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VIRTUAL BSR LOGISTICS AND TRANSPORT ACADEMY: ESTABLISHMENT TASKS AND PROSPECTIVES

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Modern transport system is facing a number of problems related with the transport system organized by the efficiency, economy and safety. The amount of heavy goods traffic is increasing, and the total number of tonne/kilometres shows an increase of 27% from 2005 to 2020, and of 40% for 2005–2030. By this point of view, the issue of security is of particular relevance. Transport system's safety and security problems have been analysed during international project C.A.S.H. – Connecting Authorities for Safer Heavy Goods Traffic in the Baltic Sea Region, activities. This project is financed by Baltic Sea Region (BSR) Programme in 2009–2012. During the project analysis and survey of the problems the possible areas of future activity are outlining. We have to admit that most of the recommendations of the project relate to the need for training. This article analyses the main findings of the project and the model of the potential virtual academy. Model describes the structure and evaluation of potential Academy activities.

Keywords: transport, logistics, research, education, lifelong learning.

1. Findings of the C.A.S.H. Project

During project period 2009–2012, C.A.S.H. project aimed to develop practical solutions to make international road freight transport safer in the Baltic Sea Region by improving cooperation between authorities, harmonizing training of inspection officials as well as testing safety equipment and IT systems to be used by relevant authorities. The C.A.S.H. key findings and results show that the European Community's legislation should be drafted in such a manner that the statutes are defined uniformly across the boundaries of the Member States. It should also enable the harmonisation of violations and the resulting penalties. Uniform regulations and penalties should be drafted for securing of loads. Insufficient load securing is a concrete traffic safety risk factor that affects not only the driver of the vehicle but also, to the greatest extent, all other users of the road.

Deficiencies in legislation and international agreements make it difficult to, for example, monitor cabotage transport. In the EU area, even in the Baltic Sea region, the differences in legislation between the country of origin and country of destination cause problems for the entire transport chain, as do differences in the attitudes of the authorities in the two countries.

C.A.S.H. recommendations for future road freight transport safety policy related with the European Community's legislation should be drafted in such a manner that the statutes are defined uniformly across the boundaries of the Member States. It should also enable the harmonisation of violations and the resulting penalties.

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Studies and surveys among traffic police forces in the EU show the same results regardless of the Member State: according to the authorities, monitoring of cabotage transport and, in particular, the related three-operation regulation is the most difficult of all work related to regulations applying to the transport business.

Although a limited right to carry out road transport of goods within another Member State exists in the EU, the current model does not yet conform to the principles of an open internal market and the free movement of services, and it is not optimal for efficiency of transportation. The regulations pertaining to cabotage transport must be rethought so that it can be both performed and monitored sufficiently easily and clearly for all parties in the transport chain.

In the C.A.S.H. communication 1/2012, Released in Brussels 21 June 2012, “On maintaining and improving Competent Authorities’ capacity to enforce regulations on heavy goods traffic”, was mentioned, that hence, to maintain compatible, transparent and efficient enforcement practices, strong, skilled and motivated organizational units within Competent Authorities are required. This principle applies also to Federal States, where the appropriate autonomous units need to operate at State level complementing the work of necessary Federal Competent Authorities.

The international evidence is clear: specialised national or state-wide organisational units can best manage the required capacity and performance to enforce the increasingly demanding regulations on road freight transport effectively and in a harmonised manner. In other words, they provide this public service at the lowest societal cost and highest benefit for all key stakeholders, including the serious operators within the road freight industry, shippers and other road users.

Summing up the international project C.A.S.H. results and insights, it can be said that most of them would help implement the newly created structured training system – a virtual BSR Logistics and Transport Academy (LTA). The establishment of this academy is associated with problematic aspects of adult education, structure and management. The following in this article are analyses the problems of adult education and a potential model of the BSR Academy.

2. Problematical Aspects of the Training Process

During analysis of lifelong learning process we have identified that this process has positive and negative side. Learning organization process faced with singularity in the work place learning particularly. Some authors notice that there are many features of the learning organization model that make it attractive to the persons which are interested in lifelong learning, such as it is broadly emancipatory and inclusive language and it is emphasis on organizational goals that transcend the pursuit of short-term profit maximization. The role of the teacher/lecturer and of his qualification in teaching process is already recognized at policy level.

According Jim Gallacher (Glasgow Caledonian University) and Fiona Reeve, (Open University) if we want to explore question about informal learning in the work place, from the perspective of the employees, we will draw on the findings of a research project undertaken by Eraut *et al.* (1998) as part of the ESRC funded Learning Society Programme. Their study focused on the development of knowledge and skills in employment and involved 120 people with different life, job and education experience. Interviews were conducted to explore what types of knowledge and skills the participants used in their work activities, how they acquired the capacity to do what they did, and what factors had affected their learning process. Their findings are stark, suggesting that formal education and training provided only a small part of what is learned and used at work. Most of the learning described in their interviews was non-formal, neither clearly specified or planned (Eraut *et al.* 1998). They suggest as a consequence that dominant assumptions underpinning policy for “The Learning Society”, stressing the importance of formal provision, need to be balanced by an understanding of the value of informal learning “on-the-job” and the factors which affect it (Gallacher, Reeve 2006).

