PSC. However, nothing is known about how many other shipping companies/nations

accept NORAD's election criteria as they stand. These criteria do not necessarily give a clue to which persons the local shipping companies will choose to send to the PSC.

Another consequence of the emphasis put on formal, academic election criteria, is that many fellows expect the PSC to be a theoretically, analytically and methodologically advanced, academic course. When the course proves to be a general, basic course in shipping, this may lead to disappointment. From interviews of the 1982/83 year it was obvious that some of the fellows believed they had applied for a much more advanced course than the PSC.

c) Work experience

The demand for work experience underline, in the opinion of the evaluation team, an important principle. From the fellows' varied work experience one may see that the concept "relevant work experience" seems to be broadly defined. It is reasonable to emphasize the demand for work experience compared to that of age. This has now been done after the revision of the selection criteria. "Relevant work experience" used for a general shipping course supposed to cover all aspects of shipping, must necessarily be a very wide concept. The fellows' jobs are also highly varied. One may reasonably believe this to be so also in the future. But it is possible to demand an increase in the number of years of work experience. The enrichment of the course in terms of relevance can be largely based on discussions and interchange of experiences between the fellows. Some of the participants of the 1982/83 course were regarded as "uninteresting" by the other fellows because of their lack of work experience. The "uninteresting" fellows being highly theoretically schooled, was no compensation in this connection. If we consider the 1982/83 year as a group, they are most heterogeneous when taking work experience into account.

d) Knowledge of English.

All teaching is done in English, a good knowledge of the language is accordingly indispensable. But if this criterion

implies that otherwise acceptable candidates/nations may be excluded, one should look at possibilities for offering a basic course of English language to enable students to follow the course. Alternatively, the course should be oriented to participants from English speaking countries only.

e) Leave of absence

This criterion, which is an important one from the point of view of the objectives of the training programme, is generally adhered to. On the other hand, adherence to the criterion by employers during the training period to later on not employ the participant can be real particularly in government organizations. In private organizations a leave of absence is a commitment of considerable financial implication which the said organization shall do its best to recover its cost through effective utilization of the participant in question.

f) Bringing families along

Although the conditions stipulated for admission to the course does not provide for bringing family members this has not been strictly followed. Thus among the 1982/83 course participants four participants had brought their families along. The reasons for stipulating the above-mentioned condition was problems pertaining to accommodations and other related issues. As shall be seen from subsequent sections of this report personal problems play some role in their effective participation which may be ascribed to anxiety for their families at home. There are two aspects of this condition that should be noted, namely, the non-adherence to the condition stipulated by some participants and implication on participants who left their families at home because of adherence to the condition. This situation is bound to create an unnecessary resentment to NORAD's procedures.

4.4. Quality and quantity of pre-nomination and post-selection informations.

The kind of applicants to the PSC depends on the quality and quantity of informations available and sources of additional information that exist in the various countries. Thus in this section of the report source of information quality and quantity of information and timeliness of information shall be discussed.

a) Pre - application Information on the PSC

In order to have an idea about the source of a pre-application information the 1982/83 course participants were asked how they came to know about the course in the first instant. The interview of the 1982/83 shows the following sources of information.

Through Company	11
Through previous fellows	6
Governmental agencies	6
Advertisements	2
Visit in Norway	1
<u>N.a.</u>	<u>4</u>

30

The previous fellows were asked the same question and the following sources of information are given:

- Most of the fellows were introduced by their employes to the PSC.
- Some of the fellows got to know the PSC via colleagues who earlier had attended the course.
- Some of the fellows mention other sources as: Norwegian partners, advertisements in newspapers, via studies at other places, from a Norwegian shipping delegation and one had found a brochure from NORAD more or less by chance.

It is obvious that employer and colleagues constitute the main source of information about the PSC.

The decision to apply for the course also depends on the information about the PSC. Potential applicants must feel that the PSC

will cater to their special needs. The contents of the subjects as well as the presentation will influence both potential applicants and their employers. The 1982/83 course participants were asked about the adequacy of the information with regard of the relevance of the course to fill their particular training needs. Twenty-two of the participants indicated that the information was sufficient in both quantity and quality whilst seven indicated that the information was not sufficient. One course participant did not answer.

The same question was used in questionnaires for previous participants.

Most participants (50 out of 70) answered that they got sufficient advance information. Some of them refer to the NORAD brochure as a source information, while others have got the best information by talking to colleagues who had previous participated in the course. It should be noted that, where the information was found insufficient, course participants had supplemented the information provided by contacting Norwegian consulates and/or NORAD office. Some indications are, however, given that a need for better advance information exists. The answer to this question apply to information about the course before the application was sent off. For those not having had the opportunity to speak to former participants and eventually study their material, the only information to be had is the NORAD brochure. The brochure presents the aims of the course, shows roughly what subjects are taught, what themes treated and how this is presented. To potential applicants who do not have colleagues and/or employers who can give more extensive information, it would be an advantage to have better, more detailed, written advance information.

The reasons on which a participant bases the decision to participate in the course, or more precisely to apply for the course, vary from participant to participant. Asked to give at least two reasons for deciding to participate in the course the 1982/83 participants gave the following reasons:

Reasons	No. of Responses.
a) Because I liked it	11
b) Because I had no other alternative course	1

c) I was compelled by my employer to join the course	2
d) It was a necessary condition for my further profession advancement, promotion etc.	17
e) I wanted to improve the basic knowledge and skills I had obtained in an earlier course	22
f) This was a chance to travel and visit places and countries out- <u>side my home country</u>	<u>3</u>
	56

The answer to the question above by the previous course participants were similar. Most of the answers did not go into detail past saying that the plan of study gave the impression that the course would satisfy their need to learn about shipping. It is worth stressing that in many cases the fellows state that it is the authorities or the employer who has taken the initiative or almost told people to apply. Only a couple of the answers say anything about the importance of acquiring knowledge for oneself and one's country. In the long run such knowledge will be necessary to control shipping in one's own country. This may also be said to be implicit in several of the answers.

It is also worth noting that some participants refer to recommendations from colleagues having been previous fellows.

When considering the 1982/83 year and the previous fellows as a whole, it stated that need for knowledge, concern for one's own country's shipping, career plans and employer's wish, are main reasons given for PSC applications.

The interviews of the 1982/83 year furnishes a more varied picture. Almost all of the participants mention the economic situation of their country as limiting their choice of supplementary education. No fellowships being offered and the PSC is one of the few courses available, it would be impossible for them to acquire shipping

expertise elsewhere. Fellows who know about an equivalent general course in other countries, e.g. in Japan, thought the PSC to be the best general course in the market accessible to be representatives from developing countries.

Recruitment to the PSC is in other words also based on the representatives from the developing countries lacking a choice. Recruitment therefore suffers to a certain degree because applicants would, under certain circumstances, have chosen a more specialized course. As things now are, they have no chance of doing so. It may be possible that these candidates should not have been accepted at the PSC because the PSC does not cover their special needs.

(b) Source and timeliness of information

An essential part of the important information about the course and the stay in Norway, is distributed to applicants having been accepted at the PSC. One might ask whether this information should not be accessible before one chooses whether to apply or not.

NORAD sends letters to applicants having been accepted in May/April (ex. 1982/83 on April 28.) Here the applicant is being asked to contact the Norwegian Embassy, a consulate or the NORAD representatives to inquire about a visa if necessary. Furthermore information is given about the amount of the grant. Enclosed there is a plan of the studies/subjects of the course: "Practical Guide and Regulations for NORAD-fellows" which is to be signed and returned in token of accepting the entry.

When the candidate has arrived in Norway, he/she gets another letter from NORAD informing about the preliminary course and once more about the fellowship and anything else of practical value.

Enclosed is also the following material:

- Practical Guide and Regulations for NORAD-fellows
- NORAD Fellowship rates as per 1st August
- NORAD Regulations regarding accompanying family members
- Application for Insurance during the stay in Norway

- Application for a resident permit
- Norway's development assistance
- Facts about Norway

All this information should in principle be accessible to all potential applicants from developing countries. This should be done because there is an obvious connection between information and selection (who applies, why and from which country). Applicants having been accepted at the PSC also ought to get as much information about their stay in Norway as possible before leaving their own country.

