THE PACIFIC COMMUNITY

FOURTH PACIFIC REGIONAL ENERGY AND TRANSPORT MINISTERS’ MEETING
Apia, Samoa, 18-20 September 2019

AGENDA ITEM 7 – MARITIME CAPACITY DEVELOPMENT IN THE PACIFIC ISLANDS REGION

Purpose

1. The purpose of this paper is to request Transport Ministers’ to adopt the text of the multilateral Memorandum of Understanding on the recognition of training and certification of seafarers for service on board vessels registered in Pacific island countries and territories 2019 and support a consistent approach towards Pacific maritime competency frameworks, training courses and qualifications to create career pathways in the maritime sectors of Pacific Island countries and territories (PICTs).

Background

2. In 2015-2016, the Pacific Community (SPC) worked on a multi-country maritime training assessment, using data and information provided by Maritime Training Institutions (MTIs) and feedback from various stakeholders that resulted in the development of a Maritime Training Context Analysis Paper. The objective was to provide guidance for Maritime Administrations/authorities and MTIs to develop strategies and identify maritime training priorities in the Pacific Islands region (See Annex 1).

3. A multilateral Memorandum of Understanding (MOU) on the recognition of training and certification of seafarers for service on board vessels registered in PICTs has been in place since 2005. It addresses the mutual recognition of training and certification for seafarers serving on vessels that are entitled to fly the flags of member States in the Pacific region. It also supplements applicable obligations for parties under the Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW) 1978 as amended (STCW Convention).

4. In 2017, the Transport Ministers supported the development of a long-term approach for capacity building in the Pacific maritime sector based on relevant data and information provided on education and training, qualifications and placement that includes needs of seafarers, fishermen and shore-based professions. They also requested development partners to support MTIs in PICTs to develop infrastructure and equipment and to participate in the South-South cooperative approaches in the Pacific Islands region.

Current status

5. SPC estimates that each year the nine MTIs in the region train approximately 950 seafarers and that there are approximately 250 employers of domestic seafarers in the region and approximately 4000 international companies who would employ seafarers. All the institutions have the capacity to train higher number of seafarers; however, finding employment for this high number of seafarers may be a challenge. Papua New Guinea’s Maritime College is the only MTI in the region that offers up to Class 1 Master/Officer in charge of navigational Watch and Class 1 Engineer/Officer in charge of engineering Watch. Vanuatu Maritime College has commenced teaching Class 3 since 2017. Given the number of Pacific Island seafarers trained by MTIs and certified by Maritime Administrations, it is of paramount importance that training management systems and procedures are implemented, audited and reported to the International Maritime Organization (IMO) including the independent evaluation as per the STCW Convention requirements.

---

2 These maritime training institutes are in Federated States of Micronesia, Fiji, French Polynesia, Kiribati, Marshall Islands, New Caledonia, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu, plus fisheries training colleges in Papua New Guinea and Kiribati.
6. There is demand for qualified and trained non-seagoing professionals in the Pacific maritime sector. In response to this need, the SPC is focused on delivering short vocational trainings on a range of shore-based jobs associated with the maritime sector such as Flag State Inspector/surveyor, Maritime Auditor, Port Facility Security Officer, Security Guard, ship safety management system, ship energy efficiency Marine Pilot, Port Worker and Level 1 Aids to Navigation Manager. As a result, a total of 367 persons have been trained, including through attachments, secondments and mentoring. This figure excludes the number of individuals that SPC has supported to secure scholarships to study at the World Maritime University (WMU) and International Maritime Law Institute (IMLI), Galilee International Management Institute (GIMI) and IALA World Wide Academy. Current output trained at these intuitions stands at 14.

7. Many organisations, such as SPC, develop and deliver short term training packages to address gaps in skills and competencies. However, most of these training packages are neither accredited nor recognized, as there are no pre-defined systems on the development and packaging of such training. The national quality assurance agencies in the region only accredit and recognize full qualifications and do not have any established mechanisms to recognize the short training packages. With the influx of these training packages that are provided by various organisations in the region, there is a need to appropriately develop these into micro-qualifications and have them recognized. This will add value to the certificates acquired by learners who have been trained and will enhance their promotion or employability.

