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MODEL
COURSE 3.22

船旗国履约

FLAG STATE IMPLEMENTATION (2010)

中华人民共和国海事局 **译**

中英
对照

大连海事大学出版社
DALIAN MARITIME UNIVERSITY PRESS



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Foreword

Since its inception the International Maritime Organization (IMO) has recognized the importance of human resources to the development of the maritime industry and has given the highest priority to assisting developing countries in enhancing their maritime training capabilities through the provision or improvement of maritime training facilities at national and regional levels. IMO has also responded to the needs of developing countries for postgraduate training for senior personnel in administrations, ports, shipping companies and maritime training institutes by establishing the world Maritime University in Malmö, Sweden, in 1983.

Following the adoption of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 (STCW), a number of IMO Member Governments had suggested that IMO should develop model training courses to assist in the implementation of the Convention and in achieving a more rapid transfer of information and skills regarding new developments in maritime technology. IMO training advisers and consultants also subsequently determined from their visits to training establishments in developing countries that the provision of model courses could help instructors improve the quality of their existing courses and enhance their implementation of the associated Conference and IMO Assembly resolutions.

In addition, it was appreciated that a comprehensive set of short model courses in various fields of maritime training would supplement the instruction provided by maritime academies and allow administrators and technical specialists already employed in maritime administrations, ports and shipping companies to improve their knowledge and skills in certain specialized fields. With the generous assistance of the Government of Norway, IMO developed model courses in response to these generally identified needs and now keeps them updated through a regular revision process taking into account any amendments to the requirements prescribed in IMO instruments and any technological developments in the field.

These model courses may be used by any training institution and, when the requisite financing is available, the Organization is prepared to assist developing countries in implementing any course.

E. E. MITROPOULOS

Secretary-General

前 言

国际海事组织(IMO)自成立伊始就认识到人力资源在海运业发展中的重要性,并最优先考虑通过在国家和地区层面上提供或改善培训设备来帮助发展中国家增强其海事培训能力。为应对发展中国家主管机关、港口、航运公司及海事培训机构高层人员对研究生培训的需求,IMO于1983年在瑞典的马尔默成立了世界海事大学。

在《1978年海员培训、发证和值班标准国际公约》(STCW)通过的初期,一些IMO成员国政府就建议IMO应制定示范课程,以帮助对该公约的实施以及对航海技术新发展方面信息和技能的迅速转化。IMO培训顾问和咨询专家在对发展中国家的培训机构进行访问后确定,提供示范课程有助于教员改进现有课程的质量,也有助于提升对相关会议和IMO大会决议的实施。

此外,令人欣慰的是,海事培训领域中一套综合性简短课程将对海事院校提供的授课加以补充,并使得已在海事行政机关、港口和航运公司工作的行政管理人员和技术专家能够提高其在某些专业领域中的知识和技能。为此,在挪威政府的慷慨帮助下,IMO编写了示范课程以应对那些普遍发现的需求,同时考虑到对IMO文件中规定要求的任何修正及该领域内的任何技术发展,通过定期修订程序对示范课程进行更新。

任何培训机构可以使用这些示范课程,在筹措到必需的资金时本组织也准备帮助发展中国家实施任何课程。

E. E. 米乔普勒斯

秘书长

CONTENTS

	Page
Foreword	x
Introduction	2
Purpose of IMO model courses	2
Use of the model course	2
Lesson plans	4
Presentation	4
Implementation	4
Alternative versions	4
Part A: Course Framework	8
Scope	8
Objectives	8
Entry standard	8
One week basic training module	10
Advanced FSI course	10
Course certificate, diploma or document	10
Course intake limitations	10
Staff requirements	10
Teaching facilities, equipment and documentation	10
Teaching aids (A)	12
References (R)	12
Course compendium (T)	12
Further references suggested for advanced courses (R')	14
Part B: Course Outline and Timetable	16
Part B1–Basic FSI training module (one week)	16
Part B2–Advanced FSI course	20
Part C: Detailed Teaching Syllabus	32
Part D: Instructor Manual	60
Introduction	60
1. Introduction to the course	62
1.1. Presentation of the course objectives	62
1.2. Programme, working methods, practical details	62
2. IMO: what it is, how it works, what it does, how member States participate	64
3. Introduction to the responsibilities and obligations of the flag State	66
3.1 The UNCLOS Convention and the flag State	66
3.2 Summing up the flag State's duties	68
3.3 FSI and Res A.996(25)	70
4. IMO Conventions and the flag State implementation	72
4.1 SOLAS, including ISM, ISPS and other related Codes	72