On the whole one may say that information about the PSC and NORAD has been satisfactory to most of the fellows. This is probably so because they have got oral information as a supplement to written material.

Such information source is only of some value because this does not cover all potential applicants. And this will influence the recruitment for the PSC. The timeliness of information to the participants before their departure for Norway is very important not only pertaining to their timely departure, but also for easy start in the course.

The team's interview of the 1982/83 course participants only shows problems that have been overcome. Among the 1982/83 course participants only seven had insufficient time to make practical arrangements before departure. Some of the problems encountered by course participants were:

- | | |
|---|-----------|
| - Delays, communication problems etc. | 4 answers |
| - Problems w. family etc. | 4 " |
| - Visa, tickets, luggage limitations | 6 " |
| - Allowance, funds etc. | 2 " |
| - Work leave | 2 |
| - Letter of offer personally addressed;
made the employer to question the
authenticity of offer | 1 answer |

- The students are not prepared for the course	1 answer
- Knowledge of English not sufficient	1 "
- My company is new/no experience	2 answers
- <u>Have not prepared paper for the SA"</u>	1 answer
	24 answers

But, even if the participants have been able to solve these problems, it is possible that other, potential applicants have met with greater difficulties. If this is so, the problems encountered by the fellows will say something about the selection process of the PSC.

Question about any problems in their respective countries before departure for Norway were also asked previous fellows in the questionnaire sent them.

55 out of 71 answer that they had no special problems. Kinds of problems mentioned by previous candidates are:

- Problems about being nominated as applicant.
- Problems with visa and other formalities.
- Problems with special plane tickets.

4.5 Evaluation of the Course and Related Aspects

In this part of the report a brief historical development of the course and its structure and content, an assessment of the course structure and content, teaching methods, course facilities outside classroom activities and contact with Norwegian shipping and related institutions shall be made.

The main structure and contents of each course since the start of the programme with the exception the 1976/77 course is presented in appendix 11. As can be seen from the charts the main structure and contents of PSC were kept the same during the first 3 courses from 1972/73 to 1974/75. The only change in this period was that the course was extended from 22 to 25 weeks from 1973/74 to 1974/75 mainly

extending the time available for excursions, review of examination and some more time for Marine Insurance.

From 1974/75 there were some changes in both the course structure and contents. The main change was the reduction of the sequence "The Shipping History and Terminology" to being one of the topics in the sequence "The Shipping Environment and Trade", Shipping History (sailing and steamships etc.) evaluated by the participants as being of little benefit. Instead of Shipping History a sequence named "Other Subjects" was introduced consisting of topics as "Development Problems and Planning" and "Offshore Operation". In addition the order of the sequences was changed.

From 1975/76 to 1977/78 the major change was the introduction of a special sequence called "Research & Development" including topics like "Ship design", "Ship Operation", "Communication & Satellite Navigation". Other sequences were renamed without changes in the contents.

In the 1980/81 course a special sequence of "Port & Terminal Operation" was introduced excluding the "Research & Development" sequence. The previous dealing with Port Operations was then expanded to include "Commercial Management".

All in all it may be said that the course contents and structure regarding the classroom training activities only have gone through minor changes and adjustments from 1972/73 courses to the present course programme. The most valuable input to these changes and adjustments have been the course evaluation made by the participants towards the end of each course.

The course structure and contents of the PSC for 1982/83 and the overall course time schedule are presented in Fig. 4.1 and 4.2 in order to enable comparison between previous courses.

The classroom lectures were conducted by different lecturers recruited from shipping companies, chartering firms and other

shipping firms, port authorities and other shipping authorities, Det norske Veritas, the Norwegian Shipowners Association, one of the seamen unions in addition to the staff of the Norwegian Shipping Academy. A total of approximately 40 lecturers were used during the course.

The number of lecturers have varied from course to course. In the 1975/76 course 47 lecturers contributed to the course in addition to the NSA staff. In the 1979/80 course this number was reduced to approximately 40, the same as the number in the 1982/83 course.

During the first 4 courses the participants spent 2 weeks as trainees to get some practical (in-service) training in shipping companies etc. This arrangement then had to cease mainly due to difficulties of providing the sufficient number of hosting companies. Instead it was arranged to spend 1-3 months in-service training after the course for those having special requests for such training. For some years this opportunity was used by some 5-8 participants each year. The last years NORAD has claimed the lack of capacity to continue also this arrangement and in 1983 NORAD told NSA that an extension of the stay in Norway after the course can not be expected.

Excursions and one-day visits to shipping companies, ports, etc. have been a part of the outside classroom activities of PSC from the very start. A one week excursion along the coast of Norway has been on the programme in all courses. In the first course a two-day visit to Gothenburg also was included. In the last courses there has been a one-week excursion to ports in Sweden/Denmark and the North Continent (mainly West Germany). These excursions have been arranged during the first weeks of the course in order to avoid the harsh weather conditions in the winter time. In addition to the excursions there have been several one-day visits to companies and ports in Oslo region (Det norske Veritas, R.S. Platou, Fearnlys, Oslo Port etc.).

The Diploma Thesis based on the participants own selection of subject studied, was presented in a separate session towards the end of the course. The evaluation of the Diploma Thesis was made

with the same scale of marks as for the other examinations.

The Diploma Thesis has also been a part of the course from the beginning. The thesis has been meant to be an opportunity for the participants to study in depth in their special field of competence and to apply relevant information and problems from their respective home countries to the knowledge acquired in the course.

The structure and content of the PSC for 1982/83 and overall time schedule of the course are presented in Fig. 4.1 and 4.2.

a) Relevance, content and presentation

The 1982/83 course participants were asked to rank the course in all its aspects in terms of meeting their expectations. The scale for ranking used was between 0 and 9 where 1 denoted high dissatisfaction and 9 satisfaction. Those who did not have an opinion could mark 0 (zero) to indicate "cannot" answer. The average score of the respondents was 6.1 which can be interpreted as moderate satisfaction. The 1982/83 course participants were also asked to rank the main sequences in terms of relevance, novelty of content and time spent on each one of the course sequences towards the end of the course the result of which is presented in table 4.3 below:

Table 4.3. Rate of relevance, novelty and time spent on the main study sequences (1982/83).

Main study sequence	Rate of relevance		Novelty of contents		Time spent	
	Numb.of replies	Aver. score	Numb.of replies	Aver. score	Numb.of replies	Aver. score
The Framework of the Shipping Enterprise	27	6.0	27	4.2	28	6.0
Ports & Terminal Operations.	27	7.1	28	5.1	28	4.7
Marketing & Commercial Management	27	7.3	28	6.4	28	4.4
Technical Requirements & Fleet Management	27	6.6	27	6.6	28	3.3
Maritime Law & Marine Insurance	28	7.2	28	6.7	28	3.4
Chartering & Acquisition	27	7.6	28	6.4	28	4.6
Planning & Controlling the Business	27	7.3	28	5.5	28	4.4
Organization & General Management	27	7.2	28	5.9	28	4.4
Average total score		7.0		5.9		4.4

The average score for relevance was 7.0 which indicates that the rate of relevance for the contents of the entire course is relatively high compared with the participants training needs.

A more detailed ranking for relevance and novelty of content are presented in table 4.4 and 4.6. below:

Table 4.4 Frequency of scores "Rate of relevance" (1982/83).

Main subject area	Cannot	Not			Highly					Average score	
	answer	relevant	(Relevant)	relevant	relevant	relevant	relevant	relevant	relevant		
	0	1	2	3	4	5	6	7	8	9	
1. The Framework of the Shipping enterprise	1		1	6		4	3	5	3	5	6.0
2. Ports & Terminal Operations	1			1	3	1	3	5	6	8	7.1
3. Marketing & Commercial Management	1				3		3	7	9	5	7.3
4. Technical Requirements & Fleet Management.	1		1	1	2	4	5	3	6	5	6.6
5. Maritime Law & Marine Insurance		1		1	1	2	1	8	4	10	7.2
6. Chartering & Acquisition.	1			1		2	3	4	6	11	7.6
7. Planning & Controlling The Business	1				1	1	5	7	7	6	7.3
8. Organization & General Management	1	1			1	2	2	8	6	7	7.2
Number of scores	7	2	2	2	10	11	16	47	47	57	7.0

It is interesting to note that inspite of the fact that there has been harsh criticisms to the course sequence "Framework of the Shipping Enterprise" the ranking shows moderate satisfaction .

