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**PROGRESS UPDATE – MARITIME SKILLS DEVELOPMENT  
HRDC SUMMIT 10&11 MAY 2018  
Mr Odwa Mtati**

*Partners in growing the blue economy*

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# Key needs for the maritime economy

- To grow SA's participation in the global maritime economy – sustainably exploit resources of coastline & territorial waters, in order to create jobs & boost GDP
- Skills development to support growth in the oceans economy – identify & close skills gaps, grow local skills, improve coordination within & between maritime/marine industry and education & training sector

# Context – Timeline

2011

## **Maritime Skills Development Study**

– identifies need for skills development to build maritime economy; more research needed on skills supply & demand

## **Maritime Skills Summit**

– recommends exploring establishment of Maritime Institute / University

## **SAMSA launches National Cadet Programme**

– addressing shortage of seafarers & training berths

2012

## **Launch of the DTV SA Agulhas**

– NCP expands with 4 months' sea-time on DTV for cadets before joining international fleets

2013

## **SAIMI feasibility-viability study & business plan**

– Maritime studies in pockets; Need for more collaboration; Recommends formation of National Institute – focus on regional implementation, national collaboration

2013

## **HRD Council forms Maritime Skills Technical Task Team**

– work with maritime stakeholders to investigate skills development blockages; identify shortages & critical skills; propose interventions to address skills shortages & support growth of the maritime sector

# Context – Timeline

2014

**SAMSA-NMMU MoU to collaborate in establishing SAIMI**

*Project Office to drive process*

*SAIMI launched 12 November '14 at African Maritime Domain Conference*

2014

**Presidency launches Operation Phakisa Oceans Economy Labs –**

*Govt, industry, education & civil society collaboration; developing detailed plans to accelerate growth of the blue economy – Marine Transport & Manufacturing; Off-shore Oil & Gas; Aquaculture; Marine Protection & Governance*

2014

**Maritime Skills Technical Task Team delivers recommendations to HRD Council –**

*proposes inter-dept structure to manage programme, monitor progress and ensure better coordination of maritime skills development initiatives*

# Context

Across all these initiatives, there is broad consensus on:

- The need for education and skills – at all levels – to support the growth of the maritime economy
- The need to promote maritime careers
- The need to improve coordination and collaboration in maritime skills training, education & research; within the maritime industry; and linkages between industry and education & training
- The need for knowledge generation and information-sharing; and reliable data on skills supply and demand
- The need for advocacy of the sector
- The need for co-ordinated strategic research on, eg, skills supply & demand; innovation and technology development opportunities; niche business opportunities; sector development policies, *etc*

# HRDC Process 2014

- The HRDC established the Maritime Sector Skills Technical Task Team (MSSTTT) in September 2013 to investigate blockages within the maritime skills development pipeline and to propose measures that can be implemented to address those.
- The work of the Task Team supported Commitment 2 of the Human Resource Development Strategy: *“We will ensure increase the number of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities”*.
- The preliminary recommendations of the Task Team were included in the Operation Phakisa (Oceans Economy) Lab process in July 2014.
- The need for the establishment of a coordination body for maritime skills development was also highlighted in the HRDC Task Team process.
- SAIMI was established in Nov 2014 to play this role and was tasked with implementing the HRDC Task Team recommendations as well as the Operation Phakisa Skills Development initiatives.

# SAIMI's role

- **Advocacy & co-ordination** - to promote the maritime sector and increase levels of training and placement of trainees and graduates
- **Facilitating industry collaboration** and supporting the formation of regional maritime clusters
- Supporting the development of **public-private partnerships** in growing the maritime sector
- **Research & development** – directly as well as through partner institutions and projects – policy formulation, sector economic growth & opportunities, curriculum development, technology and innovation...
- **Education, training, skills development** – through partner institutions.
- **Knowledge generation and information-sharing** – seminars, conferences, discussion papers, thought leadership, media profiling, professional development...