These authors provide an important role of universities in the practical education process. The universities have to work more closely with employers in contributing to the processes of economic change and development. It is expected that universities must be more flexible in their modes of delivery in meeting the lifelong learning agenda. The role of an increasingly wide range of organizations and agencies in meeting learning needs has been emphasized. This creates a potential threat to the role of universities at this important time of change, and the recognition, on their part, of the need for adaptation and change if they are to avoid being marginalized with respect to some of these key areas of development (Gallacher, Reeve 2006).

According Jim Gallacher and Fiona Reeve, policy has been actively seeking to bring together the two relatively separate spheres of the workplace and higher education, contributing to the “blurring of boundaries” which has been identified as characteristic of moves towards lifelong learning (Edwards 1997).

When we are talking about problematical points in the logistics training process, especially when this process is organizing with adult or employee, we have notice four groups of problems which arise during this process:

- psychological influence and life experience;
- person relation with other persons;
- commercialization of the training activity;
- motivation.

Motivation is the most important point in the training process. Motivation's problems related with:

- Insufficient teaching methodology;
- Insufficient flexibility;
- Bad understanding of structured knowledge's role in the education process;
- Bad understanding of knowledge's benefits in the practical live.

The biggest part of these problems can be resolved by complex decisions which can create transformation: data → information → knowledge. Knowledge is information, which can be used for creation of added value in the person business and personal life and all institutions, which have relation with training activities have provided this task (Bazaras *et al.* 2007).

3. Model of the Virtual BSR Logistics and Transport Academy

Most of the Baltic Sea Region (BSR) universities and institutes are related with transport and logistics education and research and have international connections with partners but these connections are not systematized and related with transport business institutions. Universities analyse the directions in which they can develop internationalisation of studies quality and strengthening research. Without good coordinated work it can't be realized perfectly. One of the possibilities to achieve the above-mentioned tasks is the creation the Virtual BSR Logistics and Transport Academy (LTA). The Virtual Academy (LTA) could be non-profit institution with the objectives to promote:

- the Baltic Sea region as to continue moving towards a strongly networked and knowledge-based society; the introduction of new transport technologies and transportation safety;
- development of better integrated and more efficient transport and other communication networks (including co-modal transport and logistics hubs development in BSR);
- synchronization and harmonization of national, regional and local research projects and co-modal infrastructure development plans, together making sure that they do not obstruct each other;
- development of TEN-T network in BSR;
- LTA as potential to become an important BSR connection for Europe on world-wide level as well in line with EU's latest transport policies;
- development of integrated transport and logistics policy of the Baltic Sea;
- joint participation in international transport and logistics projects and studies;
- exchange of information and knowledge between scientists and teachers of universities, cooperation between universities, university level institutes, and between these and other national and international research institutes, transport and logistics associations and industries in BSR. Initiatives to spread scientific knowledge and innovations;
- harmonizing and organization of training courses for different level transport, logistics companies employees and governmental institutions officers.

Objectives. The Virtual BSR Logistics and Transport Academy (LTA) is non-profit institution with the objectives to promote Baltic sea region as to continue moving towards a strongly networked and knowledge-based society; the introduction of new transport technologies and transportation safety. Also LTA could be topical in development of better integrated and more efficient transport and other communication networks (including co-modal transport and logistics hubs development in BSR). LTA activities can help to synchronization and harmonization of national, regional and local research projects and co-modal infrastructure development plans, together making sure that they do not obstruct each other. Development TEN-T network in BSR it could be one of the LTA objectives.

LTA could be as potential to become an important BSR connection for Europe on World-wide level as well in line with EU's latest transport policies. Other LTA objectives could be the following:

- development of integrated transport and logistics policy of the Baltic sea;
- joint participation in international transport and logistics projects and studies;
- exchange of information and knowledge between scientists and teachers of universities, cooperation between universities, university level institutes, and between these and other national and international research institutes, transport and logistics associations and industries in BSR;
- initiatives to spread scientific knowledge and innovations;
- harmonizing and organization of training courses for different level transport, logistics companies employees and governmental institutions officers.

Members. The Virtual BSR Logistics and Transport Academy composed of universities, research organizations, transport, logistic and other business companies (private or public). Members of the LTA could be logistics, transport and freight forwarding associations and other public authorities, NGO's.

Interested individuals capable or participating in the activities of the Academy Public and private subjects can adhere to the Academy, which are legally constituted in the country of origin, operating at a local or national level in any country of the BSR.