The assessment of the overall balance of contents offered in the course by the 1982/83 course participants is presented in table 4.5 below:

Table 4.5 The rate of satisfaction of the variety and overall balance of the contents offered in the course (1982/83).

	Cannot	Highly					Highly				Average
	answer	dissatisfied					satisfied			score	
	0	1	2	3	4	5	6	7	8	9	
a) Variety and range of programme offered.					2	3	5	9	7	2	6.8
b) Quality of course in your field of specialisation in terms of theory	1	2		2	4	2	7	8	1	1	5.9
c) Quality of course in your field of specialisation in terms of practical	2	2	1	2	3	7	4	5	1	1	5.2
d) Quality of course in your field of specialisation in terms of work responsibility you might face.		1		2	1	8	8	3	3	2	5.8
e) Course content in general as seen in relation to your work future		1			1	2	9	8	4	3	6.6

Table 4.5. shows that while the participants were quite well satisfied with the course contents in general, (a) and (e) above, they were less satisfied with the quality of the course in their respective fields of specialisation (b),(c) and d)).The relatively scores on the question about quality in term of practical application reflects the lack of practical training in the course. These scores also show that participants are heterogeneous in terms of their training needs. The 1982/83 course participants can be grouped into three with regard to their perceived training needs which is also illustrated with regard to previous participants.

I) Those who prefer a general shipping course:

- Participants with little or no experience in shipping;
- Participants who are specialists within a certain area of shipping, but wish to learn about the totality of shipping;

II) Those who prefer a more specialised course:

- Participants who work in a special field of shipping and wish to acquire more knowledge within the same field;
- Participants who do not see the needs for knowledge in most of the subject areas outside their field of specialisation;

III) Those who prefer a more advanced course:

- Participants who think the level of knowledge acquired is too low in a general course;
- Participants who think that the qualifications of some of the (other) participants are too low;

It can be concluded that although the general relevance of the contents offered in the present course is regarded to be relatively high to meet the training needs of shipping personnel from developing countries. There are individual training needs which also should be met within such a course. One of the problems therefore seems to be to balance the course structure and contents in relation to these individual qualifications and training needs.

In order to rectify the shortcomings of the course in order to meet course participants needs suggestions of subjects or activities for inclusion were asked of the 1982/83 course participants. The subjects suggested for inclusion were:

- 1) Sequence on computer techniques-applications-languages and programming as used in shipping
- 2) Specialised course in container management and operations

- 3) Practical working/training in shipping situations for short duration in this course.
- 4) Shipping research including coastal and fishery shipping.
- 5) Freight rates, taxation, shipping law.
- 6) Liner conferences
- 7) International organizations and their role in maritime industry.

The suggestions of the previous course participants with regard to subjects or topics to be included are varied. These suggestions were also made per course sequence:

- 1) Framework of Shipping Business should include:
 - Political aspects, flag discrimination, energy sources and transport needs.
- 2) Port and Terminal Operations should include:
 - Port and shipping infrastructure and environment
 - Container management and operation systems.
 - Containerization, cargo handling and related infrastructure.
- 3) Technical Requirements and Fleet Management should include:
 - Ship Process Control Systems , fuel economics, oil pollution and prevention. International regulations on operational safety of tankers.
 - Measurement and Inspection of bulk cargo and liquids.
 - Fleet Management, repair and maintenance plan system.
 - Subjects which have to do with navigation, like installation, aids to modern navigation equipment.
 - Offshore oil exploration and management
- 4) Maritime Law & Marine Insurance should include:
 - International legislations and shipping laws.
 - Legal aspects of ship documentation.
 - International regulations made by IMO, CMI, ILO, UNCTAD.
 - Analyse and discuss typical marine accidents.
- 5) Chartering should include:
 - Principles, procedures and decision-making procedures.
- 6) Planning and Control should include:
 - Investment appraisal and feasibility studies in shipping and ports.

- Manual and computerized information systems in shipping business.
- Topics which would describe and explain the Norwegian planning process for the shipping industry and the governmental machinery responsible for this.
- Computer application to Management and operations.
- Transport planning.
- Computer application in shipping accounting and economics.

A more detailed picture of the novelty of content is presented on table 4.6 below:

Table 4.6. Frequency of scores on "Novelty of content" (1982/83).

Main subject area	Cannot answer		Not new at all			(New)			Completely new		Average score
	0	1	2	3	4	5	6	7	8	9	
1. The Framework of the Shipping enterprise	1	4	7	1	1	6	3	2	1	2	4.2
2. Ports & Terminal Operations.		2	2	4	1	6	5	5	1	2	5.1
3. Marketing & Commercial Management.				3	2	6	6	5	3	3	6.4
4. Technical Requirements & Fleet Management	1		2		3	5	2	2	7	6	6.6
5. Maritime Law & Marine Insurance		1		3	1	5		3	8	7	6.7
6. Chartering & Acquisition		1		2	2	3	6	5	4	5	6.4
7. Planning & Controlling the Business.		1	1	2	3	6	8	3	2	2	5.5
8. Organization & General Management.		3		3	1	5	4	2	5	5	5.9
Number of scores		12	12	18	14	42	34	27	31	32	5.9

Table 4.7 shows that the study sequences evaluated as being most relevant and beneficial for the participants are those connected to the economical and commercial aspects of shipping. This result can, however, be explained from the fact that most of the participants attending the course during the years have had an economical and commercial background and are mainly dealing with such problems in their daily work. The relatively low scores in subject areas like The Framework of the Shipping Enterprise and Technical Requirements and Fleet Management are on the other hand an indication that these subjects not to the same extent are dealt with in their daily work.

The scores to the questions answered in the rest of the above tables only give an indication how the participants as a group evaluate the different main subject areas offered in the course, however, relatively large individual differences exist among individuals as can be seen from the distribution of scores on table 4.5 and 4.6.

The previous course participants were asked what subject areas have been of particular benefit in their work and professional careers after the course. The number of respondents is presented in table below:

Table 4.7 Ranking of main study sequences according to rate of relevance (1982/83) and benefit in work (1972-1982).

Main study sequence	Rate of relevance (1982/83) Average score	Most benefit in work after course (1972/73-1981/82) (*)
1. Chartering & Acquisition	7.6	25
2. Marketing & Commercial Management	7.3	21
3. Planning & Controlling The Business	7.3	19
4. Maritime Law & Marine Insurance	7.2	17
5. Organization & General Management	7.2	15
6. Ports & Terminal Operations	7.1	10
7. Technical Requirements & Fleet Management	6.6	6
8. The Framework of the Shipping Enterprise	6.0	3

*) The figures in this column refers to number of answers and not participants.

b) Outside classroom activities

The outside classroom activities of the 1982/83 course consisted of a two-day excursion to the west coast of Norway, 6 days to Sweden, Denmark and West Germany one day each to the Port of Oslo and Norwegian Veritas and half a day to Fearnlys and R.S. Platou. These outside classroom activities are much less than the previous courses as has been pointed above. Towards the end of the course the 1982/83 course participants were asked to assess their degree of satisfaction with this part of the course and the average score was 5.8 in a scale of 0 to 9.

The visits to the ports of Oslo, Stavanger, Gothenburg, Hamburg and Bremen, were viewed by the participants as being the most beneficial part of the outside classroom activities. During the port visits the participants had the opportunity to see in practice the most modern techniques of cargo handling and how the work in the ports is organized.

The assessment of the benefit of the visits to different shipping companies, chartering firms etc., however, varied a great deal. Although many of the participants found it interesting to see and "feel the pulse" of modern shipping organizations, the general opinion was that these visits only gave a superficial picture of the different organizations' activities. This problem is clearly illustrated by the Tanzanian case study quoted here, namely:

It was further noted that the field trips are too close together so that participants have difficulties in appreciating the objective of the practicals. The trips took form of a tourist type of arrangement in the opinion of one of the former fellows. The effect was that little actual training took place during these practicals. This would be suitable for top executives who need a quick exposure to various port and shipping activities, but for the desk officers a more purposeful programme should be taken."