目 录

	页码
前言	xi
介绍	3
IMO 示范课程的目的	3
示范课程的使用	3
教案	5
学员展示	5
实施	5
其他版本	5
A 部分: 课程框架	9
范围	9
目标	9
入学标准	9
一周基础培训课程	11
船旗国履约高级课程	11
课程证书、文凭或文件	11
课程人数限制	11
教员要求	11
教学设施、设备和相关文件	11
教具(A)	13
参考书目(R)	13
课程纲要(T)	13
高级课程参考书目(R')	15
B 部分: 课程概要和时间表	17
B1 部分——船旗国履约基础课程(为期一周)	17
B2 部分——船旗国履约高级课程	21
C 部分: 教学大纲细则	33
D 部分: 教员手册	61
介绍	61
1. 课程介绍	63
1.1 课程目标展示	63
1.2 计划、工作方法和实践细节	63
2. 国际海事组织及其作用、运行实施及成员国如何加入	65
3. 船旗国责任和义务的介绍	67
3.1 《联合国海洋法公约》与船旗国	67
3.2 概述船旗国的职责	69
3.3 船旗国履约与 A.996(25)号决议	71
4. 国际海事组织公约和船旗国履约	73
4.1 国际海上人命安全公约, 包括国际船舶安全管理规则、国际船舶和港口设施规则及其他相关规则	73

4.2 MARPOL	72
4.3 Load Lines	74
4.4 STCW and its implementation	74
4.5 Other IMO Conventions	76
5. The process of ship and equipment conformity certification	76
6. Safety of non-convention ships	78
7. ILO, ILO Conventions and their implementation	80
8. Recognized organizations, delegations and how to control them	80
9. Outline of a national legislation and administrative organization	82
10. Port State Control	86
(1) Definition	86
(2) Why PSC?	86
(3) How PSC?	86
(4) Limitations to the PSC inspections	86
(5) The Port State Control Officer (PSCO)	88
(6) Regional Memorandums of Understanding on Port State Control (PSC MoUs) ..	88
11. Accident investigation	90
12. Course review and assessment	92
Annex 1 to Part D—Examples of lesson plans	94
Annex 2 to Part D—Examples of group exercises and simulation cases	104

COMPENDIUM for the IMO model course on flag State implementation	110
T1 – The process of conformity certification	112
1. The steps of the process	112
2. Plan approval	112
3. Type approval	114
T2 – A short introduction to the United Nations Convention on the Law of the Sea (UNCLOS)	116
1. History of the Convention	116
2. Outline of the UNCLOS Convention	116
3. Relationship between UNCLOS and IMO instruments	122
T3 – Convention of the United Nations on the Law of the Sea	126
1. Article 94 – Duties of the flag State	126
2. Article 217 – Enforcement by flag States	128
T4 – Summary of status of IMO Conventions	132
T5 – IMO and flag State implementation	136
1. General and history	136
2. Voluntary IMO Member State Audit Scheme	136
T6 – IMO and fishing vessel safety	142
1. Introduction	142
2. Revised fishing vessel safety code and voluntary guidelines	142
T7 – Address by Efthimios E. Mitropoulos, Secretary-General, International Maritime Organization	146
Safety of fishing vessels	146
T8 – The ILO and the ILO Conventions	154
1. General	154
<i>Origins and history</i>	154
<i>ILO's vision of decent work</i>	154
<i>Tripartism and social dialogue</i>	154
<i>International labour standards</i>	154

4.2 国际防止船舶造成污染公约	73
4.3 载重线公约	75
4.4 海员培训、发证和值班标准国际公约及其实施	75
4.5 其他国际海事组织公约	77
5. 船舶及其设备安全证书发证过程	77
6. 非缔约国船舶安全	79
7. 国际劳工组织、国际劳工组织公约及其实施	81
8. 被认可组织、代表及对其控制	81
9. 国家立法和政府组织概述	83
10. 港口国监督	87
(1) 定义	87
(2) 为什么要开展港口国监督?	87
(3) 怎样开展港口国监督?	87
(4) 港口国监督检查的局限性	87
(5) 港口国监督检查官(PSCO)	89
(6) 港口国监督区域性谅解备忘录(PSC MoUs)	89
11. 事故调查	91
12. 课程审核和评估	93
D 部分附则 1——教案范例	95
D 部分附则 2——集体练习和案例模拟范例	105