## Progress on HRDC MSSTT Recommendations (Supply-side)

Blockage	Proposed intervention	SAIMI Update
<p><b>1. Weak maritime culture and lack of maritime career awareness.</b> This impacts on ability to attract best candidates to the industry and results in increased likelihood of higher dropouts/failure rate.</p>	<ul style="list-style-type: none"> <li>• Develop a comprehensive marketing strategy for industry from Basic Education level to HET level.</li> <li>• Secure industry support and encourage private companies to assist in creating maritime awareness</li> <li>• Expose students to maritime careers during school holidays</li> <li>• There should be Centres of Maritime Excellence in each province to improve awareness.</li> <li>• Run carefully-planned programmes to expose teachers to the shipping industry.</li> <li>• Create a skills development database</li> </ul>	<p>SAIMI has developed a comprehensive maritime awareness strategy which is in the process of being implemented in partnership with stakeholders and is based on 3 pillars, namely:</p> <ul style="list-style-type: none"> <li>• <b>Phase one: Outreach Initiatives</b> to promote awareness through maritime activities for school learners, youth, the unemployed and general community.</li> <li>• <b>Phase two: Engagement</b> through seminars and workshops with teachers, mentors and coaches to promote maritime awareness and careers in schools, youth development programmes and different community platforms.</li> <li>• <b>Phase three: Nationwide Maritime Careers Expo and Job Submit</b> in at least three provinces of South Africa.</li> </ul>
<p><b>2. No national approach to funding of Maritime Education and Training (MET)</b></p>	<ul style="list-style-type: none"> <li>• A Maritime Skills Fund in line with the international trends should be considered to better manage current and future efforts, with a specific focus on skills development in the various sub-sectors.</li> </ul>	<p>The Operation Phakisa Marine Transport Skills WG has established a Task Team to drive the establishment of the maritime skills fund. A concept document has been compiled and approved, which outlines the proposed structure and activities to be supported. Workshops will be held to solicit input and to get buy-in from the identified stakeholders.</p>

## Progress on HRDC MSSTT Recommendations

Blockage	Proposed intervention	SAIMI Update
<p><b>3. Challenges at Basic Education level:</b></p> <p><b>Quality of Basic Education standards.</b> Students are ill prepared for Further Education/HET and subsequent career development and this has a potential to compromise the ability to market SA Seafarers on the global market.</p> <p><b>Challenges with maritime education at high school level.</b> There is a lack of maritime related education facilities; lack of funding for maritime high schools; lack of formal curricula and inconsistency in programme delivery resulting in poor outcomes; lack of suitable subject matter expertise in Maritime Economics and Nautical Sciences to ensure quality course delivery.</p>	<ul style="list-style-type: none"> <li>• Ensure that a Maths and Science curriculum aligns with both HET and industry requirements.</li> <li>• Promote maritime education through DBE policy on Focus Schools which includes maritime as a focus area.</li> <li>• Guidelines for maritime high schools need to be developed and should include issues related to infrastructure (ideally with boarding facilities); human resources (with maritime/seafaring background); curriculum; funding and support; and industry links.</li> <li>• Implement an E Learning system to increase the delivery of the current programmes</li> <li>• Differentiation in respect remuneration for educators specialised in navigation in order to attract them from the shipping industry</li> <li>• Employ retired experts as teachers</li> <li>• Create and run maritime programmes for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• SAIMI through its maritime awareness initiatives has hosted vacations schools to create awareness about the industry and to offer math and science tutorials. Further Maths and Science tutorials have been offered to schools through partnerships with various stakeholders.</li> <li>• An e-learning system has been introduced by Lawhilll Maritime Centre where material is offered online for the benefit of other maritime schools.</li> <li>• SAIMI has also been engaging maritime schools in different provinces to develop interventions to support maritime education in respect of teacher development, learning equipment and mentorship programmes through experts in the industry. Funding has been set aside for the support of maritime schools.</li> </ul>
<p><b>4. Challenges at Higher Education and Training level.</b> These include:</p> <ul style="list-style-type: none"> <li>• Disconnect between the university and maritime industry resulting in output that does not match industry demand;</li> <li>• Differing approaches by tertiary institutions and qualifications provided (degree vs diploma);</li> <li>• Attracting qualified lecturing staff.</li> <li>• MET providers not providing full curricula for Marine Engineer students – workshops training</li> </ul>	<ul style="list-style-type: none"> <li>• Align student enrolment standards with industry requirements.</li> <li>• Institute a tertiary/flag state/industry remuneration consultation committee to address lecturer salaries and sponsor providers to enable recruitment of suitable professionals</li> <li>• Ensure availability of workshops training facilities countrywide</li> </ul>	<ul style="list-style-type: none"> <li>• SAIMI drives and provides funding for the Lecturer Subvention Programme which is aimed at closing the gaps in maritime lecturer salaries. Other possible programmes for Lecturer development are being considered by SAIMI.</li> <li>• Discussions have been held between industry and universities to ensure alignment to industry requirements.</li> <li>• Universities have established partnerships with TVET colleges where the latter offers workshop training to marine engineering students. SAIMI hosted a workshop in March 2018 to come up with ways of improving workshop training in the country.</li> </ul>