PSC course participants also mentioned cases where practical training has been planned but responsible people in the ports appeared to have not been prepared to receive the students.

In addition to pointing out the need for a careful reexamination of the outside classroom activities, a number of suggestions have been made by the 1982/83 and the previous course participants which can be summarized by the comments of a previous participant:

" Visits to shipping companies should be included only if the host company's staff will explain technical/operational marketing aspects of their operations and not merely introduce their company. Another possible idea is that the major departments of the company present a case they encountered, how they solved it and how they could avoid the problem next time."

It is against this background that strong wishes have been expressed by the 1982/83 course participants and previous course participants for extending the duration of the course to about 9-12 months. This suggested extension is mostly related to the need for (more) practical

in-service training, in Norwegian shipping companies, chartering firms or other organizations matching the individual training needs.

c) Teaching and Training Methods: An assessment

The teaching and training methods used in the PSC, including classroom activities or lectures, group work, study material, examination and diploma thesis and related aspects, shall be assessed in this part of the report. This assessment will be based on classroom observations, survey of 1982/83 and previous course participants and on interview of the 1982/83 course participants.

Based on the agreement between the NSA and the evaluation team classroom observations were carried out during a period of 18 days of sequence 6,7 and 8, and presentation of Diploma thesis (appendix). The course participants were informed in advance about the objective of the exercise whilst lecturers came to know about the ongoing observation by the presence of a member of team in their class.

There were no fixed schedules because the team did not want to be present only at well prepared lectures. Neither the fellows nor the NSA-staff knew when the evaluators would attend the classes. The team had agreed in advance upon the methods to be used and decided to be seated at the back of the room and never interrupt the teaching. The pedagogy of the teaching was our main focus. As it will be seen from the evaluation of the form of teaching the main attention was given to the structural aspects of the pedagogical arrangements. Lecturers were not given bad or good "marks", The aim of the observations was to investigate the different teaching methods to see what kind of methods that were able to catch the fellows' attention and hence had the best training effect. This enabled the observers to separate between observation of methods and persons (actors).

During the observation the evaluation group continuously took notes. For each lecturer the collected information was gathered under main theme as "use of pedagogical remedies" and "group works".

Finally all the observations were summarized by one of the observers. The summary of the individual observations showed that the observers had identical evaluations according to the relationship between the teaching methods and their ability to activate the fellows.

Reactions to the classroom observations can be summarized as follows:

Reactions of the fellows.

Side by side with the observations individual interviews with all the 30 fellows were held and a group discussion with the 4 fee-paying students were carried out. And often the PSC was discussed with the fellows before, in between and after the lectures. Certain reluctance was observed on the beginning among the fellows for fear that the result of the evaluation would contribute to the closure of the PSC. During the discussions and especially during the interviews this attitude disappeared. All the fellows' point of view were given because they wanted to improve the PSC. Their willingness to co-operate with the evaluation group have to be seen in relation to their explicit wish to improve the PSC. and it would be a breach of confidence if the team failed to inform about the fellows' equally explicit fear that their comments could contribute to the closing down of the PSC. Frequently the fellows contrasted their critical remarks with information about excellent lectures. In this way the team was informed about the merits and demerits of the different training methods. The team is of the opinion that its presence did not influence the fellows' behaviour during the lectures.

Reaction of the lecturers.

The lecturers had received no formal information from the evaluation group as this was regarded to be the NSA's responsibility. However, it was clear that they had advance information through informal channels. None of the lecturers directly gave the impression that they disliked the presence of the team. But we do interpret some of the signals given indirectly

that some of the lecturers would have been more comfortable without observers at the back of the room. It is therefore not unthinkable that the team's presence influenced the lecturers' performance. To correct this possible source of error the team asked the fellows whether or not the lecturers and lectures changed character while we were present and this was denied.

Reaction of NSA .

The reaction of the NSA to the evaluation teams' observation were positive. They helped arranging the first contact with the fellows and provided a great deal of information and assistance.

The NSA-staff paid a great deal of attention to the progress of the evaluation, and they were interested in giving us nuanced viewpoints on problems they felt the fellows had to limited knowledge to judge properly.

I. Observation of the Lecturers.

Teaching an elementary or general course is often more demanding than specialized courses at higher level, it is very difficult to teach without being superficial and/or getting too much into detail. The difficulties are more obvious in teaching introductory courses to students (fellows) with heterogeneous background in terms of education culture, age, and work experience. The classroom observation's was on pedagogical aspects. The evaluation of the lecturers by the fellows which concludes that all lecturers were highly qualified technicians categorizes the following two groups of lecturers with regard to teaching.

- Competent teachers who managed both to give the class good and relevant knowledge and to involve the fellows in discussions.
- Less competent teachers without ability to give the class their know-how. Without pedagogical ability or training.

In the questionnaire the 1982-83 class evaluated the classroom training and the lecturers. The average scores for classroom training and the teachers ability to teach were 6 and 5.4 respectively in a scale of 1 to 9.

Answers from previous fellowship holders also show a critical attitude as regards some of the lecturers ability to teach. A very small number question the expertise of the lecturers, but the majority of the fellows question some of the lecturers ability to teach.

The result of the classroom observations by the team may be summarized as follows:

All the lectures attended were given by highly qualified technical personnel.

All the lectures observed were conducted with good or acceptable English.

The standard of teaching ability varied from excellent to not acceptable. The signs of poor teaching ability such as restlessness in the classroom, fellows walking in and out of the room, the fellows chatting to each other, empty glances, only when a new overhead transparent was shown there were some activity in the class as long as the fellows wrote down the information, and frequent questions from the fellows wanting a pause.

These reactions were observed when the lecturers solely made use of one-way-communication, standing by the speaker's desk all the time, or a monotonous reading from their manuscripts. During these kind of lectures there was a lack of elementary teaching techniques, such as agreement between the lecturers and the fellows about what is going on and how.

It is important to establish a mutual agreement about what is to be discussed, how the subject should be dealt with, i.e. how to structure the communication. Other aspects that need to be considered are: Are the questions from the fellows supposed to interrupt the lectures all the time? Should the fellows put forward questions at fixed intervals in the lectures? Do the fellows prefer a longer sequence of discussion at the end of the lectures? When such agreement are not reached one often finds unwanted negative consequences as interruption whereby irritation may arise.

In order to maintain interest in subject matter under consideration

the teacher could be more active, walking around the classroom, asking questions and varying the use of pedagogical tools. It is important that the lecturers remember that the fellows most of the time are sitting in a classroom receiving information and that it is easy to get bored. It is also important that lecturers repeat questions put forward by the fellows because it sometimes is difficult to understand the meaning of the questions.

II. Teaching aid.

Not much use is made of teaching aid except for the projector. The overhead projector is a pedagogical tool. It is supposed to be used as a supplement and illustration to the main point of the lectures. If the audience does not receive copies or are not aware of the fact that they will be given copies later, this pedagogical tool becomes a goal. The audience is so preoccupied copying the written information that the proper content of the lectures escape them. Especially in a course as strongly oriented towards examinations as the PSC is, the fellows regard it as important to collect as much written information as possible.

III. Classroom discussions

The average score pertaining to time spent for classroom discussions after each session was 4.3 which is slightly below average (class 1982/83). The informations from the interviews also give us the same picture. The fellows wanted a more systematic use of lectures, discussion and group work in such a way that the classroom training become more varied.

The fellows pointed out that they had many good and interesting discussions at the PSC. But some lecturers seemed unable or unwilling to open for discussions. If the fellows put forward questions they were interrupted by some of the lecturers. And sometime the lecturers "mildly corrected" them if they did not agree with the points of view presented. On some occasions it seemed from the fellows point of view that the lecturers had

difficulties to discuss ideological issues. The fellows interpreted this attitude as an expression of interest in "selling" Norwegian Shipping and less interest in opening up for discussion. Some of the previous fellows indicated that some lecturers were unable to entertain suggestions offered by the participants and this tended to discourage discussions and active participation by the course participants.