IMO 示范课程船旗国履约纲要	111
T1 ——安全证书发证过程	113
一、发证步骤	113
二、计划批准	113
三、种类批准	115
T2 ——《联合国海洋法公约》(UNCLOS) 简介	117
一、《联合国海洋法公约》的沿革	117
二、《联合国海洋法公约》概要	117
三、《联合国海洋法公约》与其他国际海事公约之间的关系	123
T3 ——《联合国海洋法公约》	127
一、第 94 条——船旗国的义务	127
二、第 217 条——船旗国的执行	129
T4 ——国际海事组织公约现状概述	133
T5 ——国际海事组织与船旗国履约	137
一、概况和历史	137
二、国际海事组织成员国自愿审核机制	137
T6 ——国际海事组织与渔船安全	143
一、介绍	143
二、经修订的渔船安全规则和指南	143
T7 ——国际海事组织秘书长米乔普勒斯的讲话	147
渔船安全	147
T8 ——国际劳工组织与国际劳工组织公约	155
一、概况	155
起源和历史	155
国际劳工组织对“体面工作”的看法	155
三方机制和社会对话	155
国际劳工标准	155

<i>Working out of poverty</i>	154
2. List of ILO maritime conventions, from the origin	154
3. Article 4 of ILO 134 “Prevention of accidents (seafarers)”	156
T9 – What are classification societies?	160
1. Classification societies today	160
<i>Why is it called classification?</i>	162
<i>The International Association of Classification Societies – IACS</i>	162
<i>IACS Code of Ethics</i>	164
2. Classification	164
<i>Scope of classification</i>	164
<i>Assignment, maintenance, suspension and withdrawal of class</i>	166
<i>Classification surveys</i>	168
3. Statutory certification of ships	170
<i>Framework</i>	170
<i>Recognized Organizations</i>	170
T10 – Minimum content of national laws and regulations	174
Legislation	174
Regulations	174
T11 – Annex to Resolution MSC.255(84)	176
Code of the international standards and recommended practices for a safety investigation into a marine casualty or marine incident	176
T12 – Amendment to SOLAS, (adopted by MSC 84, for entry into force on 01/01/2010)	180
Special measures to enhance maritime safety	180
T13 – IMO, what it is, what it does, how it works	182
1. What it is?	182
2. What it does?	184
<i>Conventions</i>	184
<i>Codes and recommendations</i>	184
<i>Technical assistance</i>	186
3. How it works?	188
Structure	190
Assembly	190
Council	190
<i>Maritime Safety Committee (MSC)</i>	190
<i>The Marine Environment Protection Committee (MEPC)</i>	192
Sub-Committees	192
Legal Committee	192
Technical Co-operation Committee	194
Facilitation Committee	194
Secretariat	194
Budget 2008–2009	194
T14 – SOLAS – Introduction and history	198
T15 – History of oil pollution and IMO – MARPOL Annex I	200
1. Oil pollution–background	200
2. Torrey Canyon disaster	200
3. 1973 International Convention for the Prevention of Pollution from Ships	202
4. 1978 Conference on Tanker Safety and Pollution Prevention	204
5. Exxon Valdez disaster	206
6. 1992 “double hull” amendments	208