# Progress on HRDC MSSTT Recommendations

Blockage	Proposed intervention	SAIMI Update
<p><b>5. Challenges at TVET level.</b> These include:</p> <ul style="list-style-type: none"> <li>Inappropriately positioned TVET colleges to provide skills required by industry resulting from lack of engagement with industry.</li> <li>Poor governance resulting in poor administration and poor quality of education.</li> <li>Lack of training facilities</li> <li>Lack of funding for training institutions to capacitate themselves for effective maritime training</li> </ul>	<ul style="list-style-type: none"> <li>Closer cooperation between industry and TVET colleges in respect of funding, curriculum development and performance management.</li> <li>Evaluate possibility of partnerships between TVET Colleges and private training providers.</li> <li>Improve governance in line with recommendations made by the HRDC TVET Technical Task Team</li> </ul>	<p>The Operation Phakisa MTM Lab process identified 7 colleges which should be targeted for maritime training offering. A pilot project at 2 TVET colleges (Umfolozi and CoCT) has been implemented in January 2018. SAIMI is currently considering other maritime related offerings that could possibly be offered by other TVET colleges.</p>
<p><b>6. Lack of effectiveness in sectoral skills development due to fragmented SETA involvement with no uniform approach (14 SETAs servicing the maritime sector - different systems, requirements and objectives)</b></p>	<ul style="list-style-type: none"> <li>Consider recommendations of the SETA review initiative by DHET including the principles used in the funding of MET.</li> <li>Possibly centralise of maritime related training under one body/SETA</li> </ul>	<p>SAIMI has established partnerships with SETAs relevant to the different focus areas of Operation Phakisa, namely TETA, agriSETA, EWSETA, CHIETA and merSETA. Discussions to be held with other relevant SETAs such as CATHSETA, LGSETA etc.</p>
<p><b>7. Lack of a strategic perspective to MET:</b></p> <ul style="list-style-type: none"> <li>Lack of a comprehensive MET policy, strategy and control that drives institutional accreditations, curricula, standards, student numbers per provider.</li> <li>Dysfunctional competition between providers, poor resource utilisation, diseconomies of scale, and consequent increased cost of MET</li> </ul>	<ul style="list-style-type: none"> <li>MET Strategy must encompass ALL subsectors of the industry including the portability of skills within the various sub-sectors.</li> <li></li> </ul>	<p>A comprehensive MET policy is in the process of being developed</p>