IV. Group work.

The evaluation of the group work at the PSC is solely based on the data from the interviews and the survey among the previous fellows. The interview results of the 1982/83 course participants show that the idea behind group work is good. Owing to the fact that fellows had to present the results of the group work in plenary they also mentioned the group work as good training situation in this respect. Some of the fellows wanted more group work, possibly as home lessons. Badly prepared and implemented group work, as was sometimes the case, was regarded as a waist of time. As regards the composition of the groups the fellows expressed the wish that membership in the groups should change at fixed intervals. Such a group composition was believed to enhance the learning process.

Some of the fellows had privately made a colloquium working together in the evenings. A few fellows also mentioned more ad hoc groups at Kringsjå before examinations.

The previous fellows indicated that group discussions was one of the best ways of learning which gave opportunity for everyone in the group to share ideas. However, more attention should be given to group discussions in order to give participants enough time to have thorough insight into very important and valid questions and problems raised.

The fellows regarded their influence on the content and implementation of the PSC as close to nothing. The 1982/83 class judged the

course as being very tightly organized and managed without the flexibility that allows adjustments according to the needs of the participants. The fellows contrasted the form of the course with parts of its content. Thus one of the most prominent development aspects of the more advanced Norwegian shipping industry the last 10-15 years is the decentralization of the decisionmaking process, both concerning the relationship between the company office and the ships and on board the ships. The development is put forward to the fellows as examples of modern management in a modern society and the fellows considered that decision-making process mentioned above should be practised, to a certain extent, in the course.

The fellows wanted the PSC to try out the following procedure:

In the early part of the course all the fellows should introduce themselves by information about:

- the shipping industry in their home country
- the workplace/organization of the person concerned
- his/her position and work tasks
- his/her educational background
- his/her main professional interests.

A presentation like that would be of general interest for all the participants. And more specifically the fellows would at an early stage get to know fellows sharing their interests, and eventually who could be a source of help in the different subjects. According to the fellows, this kind of presentation should have been the basis for a discussion about the contents of the course and for adjustments.

During the observations very few biased statements were experienced. But in the interviews the fellows often mentioned that some of the lecturers were very one-sided in their points of view concerning the state of the shipping trade and policy in general. The biased lecturers were often the same persons that denied alternative interpretations on the state of affairs to be put forward in the class. The observed biased statements were the following:

- "the Norwegian shipping industry is the best and consequently our solutions are the correct ones" and
- State owned companies in general were criticized, not without a political overtone as lacking in efficiency.

Taking into consideration that more than 2/3 of the fellows work in state managed organizations and that the PSC is financed by the Norwegian Government, the lecturers should rather have opened up for a discussion concerning state owned and private owned companies. It should be taken seriously that so many of the fellows regarded some of the lecturers as strongly biased both concerning use of models and views on the shipping trade.

The lecturers, most of which are recruited from various institutions, are in general only responsible for parts of a sequence. They do not know in detail what the previous teachers have taught and this creates problems in the coordination of PSC. An expert giving some lectures at the PSC experience this as a problem. He does not have sufficient knowledge about the fellows and about the content of the previous lectures. Accordingly it is difficult for him to judge properly how much of the background variables it is necessary to explain to the fellows before he gives his more specialized know-how. On the one hand he fully realizes the danger of repetition, on the other hand he is eager to give his subject a proper context. The fellows were strongly critical about the repetitions and the overlap between the lectures. The fellows had little understanding of the problem of providing necessary background information and avoiding unnecessary repetition. During the classroom observation the team noted quite a lot of unnecessary repetitions and was often told by the fellows that the day's topic had been examined by another lecturer earlier in the course.

In one of the interviews a fellow proposed the following which the team considers as a general view of the course participants.

" Each sequence should begin with a session where all the subjects in the sequence were outlined. The NSA should draw up a goal for each sequence and make sure that the goal is reached both by the individual lectures and for the sequence as a whole. Obviously the NSA gives insufficient information to the lecturers at the moment, and consequently the co-ordination is not satisfactory."

A day's planning with all part-time lecturers present at the beginning of each sequence would be beneficial for all concerned.

The lecturers from the NSA-staff at the PSC are professional teachers. It should be possible for them to discuss the teaching and training methods at the PSC with the part-time lecturers and pinpoint the importance of variation in teaching methods, open discussions and properly organized group work.

V. Examinations.

After each of the study sequences students undergo a 5-hour written examination. The candidates use the day before the examination for preparation. They are allowed to bring with them and use available study materials during the examination. The examination papers are marked in a scale of 10, the best being 10.

The results of the 1982/83 course participants interviews and questionnaire survey can be summarized as follows:

- a) The general attitude was that examination is necessary for making people to work hard enough.
- b) There were indications that the examinations should be in two parts and that the time was too long, but no consensus in either of the two points were found.
- c) There was no satisfactory feed-back on the examination papers. The grading consisted of a single figure without comment which does not contribute to a learning process.

- d) Some students believed that the grade they got in the first examination determined their grades in subsequent examinations implying bias by examiners.
- e) Some of the students said they were concerned about the consequences of low grades when they came home. Others mentioned that students who got low grades on most of the examinations seemed to lose their interest in the studies. Some disliked, other liked the competition about the best grades.
- f) Some students had serious difficulties to do their examinations papers in English.

The team is of the opinion that some of the points raised above are serious enough to merit a thorough analysis of the examinations in terms of its appropriateness in the course, the frequency and the grading system in use. If examinations are not used as a basis for determining successful conclusion by course participants (and this seems to be the case) the team questions their inclusion in the programme.

VI. The Diploma Thesis

The principle idea with the thesis is to use knowledge acquired in the course partly to study in depth their special field of interest and partly to apply relevant information and problems from their respective countries. The students were given 7 days for preparations and presentation of Diploma Thesis. The Students were free to select their own subject for study. But the evaluation used the same scale of marks as for the other examinations.

The interviews of the PSC- participants in 1982/83, and the questionnaire survey answers support each other to the extent that we could sum-up under the following points:

- a) Most of the participants feel that the work with the Diploma

thesis is waste of time due to the fact that:

- Some students had their thesis written before they came to PSC,
- Others are only using old dissertations or papers.

b) A few of the students reported that it was a good learning experience because:

- They had data brought with them for the thesis, and/or
- worked together with other students, and/or
- analyzed and wrote about problems in their own organization, and/or
- had good contact to their organizations which could assist them with data and information.

c) Most of the participants did not have sufficient data, own research work to report, professional books or assistance.

d) Many of the students were disappointed over that so few of the other students were interested in their thesis.

e) A few of the respondents suggested that diploma thesis topics should be selected early enough to enable course participants to present a useful thesis.

VII. The study materials

In the 1982/83 course 9 main books were used. Eight of the books are published by NSA. In addition NSA and the lecturers have given various types of hand-outs.

The participants have been asked to assess the study material in all the surveys and in the interviews. The evaluation group has also examined all the textbooks, for some books with assistance from other consultants.

When the 1982/83 participants were asked in the two surveys to indicate their satisfaction or dissatisfaction with "access to comprehensive study material for self-studies" the average score in October 1982 was 4.8 and in March 1983 3.8.

The results of interviews and the questionnaire survey of the PSC-students in 1982/83 were similar to the results of the former students mail questionnaire survey and could be summed-up as follows:

- a) Some of the books need to be up-dated.
- b) The books are basic, i.e. are not sufficient for the students who want to go in depth on specific subjects.
- c) The books should be given the students at the beginning of the course, if possible sent to them already when they have conformed their fellowship offer. The students with language difficulties see this as useful.
- d) The books should come from independent sources, i.e. not from NSA.
- e) The students need more written materials from international organizations as IMO and ILO
- f) The hand-outs are useful and mainly good.

All the 8 textbooks published by NSA have been examined mainly from a general viewpoint, while three of them have been scrutinized more thoroughly. One of the three has been evaluated from a generalist viewpoint while two books have been evaluated by professionals in respective fields.