劳动摆脱贫穷	155
二、国际劳工组织海事公约列表(迄今)	155
三、国际劳工组织第134号“预防事故(海员)”第4条	157
T9——船级社概念	161
一、船级社现状	161
为什么称其为船级?	163
国际船级社协会——IACS	163
国际船级社协会的道德准则标准	165
二、船级	165
船级的范围	165
船级的赋予、维护、中止和撤销	167
船级检验	169
三、船舶法定证书	171
框架	171
认可的组织	171
T10——国家法律法规的最低要求	175
法律	175
条例	175
T11——海安会第255(84)号决议案附录	177
海上事故和事件安全调查国际标准和推荐做法规则	177
T12——《国际海上人命安全公约》修正案 (海安会第84次大会通过,2010年1月1日生效)	181
加强海上安全特别措施	181
T13——国际海事组织及其作用和运行实施	183
一、国际海事组织概念	183
二、国际海事组织的具体工作	185
制定公约	185
规则和建议	185
技术援助	187
三、国际海事组织的运行实施	189
组织结构	191
大会	191
理事会	191
海上安全委员会(MSC)	191
海洋环境保护委员会(MEPC)	193
分委会	193
法律委员会	193
技术合作委员会	195
便利运输委员会	195
秘书处	195
2008-2009年度财政预算	195
T14——《国际海上人命安全公约》介绍与历史	199
T15——国际海事组织与油污历史——《国际防止船舶造成污染公约》附则I	201
一、油污背景	201
二、“托雷·坎荣”灾难	201
三、1973年《国际防止船舶造成污染公约》	203
四、1978年油船安全和防止污染大会	205
五、“埃克森·瓦尔迪兹”灾难	207
六、1992年“双层船壳”修正案	209

7. The Erika and Prestige disasters, and revised single-hull phaseout schedule	208
8. Revised MARPOL Annex I	208
T16 – MARPOL Annex II	212
1. Annex II	212
2. The revised Annex II	212
T17 – MARPOL Annex VI	216
1. Introduction of MARPOL Annex VI	216
2. July 2005 amendments	216
3. Review of Annex VI	218
T18 – The Load Lines Convention	220
1. Introduction and history	220
2. Load Lines 1966 and Annexes	220
3. Amendments 1971, 1975, 1979, 1983	220
4. Adoption of tacit amendment procedure: the 1988 Protocol	222
5. The 2003 amendments (adopted June 2003, entered into force 1 January 2005)	222
T19 – Introduction to STCW	224
1. The human element	224
2. The 1978 STCW Convention	224
3. The 1995 amendments	226
4. Ensuring compliance with the Convention	226
5. The White List	226
T20 – Preamble to the ISM Code	230
T21 – Global Integrated Shipping Information System	232
Welcome to GISIS	232

Attachment: Guidance on the Implementation of IMO model courses 234

Part 1: Preparation	238
1. Introduction	238
2. General considerations	238
3. Specific considerations	238
Part 2: Notes on Teaching Technique	248
1. Preparation	248
2. Delivery	248
Part 3: Curriculum Development	252
1. Curriculum	252
2. Course content	252
3. Job analysis	252
4. Course plan	252
5. Syllabus	252
6. Syllabus content	252
7. Training outcomes	254
8. Assessment	256

Annex A1 Preparation checklist 258

Annex A2 Example of a Model Course syllabus in a subject area 262

Part C3 Detailed Teaching Syllabus	266
--	-----

Annex A3 Example of a Lesson plan for annex A2 272

七、“埃瑞卡”船和“威望”船灾难,经修订的淘汰单船壳时间表	209
八、经修正的《国际防止船舶造成污染公约》附则 I	209
T16——《国际防止船舶造成污染公约》附则 II	213
一、附则 II	213
二、经修正的附则 II	213
T17——《国际防止船舶造成污染公约》附则 VI	217
一、《国际防止船舶造成污染公约》附则 VI 介绍	217
二、2005 年 7 月修正案	217
三、经修正的附则 VI	219
T18——载重线公约	221
一、介绍与历史	221
二、1966 年《载重线公约》及其附则	221
三、1971 年、1975 年、1979 年和 1983 年修正案	221
四、采纳默示接受程序:1988 年议定书	223
五、2003 年修正案(2003 年 6 月通过,2005 年 1 月 1 日生效)	223
T19——《海员培训、发证和值班标准国际公约》介绍	225
一、人为因素	225
二、1978 年《海员培训、发证和值班标准国际公约》	225
三、1995 年修正案	227
四、确保符合公约要求	227
五、白名单	227
T20——国际船舶安全管理规则序言	231
T21——全球综合航运信息系统	233
欢迎进入全球综合航运信息系统	233

附件:IMO 示范课程实施指南	235
第 1 部分 备课	239
1. 介绍	239
2. 总体设想	239
3. 具体设想	239
第 2 部分 教学技巧注释	249
1. 备课	249
2. 授课	249
第 3 部分 课程开发	253
1. 课程	253
2. 课程内容	253
3. 工作分析	253
4. 课程计划	253
5. 大纲	253
6. 大纲内容	253
7. 培训效果	255
8. 评估	257
附录 A1 备课检查表	259
附录 A2 某一科目示范课程教学大纲的示例	263
C3 部分 教学大纲细则	267
附录 A3 附录 A2 教案的示例	273

3.22 **MODEL COURSE**

Introduction

■ Purpose of IMO model courses

The purpose of the IMO model courses is to assist maritime training institutes and their teaching staff in organizing and introducing new training courses, or in enhancing, updating or supplementing existing training material where the quality and effectiveness of the training courses may thereby be improved.