# Progress on HRDC MSSTT Recommendations (Demand-Side)

Blockage	Proposed intervention	SAIMI Update
<p><b>1. Limited industry transformation</b></p> <ul style="list-style-type: none"> <li>Foreign national companies operating in the country prefer to source skills and services internationally</li> <li>There are still demographic and gender inequities in the industry.</li> </ul>	<ul style="list-style-type: none"> <li>There should be a policy that will ensure growth of the maritime sector including localisation of services and resources in the industry.</li> <li>Encourage shipping companies to take up women employees.</li> </ul>	<ul style="list-style-type: none"> <li>Absorption of female candidate in the Seafaring sector is a global challenge as shipping lines are hesitant to absorb women. Discussions with shipping lines are still ongoing. Locally Transnet is the largest employer of women in the industry.</li> </ul>
<p><b>2. Available skills not specialised for maritime industry</b> – e.g. artisans exists but have no specialisation in maritime</p>	<ul style="list-style-type: none"> <li>Ensure implementation of maritime competency programmes to bridge the skills gaps between the base skills and maritime skills required</li> <li>Work closer with the broader artisan development programmes in the country</li> </ul>	<ul style="list-style-type: none"> <li>DHET has established 20 Centres of Specialisation at TVETs colleges on generic trades. SAIMI is in the process of engaging those centres offering trades relevant to the industry to ensure alignment to maritime.</li> <li>False Bay College has a boatbuilding academy and discussions are ongoing with the institutions to ensure articulation with other maritime areas, e.g. Aquaculture, Oil and Gas, Marine Manufacturing</li> <li>Private providers that offer specialised maritime courses are also being utilised.</li> </ul>
<p><b>3. Lack of support for maritime research and innovation as well as lack of support for commercialisation of new products</b></p>	<ul style="list-style-type: none"> <li>Funding support for R&amp;D</li> <li>Greater collaboration between DST and industry</li> <li>Need for a policy for support of R&amp;D</li> </ul>	<ul style="list-style-type: none"> <li>SAIMI has compiled a Maritime Research Roadmap in collaboration with CSIR, and the recommendations are in the process of being implemented by SAIMI.</li> <li>SAIMI is also in the process of establishing an Oil and Gas Research Chair in partnership with the NRF.</li> </ul>

# Progress on HRDC MSSTT Recommendations (Demand-Side)

Blockage	Proposed intervention	SAIMI Update
<p><b>4. Mobility of SA skills to export markets hampered by entry requirements into foreign countries (visas and permits). Furthermore, there have been delays in getting imported skills into SA.</b></p>	<ul style="list-style-type: none"> <li>• SA missions in foreign countries to engage the host countries regarding movement into those markets.</li> <li>• Home Affairs department should address the inefficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• DIRCO has provided a lot of support in terms of facilitating skills development initiatives with different countries.</li> <li>• The issue of entry requirements is being addressed through the OP Inter-Ministerial Committee.</li> </ul>
<p><b>5. Limited leverage on opportunities arising from shipping along SA coastline</b></p>	<ul style="list-style-type: none"> <li>• Engage industry on available opportunities and look at impediments in taking up those opportunities</li> <li>• Market SA as a one-stop service destination.</li> </ul>	<ul style="list-style-type: none"> <li>• The challenge with cabotage has been the lack of tax incentives for ships operating along the SA coastline. This issue is being discussed by National Treasury, SARS and SAMSA.</li> </ul>
<p><b>6. Mobility of SA skills to export markets hampered by entry requirements into foreign countries (visas and permits). Furthermore, there have been delays in getting imported skills into SA.</b></p>	<ul style="list-style-type: none"> <li>• SA missions in foreign countries to engage the host countries regarding movement into those markets.</li> <li>• Home Affairs department should address the inefficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• DIRCO has provided a lot of support in terms of facilitating skills development initiatives with different countries.</li> <li>• The issue of entry requirements is being addressed through the OP Inter-Ministerial Committee.</li> </ul>

# Conclusion

- SAIMI continues to ensure implementation of maritime skills development initiatives including those forming part of Operation Phakisa – Aquaculture, Offshore Oil and Gas Exploration, Marine Transport and Manufacturing, Marine Protection and Ocean Governance, Coastal Marine and Tourism.
  - These initiatives include capacity building from basic education, TVET and higher education levels.
  - Industry partnerships are a critical part of these processes to ensure work integrated learning and absorption, to avoid training for unemployment.
  - Partnerships with Provincial Skills Development Forums (KZN, EC, WC) have also been established to assist with the implementation of different maritime skills development initiatives.
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**Thank you!**

*Partners in growing the blue economy*

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