The general remarks to the NSA textbook are summarized as follows:

- Only one of the books contains reference to other literature.
- The textbooks contains a great number of illustrations inserted in the text. Generally they present a disturbance when reading rather than facilitate understanding.

- The books present themselves as compiled lecture notes in a draft form. The English text is of varying¹ standard.
- The books contain none or very little introductory informations on how the book is worked out (as elaborated lecturing notes or translations of other books and for what specific purpose it is provided. Some of the books claim to be introductory or to provide basic knowledge "to the interested student". No reference is given to the special background of the developing country student.
- NSA claims copyright of the textbooks for all but one of the volumes. In that case copyright is not indicated.

The specific remarks with certain textbooks are presented below:

a) "The Shipowners Business's" perspective is the Norwegian Shipping Business, dealing with the difficulties a potential newcomers from a developing country will face to enter the business. The attitude to state owned shipping enterprises is sceptic and recommends strongly private entrepreneurship to run and operate the fleet on a leasing basis along the line of Norwegian shipping practices. This example reveals a bias of strong trade liberalism which can be considered as the reasons for criticism of Norwegian shipping interests by PSC participants who are mainly engaged in national merchant fleets.

b) The content of "The Practise of Professional Shipping Business" varies in professional quality and editorial and pedagogical standard. In general it aims at providing "basic knowledge on thepractiseof professional shipping business." The textbook, however, has a number of serious shortcomings, namely:

- The text gives the impression of being more or less direct translated from Norwegian literature. The English language

is sometimes very difficult to comprehend as sentences are unnecessary long and complex.

- The book deals exclusively with Norwegian shipping practise which in several aspects are of little relevance to the student from a developing country.
- When contract forms are discussed and commented upon, the form and adherent comments appears on separate pages.
- Drawings inserted in the text seldom facilitate understanding.
- It has not been updated since its publication in 1978 and thus lack important informations on international agreements proposed and even ratified. These regulations deal with security and environmental protection, and as developing countries often are in the market for second hand tonnage this type of information is obviously of paramount interest to the students.
- Another important aspect of contemporary shipping, namely demands on dangerous cargo, is unfortunately not treated in the book.

c) "Maritime Insurance" is intended "to provide an elementary introduction to insurance problem of focal interest". With respect to this aim the book present itself as mainly satisfactory educational tool with some important objections:

- The emphasis is on Norwegian maritime insurance with very little international maritime insurance practise which the developing countries have to deal with. It is assumed that the students would have benefitted more from learning about international practise, how the marine assurance system is organized and how to approach the system.
- Major changes in marine insurance conditions that occurred in the midseventies have not been incorporated.
- The English language is partly deemed to be of unsatisfactory standard. This may be due to more or less direct translation from a Norwegian text.
- Needs concerning updating, correction and improvement.

The critical remarks from this textbook evaluation can be summarized in three points:

1. The material in the textbooks has been worked out from a purely Norwegian perspective, and sometimes biased with what could be commercial interests. The relevance hereof is limited to the student from the third world since he/she is forced to apply the knowledge in the problems and context prevailing in these countries.
2. The textbooks present themselves as preliminary drafts compiled from lecturing notes and/or ad hoc translations from Norwegian literature in the field. This literature are not referred to in all but one of the volumes.
3. Updating of figures and practises are not performed even in cases where very important changes have occurred.

d) The Evaluation of the PSC by the 1982/83 Course Participants.

The evaluation of the course by the course participants was held on March 24, 1983. In this evaluation, which could be considered as a formal summing-up of the course, about 20 fellows in the beginning, later some more turned up, the NSA staff, some NORAD personnel and three members of the evaluation team were present. The day's program consisted of a course evaluation arranged by the NSA and a graduation ceremony and a party. The atmosphere during the evaluation day was one of festivities, posing for a class photo, presenting of presents by the course participants to the NSA and generally one of preparation for departure and attendant anxieties. It is against this background that the significance of the course evaluation as an input in improving subsequent courses should be seen.

The questions included in the evaluation and the results thereof are presented below:

1) General assessment of the course pertaining to achievement of course objectives implying ranking in a scale of 1 to 10.

1. To enhance the general level of understanding of the shipping scene of today and the factors that influence the need for and use of shipping services.

2. To provide insight into the application of modern methods and techniques which will contribute towards improvements in the efficient operation of shipping services.

3. To provide insight into the application of the management functions as applied in shipping companies, i.e. the planning, organizing, directing, and controlling the use of available material, financial and human resources.

The average scores for 1.1, 1.2, and 1.3 were 7.35, 6.21, and 6.52 respectively. Some comments forwarded by the course participants were that:

a) The first question was too general to present concrete points of view,

b) Some aspects of the course were not relevant (coastal shipping) and should include different themes (container management)

c) There was little practical insight for lack of practical training component and the course was more oriented towards the office administration (very little about problems on board ship)

2) Assessment of relevance, content and presentation of the 8 course sequences.

The course participants were asked to rank each course sequence in terms of relevance, content and presentation as below average (0-5) and above average (6-10) and comment. The counting of the scores was on the basis of show of hands. The results are presented below:

Table 4.8. Ranking of Course Sequences.

	Average		Average		Average	
	Below	Above	Below	Above	Below	Above
	RELEVANCE		CONTENT		PRESENTATION	
1. The framework of the shipping enterprise	8	15	12	11	13	10
2. Ports and terminal operations	2	21	4	19	3	20
3. Marketing and comm. management	2	21	5	18	3	20
4. Technical requirements and fleet management	1	25	2	23	0	26
5. Maritime law, marine insurance & P & L	0	26	1	25	3	23
6. Chartering and acquisition	2	24	3	23	3	23
7. Planning and controlling the business	1	25	1	25	3	23
8. Organisation, general management	1	25	1	25	0	26

The column on the left indicates the number of course participants who ranked the course sequence as below average and the right column those who ranked the course as above average. As can be seen from the table above the course sequence that suffers from lack of relevance, content and presentation is the Framework of the Shipping Enterprise. The lecturers' comments to this sequence is that it could have been more analytic than descriptive. But, it is doubtful whether an analytic orientation could improve its relevance.

Other comments with regard to this question were:

- That Maritime Insurance was more oriented to Norwegian situation which some thought were not relevant to all, but the lecturers' point of view was that there is no difference between Norwegian and other Maritime Insurance.

- Chartering and Aquisition did not reflect charterers needs which NSA accepts as sound criticism to be taken seriously.

- General management was deemed to require more examples/practical exercises.

3) Assessment of relevance of thesis and problems encountered in collaboration were asked and answers presented in yes/no alternatives as follows:

	yes	no
Did you find that the research you undertook in connection with your thesis was a valuable learning experience?	21	2
Will you be able to use your thesis in working for improvements in your own organization or country?	19	4
In undertaking your thesis did you have difficulties in any of these aspects:		
- choosing a project subject	18	5
- knowledge of research techniques	7	16
- obtaining informations here in Oslo	17	5
- organising your material into your final document	8	14
- presentation skills	5	16

Questions about the examination were also given in the form of yes/no alternatives as can be seen below:

	yes	no
In your view did the examination provide for a fair assessment of the knowledge gained in each sequence?	6	19

Would you like to make any other comments concerning examinations?

The comments show the following:

	<u>Respondents.</u>
- Examinations should be based on a case study	3
- Examinations were too long	4
- Examinations were inadequate	7
- Closed book examinations are better	2
- Examinations are unnecessary competitive	1
- The questions were ambiguous	1
<hr/>	
Total respondents	18

The evaluation of the course by the course participants as is carried out now presents a number of serious problems in terms of the following:

a) Timeliness

- The evaluation of a course at the end of the course and especially attached to the festivities is not conducive for criticism because participants may feel that criticism, especially harsh ones do not have a place in a festive atmosphere.

- Participants may feel that the results of the evaluation have no significance to them and/or may not have significance to future participants. In the latter case because they have no idea about the background of the future participants.

b) Methodological

- Evaluation of relevance, content and presentation by show of hands does not lend itself to a proper assessment. Respondents are reluctant to openly criticise which may be ascribed to a "courtesy-bias". One of the corner stones of evaluation is lost in this case, namely, anonymity of respondents.
- Yes/no alternatives to assess aspects about thesis and examinations have no usefulness as an input in improving the course.