It is not the intention of the model course programme to present instructors with a rigid “teaching package” which they are expected to “follow blindly”. Nor is it the intention to substitute audio-visual or “programmed” material for the instructor’s presence. As in all training endeavours, the knowledge, skills and dedication of the instructor are the key components in the transfer of knowledge and skills to those being trained through IMO model course material.

Because educational systems and the cultural backgrounds of trainees in maritime subjects vary considerably from country to country, the model course material has been designed to identify the basic entry requirements and trainee target group for each course in universally applicable terms and to specify clearly the technical content and levels of knowledge and skill necessary to meet the technical intent of IMO conventions and related recommendations.

■ Use of the model course

To use the model course the instructor should review the subject outline and the detailed teaching syllabus in each module, taking into account the information provided under the entry standards specified in the subject framework. The actual level of knowledge and skills and the prior technical education of the trainees in the subject concerned should be kept in mind during this review and any areas within the detailed teaching syllabus which may cause difficulties because of differences between the actual trainee entry level and that assumed by the course designer, should be identified. To compensate for such differences, the instructor is expected to delete from the course, or to reduce the emphasis on items dealing with knowledge or skills already attained by the trainees. Instructors should also identify any academic knowledge, skills or technical training which they may not have acquired.

By analysing the detailed syllabus and the academic knowledge required to allow training in the technical area to proceed, the instructor can design an appropriate pre-entry course or, alternatively, insert the elements of academic knowledge required to support the technical training elements concerned at appropriate points within the technical course.

Adjustment of the course objectives, scope and content may also be necessary if in your fisheries industry the trainees completing the course are to undertake duties which differ from the course objectives specified in the model course.

Within the course plan the course designers have indicated their assessment of the time which should be allotted to each area of learning. However, it must be appreciated that these allocations are arbitrary and assume that the trainees have fully met all entry requirements of the course. The instructor should therefore review these assessments and may need to reallocate the time required to achieve each specific learning objective or training outcome.

介 绍

■ IMO 示范课程的目的

IMO 示范课程旨在帮助海事培训机构及其教师队伍组织和引入新的培训课程,或者对现有培训资料进行提高、更新、补充进而提高培训课程的质量和效果。

示范课程的目的既不是为了给教员一套“教学包”,希望其“盲目地去复制”;也不是为了取代教员教学中的视听资料或者“既定”资料。对参加 IMO 示范课程培训的学员们而言,所有培训过程中,教员的知识、技能及其奉献,在知识和技能传播过程中都是不可或缺的。

由于参加海事相关课程培训的学员来自不同国家,其教育体系和文化背景都存在很大差异性,制定示范课程时每门课程都规定了国际通用的初级入门标准和适用学员群体,并且明确规定了符合 IMO 国际公约及其相关文件要求的技术性内容和不同级别的知识 and 技能要求。

■ 示范课程的使用

在使用示范课程过程中,教员应该仔细审核每个模块的课程大纲和教学大纲细则,充分考虑每个课程规定的入门标准。在此过程中,学员实际的知识和技能水平及其之前参加的技术性培训都应充分考虑,因为学员的实际入门水平和课程制订人员假设的水平可能存在差异。为了消除这样的差异,教员在实际教学中应该删除学员已经习得的内容或减少这些内容的讲解。同时,教员还应了解学习本课程所缺乏的理论知识、技能或专项技术培训。

通过分析教学大纲和培训中所需的专业知识,教员可以指定相应的预科课程或者将相关的专业知识点穿插到技术性课程中。

若参加培训的学员,将要从事的业务职责与示范课程中规定的课程目标不一致,教员可以对课程目标、适用范围和教学内容做相应的调整。

设计课程时,课程制定者需要给出学习每部分内容需要的学时。但是,需要记住,学时分配是随意的并且假定学员符合此课程的所有入门标准。所以,教员需要根据特定学习目标或者培