Association fee. In the initial stage the C.A.S.H. project partners during the project performance process will be free of charge. In the next stages the members of the LTA are required to pay a yearly fee that is destined to finance the activity of the Academy. The cost of the fee established annually by the decision of Council on the basis of the criteria defined by internal regulations, according to Statute of LTA.

Academy management. Virtual BSR Logistics and Transport Academy management institutions are:

- the Assembly;
- the Council;
- the Rector;
- the Vice-Rector;
- the General Secretary;
- the Auditor College.

The Assembly is composed of all the associates of the Academy. The legal associates must nominate their representatives to delegate their powers. Assembly is convened by the General Secretary and presided over by the Rector. It is convened twice per year for the approval of the work plan, budget and the annual balance (Ordinary Assembly). LTA is convened each time the Rector determines the necessity, when the Council requests and in case one third of the Academy requests (Extraordinary Assembly). Assembly is constituted by the presence of more than 1/2 of its members. Powers of the assembly has the following functions:

- approval of the budget and balance sheet;
- approval of the strategic programme of the Academy;
- modifications of the Statute;
- the nomination and revocation of the members of Council;
- the nomination and revocation of the Rector;
- the nomination and revocation of the Vice-Rector;
- the nomination and revocation of the members of Auditor College;
- approval of the regulation of the Academy functions.

LTA could be administrated by a Council, nominated by the Academy and composed of a number of members suitable for representing different local contexts and EU Member states and third countries that joint Academy. The above-mentioned members are identified based on the criteria or representation determined by the Academy on proposals formulated by the Rector of the Academy. The LTA Council nominates and removes the General Secretary on proposal formulated by the Rector. The Council acts in those matters that are not attributable to the Assembly, the Rector, the Vice-Rector and the General Secretary. The Council remains active for three years and is eligible for re-election.

The Rector of the Academy is nominated by the Assembly. The Rector plays exclusively a political role acting as a watchdog of the institutional purposes and the strategy of the Academy decided by its management institutions (political representation). One of the duties of the Rector is watches over, in agreement with the Secretary, the observance of the Statute and has or does not have either the power to sign on behalf of the Academy or to legally represent the Academy. Rector has right to vote in the Academy Assembly, presides, together with the Secretary in the Academy Assembly. Rector also can take part in the meetings of the Council, where can express not mandatory advice and delegates functions of political representation to the other members of the Vice-Rectors considering specific geographical areas and States present or to be involved in the Academy. In case of absence or impediment, the functions of the Rector are assumed by the Vice-Rector. The Rector remains active for three years and is eligible for re-election for a maximum of two mandates.

The Vice Rector. The Vice Rector carries out activities that are supplementary and integrative to the functions attributed to the Rector in order to cover a wide range of countries and stakeholders. The Vice Rector is nominated by the Assembly with relation to the number of countries and regional areas present or to be involved in the Academy. The Vice Rector remains active for three years. The Vice- Rector is eligible for re-election for a maximum of two mandates.

The Secretary. The Secretary of the Academy is nominated by the Council. The Secretary:

- represents the Academy with respect to third parties and in legal matters;
- presides the meetings of the Council;
- takes care of the execution of the Assembly deliberations;
- oversees the administrative and economic management of the Academy;
- delegates functions to the other members of the Council for specific matters or acts.

In case of absence or impediment of the Secretary to take part in the Assemblies of the Academy or in the meetings of the Council, temporary functions of Secretary are assumed by the senior members of the Council in terms of age. The Secretary remains active for three years and is eligible for re-election for a maximum of two mandates.

Finance of the Academy. The Finance of the Academy is constituted by the association fees, by private or public contributions and by income from its activity. The regulation of the discipline of the expenditures must be established with internal regulations on the functioning of the Association that must be approved by the Council. The Auditor College is nominated by the Academy within the members and is formed by three members, of which one with the function of Rector of the college. The members of the College remain active for three years and are not eligible for re-election.

The Auditor College has the role of overseeing the financial management, of certifying the regular maintenance of the accounting documentation, giving an opinion on the budget and balance sheet.

4. Conclusions

Road safety remains as a major problem, which increases the relevance of the EU enlargement and the coming of the new transport and logistics market entrants. According surveys and situation development, especially results of the economic crisis, it can be expected that this problem will remain relevant until 2025. Different studies and project's C.A.S.H. results have shown that it is necessary to take measures to promote cooperation between transport traffic control institutions, road check officers and transport and logistics market participants for the operating conditions harmonizing. Most of these measures require the use of additional officers, drivers and other interested parties, the training organization. Training should be based on the overall training strategy and recognize the relevant authorities. Adult education has its own problems, which is necessary to assess the development of appropriate educational programs. Top these tasks carried out by the virtual academy, which combines the various academic, vocational, social, and legal experiences. The Academy's vision requires a more detailed description of the design, however, can be seen as an essential idea and problem-solving tool.

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