In general, the team is of the opinion that the evaluation is of little value to serve as an input in future improvements of the course. Since the course, with all its supportive activities are supposed to satisfy the training needs of the participants and these interests vary as a function of the background of participants it would be preferable to:

- a) Make a pre-course assessment of training needs when the scheme of the course sequences is presented by NSA
- b) Adapt the teaching to the average participant
- c) Determine the relevance of the course to this target by an evaluation after each sequence.
- d) Evaluate each sequence maintaining anonymity.

The evaluation of the course by the course participants is an annual exercise which NSA maintains have been feedback into the course with the aim of improving the course. If the 1982/83 course evaluation is representative of the other previous evaluations the usefulness of the very evaluation is questionable.

e) Contact with Norwegian Shipping Companies and other Institutions.

In the survey of former PSC-participants and in the interviews of the 1982/83 PSC-students questions were asked about individual initiated professional contacts during and after the course.

The main impression is that such contacts have been limited. Relatively few of the participants had shorter or longer stay in shipping companies and shipping agencies such as L.Høegh & Co., Fearnley & Eger, Hj. Bjørge, Wilh. Wilhelmsem, Kr. Jebsens Rederi and T. Klavness. The latter has, through Guinomar (Guinea) and Gybulk (Guyana) assisted shipping people from the two countries partly with paying for them or helping with practical matters, for instance housing, partly with having the students working with the company in Oslo before and after the course.

The interviews of the 1982/83 participants showed that 10 students had contact with Norwegian companies before they came to PSC, but only 5 have followed up this contact after they came to Norway. Nine of the students had established new contacts, mainly to Fearnley & Eger and Platous, one mentioned also Barber Blue Sea. However, this contact seemed to be limited and could be described as preliminary and not as practice training.

Concerning the shipping agencies, many of the students mentioned Fearnleys and Platous, also as companies which they still have contact with. These contacts seems to be established through the lecturers from the companies. However, some lecturers are referred to as more helpful than others to establish such contacts. The lecturers attitude and interest in the students and their own professional network could explain such variations among them. It is obvious that lecturers have access to very extensive and interesting professional networks. It is a question to which extent NSA has used this potential in the organizing of the course.

The NSA should actively engage itseld in arranging contacts between

course participants, teachers and shipping companies and institutions than it has done so far.

f) Staying in Norway

The former PSC participants and the 1982/83 students express their general satisfaction with the staying in Norway.

The 1982/83 students stated through the two survey rounds that they were satisfied with housing, health services, food and diet, culture and human relations, relationship with wife/children or other family members who remained home.

They were also satisfied, but less so, with their private financial situation (the monthly fellowship rate), climate, interaction with other third world students and contact with students from host country. The most frequent complaints with regard to stay in Norway were loneliness, lack of social contact, climatic and personal problems, lack of newspapers from home, low fellowship allowance and pressure from the studies.

They were dissatisfied with access to newspapers, magazines, journals from home country and access to news from other sources about home country.

The team is of the opinion that the participants, being guests in Norway, had refrained from harsh criticism and considers their stay in Norway as very isolated due to lack of arrangement of social functions and the isolation of the training premises.

g) Training premisesClassroom

The Professional Shipping Course has, from 1972 to 1983 been held in three different places in Oslo rented by the Norwegian Shipping Academy. The present classroom facilities are at the Oslo Sjømannsforening, Oslo. The premises consist of a wardrobe, a toilet, a common room and a classroom with an adjacent kitchen and are basement rooms with no windows. The rooms are meant to be used for meetings and festivities for Oslo Sjømannsforening and they are also let for same purposes.

The wardrobe, toilet and common room are acceptable, however, the ball room is not suitable as a classroom. There is a dome in the ceiling which results in poor acoustics making it impossible for people sitting across the room to hear what is said. The doors between the "classroom", common room and kitchen are not soundproofed. The PSC can to a great extent control noise from the common room. But the noise from the kitchen is much more problematic. The caretaker and his assistants work in the kitchen. When they are preparing food for parties the noise can be heard through the revolving doors. A new sitting arrangement, where the participants in the PSC sit in a horse shoe form, was tried out during the 1982/83 course and improved the communication considerably.

The main advantages of the premises mentioned in the interviews of the 1982/83 course participants were that it was close to the town, and that one can get tea/coffee without inconvenience. The disadvantages mentioned were related to noisiness, poor lightning, cold, bad ventilation and acoustics. Of course the description of the premises were more colorful than presented above. The same main disadvantages were mentioned in the mail survey questionnaire of the previous course participants.

In the opinion of the team the present premises are not fit as classrooms.

The classroom has a blackboard, a flippower and an overhead projector.

The blackboard is small and of the traditional type. The quality of its surface is so bad that it is difficult to read what is written if one sits at the back of the room. This is confirmed by the teachers and the students. That a complaint is made about a blackboard in such an evaluation is beyond the comprehension of the evaluation team in as much as the NSA could solve the problem as a matter of routine considering the small cost of acquisition involved. The overhead projector is usual type but very noisy. If the lecturer leaves the projector on while lecturing, the already poor acoustics get worse.

Libraray facilities.

All the students of the 1982/83 year missed a specialized library. In the classroom there are no supplementary shipping books or magazines. This is also mentioned by most previous fellows. They mention the lack of library facilities in the premises, and that they had no knowledge of alternative libraries and/or that the libraries they knew of closed too early to be of any use to them.

This lack of a proper shipping library is not acceptable. The fellows must be informed about different specialized libraries in Oslo, and the NSA should make its own library with supplementary books and magazines accessible to the course participants.

The evaluation team strongly recommend NORAD and the NSA to find new classrooms better fit both as concerns human contacts and teaching. It is also found reasonable to look at the fellow's need for a specialized shipping library.

4.6 The benefits of the Professional Shipping Course.

The benefits of the course could be assessed in terms of contribution to improvements in the shipping administration of the participating countries/companies, the improvements in the efficiency of the participants when they resume their work after completion of the course, the benefits accrued to course participants in terms of advancement in the hierarchy, salary improvement and/or status obtained.

It should be mentioned at this juncture that the assessment of the contributions to the improvements of shipping administrations of developing countries or impacts thereto is quite impossible for the following reasons:

1) The manpower situation in the developing countries have not been even cursorily analysed to determine what kind of training needs they would require at different levels in their shipping administration hierarchies.

2) The manpower situation of the participating countries has not been analysed to determine areas of emphasis in terms of geographical concentration.

3) The number of participants from several countries is too small to conclude on a priori grounds that their impacts to shipping administrations would be quite insignificant.

4) Even if this was possible, the number of respondents is too small to reach a viable conclusion.

5) Even if answers were obtained from all employers and former course participants no reasonable conclusion can be reached with regard to impact to the shipping administration.

6) In as much as most of the course participants are in shipping companies and agencies

The benefits of the course are presented by target groups, namely, potential benefits to 1982/83 course participants, benefits to former PSC participants and to employers of former PSC participants.

a) Benefits to the 1982/83 course participants

In the second survey the course participants were asked to assess the quality of the course in their areas of specialization and the responsibility they face and the average scores were 5.8 and 6.6 respectively. These average scores indicate moderately high potential benefits to the course participants in terms of professional efficiency. A more detailed assessment of the potential benefits pertaining to professional and personal aspects are presented in table 4.9

Table 4.9 Rating of Potential Benefits of the PSC.

	No answer	Cannot answer	No of replies	Average score
Professional status	0	0	28	6.1
Salary	1	1	26	4.9
Work responsibility	0	0	28	6.4
Respect and recognition	1	0	27	6.6
Job-performance skills	0	1	27	6.4
Challenge of job	1	1	26	6.1
Advancement opportunities	0	1	27	6.1
Cooperation with colleagues	0	0	28	6.4
Relationship with superior	0	0	28	6.8
Creativity	1	0	27	6.6
Job security	1	3	24	6.0
Knowledge of local conditions related to work	0	1	27	5.2
Initiative	0	0	28	6.4

As can be seen from the table above the perceived potential benefits with regards to salary are below average and that of knowledge of local conditions related to work are slightly above average. The highest average score is that connected with relationship with superior followed by respect and recognition and creativity.

b) Benefits of the course to the former participants.

The benefits that the former course participants obtained vary from personal to organizational/national. Some of the benefits indicated by the former participants can be paraphrased as follows:

- provided me self-development and improvement
- increased my confidence and efficiency
- all 15 former course participants occupy topmost positions with great influence on operational decisions
- have been promoted.

It should be noted that it is difficult for former PSC participants to assess their benefits of the course due to the fact that most people are reticent to talk about themselves. Thus, the answers in this section which are positive should be considered with those in (c) below. This is necessary because the answers in (a) and (c) are complementary.

The benefits of the course to the former PSC participants can be summarized as follows:

- 1) Many of the PSC participants felt that they had received useful knowledge and ideas which were utilized by their organization with being assigned to important developing tasks or projects.

- 2) Some of the participants say they have been more self-confident and therefore more efficient both in their daily work and in the contact and negotiations with other companies, also abroad.
- 3) Some of the respondents mentioned being contacted by colleagues for advise and assistance.
- 4) Some of the participants assume that their promotion indicate that their employers are satisfied with their knowledge and training, and their work attitude.

c) Benefits to the organizations/national shipping lines.

The employers of the former PSC participants were asked to assess the benefits to their organization/country in a mail questionnaire. The answers were varied but to a large extent very positive. Some of the answers are paraphrased below:

- most of the graduates occupy responsible positions in government and to a large extent influencing maritime sector policy,
- contributed to a better management in all spheres of national shipping line,
- contribute to training of other shipping personnel,
- can potentially contribute to the establishment of a national shipping line,
- partially benefit shipping development of the country since it is a beginners course,
- several PSC participants are in responsible positions in several companies organizing seminars and training colleagues and thus improving the maritime sector,
- contributed not only to national maritime sector but also to regional maritime development through workshops and seminars,
- contributed to introduction of new performance control and

monitoring of ship movement and thus improvement of the company's shipping activities,

- brought new ideas and helped negotiations with new customers,
- majority of top executives (in one country) are former PSC participants.

Based on the informations obtained from the employers, the team draws the following conclusions:

1) The former participants of the PSC have been and most still are employed with few exceptions in shipping and mainly in governmental companies.

2) The participants are in general in influential positions, and many have been promoted to still more responsible positions i.e. they should have ample possibilities to use their knowledge and training.

3) The employer organizations represented at the PSC, are in general playing important roles in the developing of their respective countries national shipping industry and this role is further given more importance due to the contribution of the former course participants.

It should be noted however, that the benefits that accrue to the employing organization is directly related to the number of former course participants at its disposal. Most of the countries represented have so few PSC participants that benefits could not be expected to be too high.

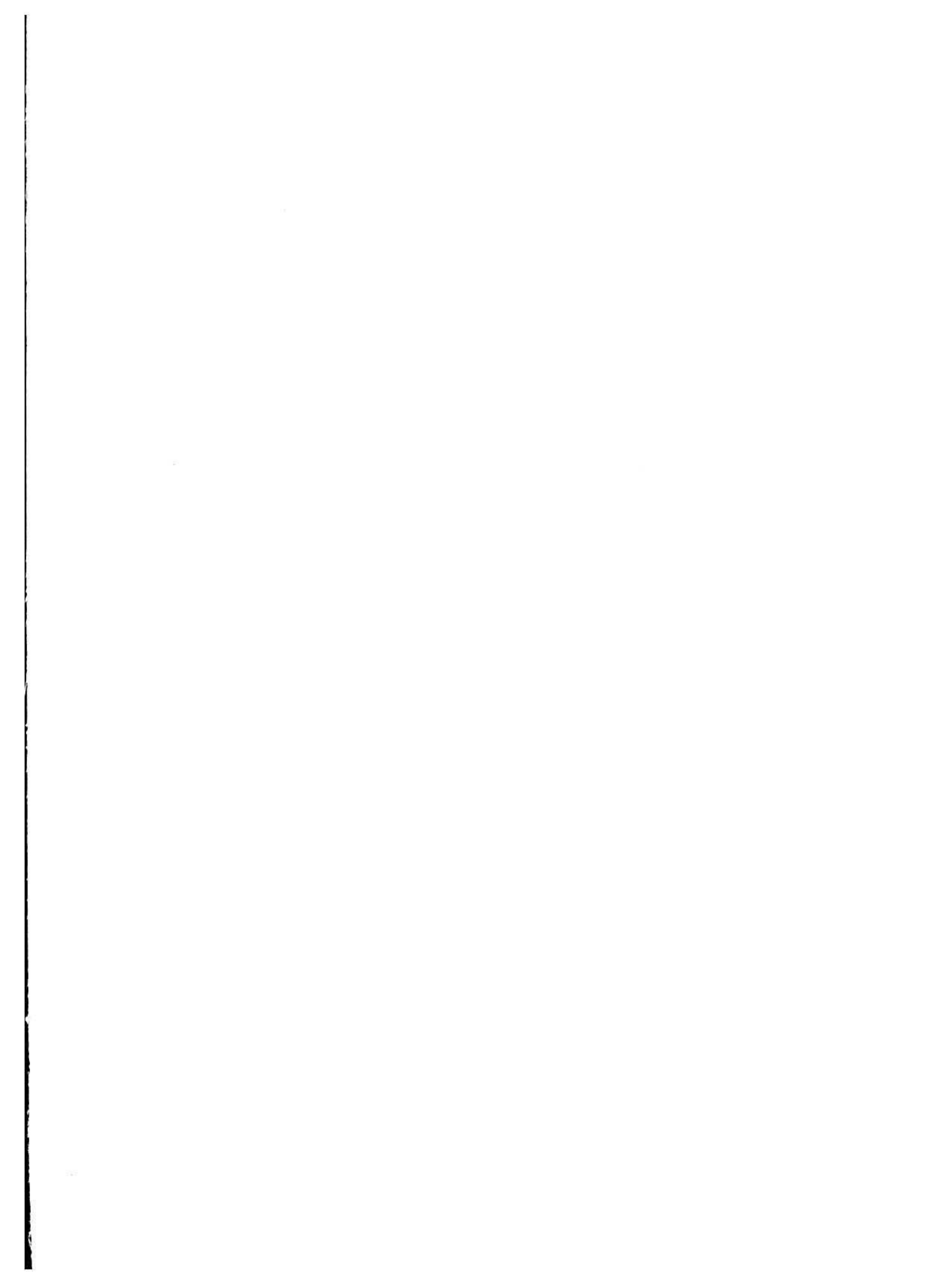
Another aspect of the survey that is somewhat related to the benefits of the course is that of whether course participants; previous and present, and employers can recommend the course to colleagues. The answer to this question is informative in all cases. In the case of employers the representation of course participants

in the courses held to-date is evidence enough. In the case of the course participants the answers show that they would/have recommend(ed) the course to colleagues and friends. However, these recommendations are aimed in some cases at middle level management personnel.

4.7 NORAD's Inputs to the PSC.

The functioning of the Professional Shipping Course and the benefits obtained by course participants depends to a large extent on the inputs that are at the disposal and their effective utilization. NORAD's input to the PSC is an integral part of its International Academic Courses financing. For the year 1982/83 NORAD financed about 2370 participant-months at the cost of NOK 13.2 million. An indicative cost per participant month would amount therefore to about NOK 5.570. Due to the non-correspondence between academic and budget calendars it is very difficult to estimate the exact participant-months and/or cost per participant month for 1982/83.

The costs of the Professional Shipping Course for 1982/83 were NOK 2.557.000 and the cost per participant month, on the basis of the 30 fellowship holders, was NOK 12.176. The development and structure of costs is treated in a separate paper. Suffice it to say, here, that actual operational costs have increased from NOK 390.000 to NOK 1.073.000 between 1972/73 and 1982/83 whilst total costs have increased from NOK 1.086.000 to NOK 2.557.000 between 1976/77 and 1982/83. (See separate paper: NORAD Inputs to the Professional Shipping Course).



LOBO, Oslo