8. As an example, in 2018, SPC worked toward accreditation by Fiji, for recognition as a Competent Authority in the Pacific by The International Association of Marine Aids to Navigation and Lighthouse Authorities (IALA), to deliver the internationally-recognized Level 1 AtoN Manager course. SPC is the Accredited Training Organisation (ATO) in the Pacific since May 2019 and will deliver the course twice in the next 5 years (included one in August 2019). The objective is also to recognize the Level 1 AtoN Manager as a micro-qualification in the Pacific and for it to be included in the Pacific Register for Qualification and Standards (PRQS).

Issues

9. Lack of awareness about the availability of trained seafarers from the Pacific Islands region as potential crew on international seagoing vessels has hindered employment opportunities. This issue needs to be addressed through promotion of the levels of qualifications and training of seafarers in the region. Maritime Administrations and MTIs must also continue to focus on compliance with the STCW Convention and reporting to IMO. Compliance should be monitored through regular audits and the independent evaluation required by the STCW Convention. This will ensure Pacific Islands seafarers can maintain internationally-recognized qualifications and easily travel throughout the region under the Multilateral Memorandum of Understanding (MOU) on the recognition of training and certification of seafarers for service on board vessels registered in PICTs. This MoU was first signed in 2004 and has already expired. However, it has been revised to reflect the 2010 amendments to the STCW Convention and a successor MoU is tabled for it to be adopted and signed by Ministers during this meeting.

10. Whilst some evidence indicates an increase in the numbers of personnel trained in the region, it is still difficult to identify where gaps are; given the lack of information on placement rates and reliable data and information on the number of both shore-based and seagoing professionals. There is a need to map out capacity development needs both for shore-based and seagoing roles in a fast-changing sector facing the challenges of low carbon development and resilience in the next 30 years. This capacity needs assessment will enable development partners and training providers to propose adapted vocational and technical trainings or higher education.

11. There is a wide range of shore-based jobs in the maritime sectors of PICTS that must be developed through properly recognized qualifications, standards and accreditation of technical vocational trainings. In addition to the traditional maritime jobs, new jobs are needed to support the supply,
maintenance and use of new technologies and operations of all types of vessels and particularly domestic ships, in shipping companies and in ports. Some needs have already been identified as shown in Annex 2.

12. Developing new curricula and qualifications and including existing trainings and qualifications into the SPC’s Educational Quality & Assessment Programme (EQAP) micro-qualification framework and PRQS has a huge potential to facilitate labor and learner mobility and enhance educational quality. With a view to make micro-qualifications appropriate for and relevant to the needs of the industry, the industry must be engaged in the development of standards or learning outcomes and thereby provide an opportunity to engage with the private sector and respond to its needs.

13. While MTIs are the recognized organisations to deliver seafarer trainings under the STCW framework, SPC is still involved in delivering short trainings with the support of international and regional development partners. In some cases, short vocational trainings other than trainings for seafarers could be delivered by MTIs who may make an income from doing so. Given the limited capacity in all Pacific Islands countries to deliver the various trainings needed, it is important to ensure close collaboration and coordination between regional training providers and MTIs.

14. In the Pacific Islands region, professionals who wish to engage in the maritime sector do not have clear career pathways except as a seafarer. For instance, there is no bridge between seagoing jobs and shore-based jobs. There is also no training and qualifications that qualify professional to access higher positions in maritime administrations or in ports. To encompass the above issues and need for maritime career pathways, there needs to be developed competency frameworks based on jobs and capacity needs assessments and develop training courses and qualifications that take into account the major changes coming in the maritime sector.

**Recommendations**

15. Transport Ministers are invited to:

   i. **Adopt** the text of the multilateral Memorandum of Understanding on the recognition of training and certification of seafarers for service on board vessels registered in Pacific island countries and territories (PICTs) and to sign it at the earliest on September, the 18th 2019;

   ii. **Request** MTIs, ports and maritime administrations to collect data on placement and number of shore-based and seagoing professionals and jobs;

   iii. **Encourage** MTIs to develop and deliver technical vocational training for shore-based jobs using SPC training materials;

   iv. **Note** the SPC’s Educational Quality & Assessment Programme (EQAP) micro-qualification framework and **support** the development of micro-qualifications in the Pacific maritime sector;

   v. **Task** SPC to work with partners to develop a jobs and capacity needs assessment in the Pacific maritime sector focussing on the private sector; and

   vi. **Request** development partners to support technical assistance programmes to develop maritime competency frameworks, training courses and qualifications to create maritime career pathways in the Pacific maritime sector.

[16 August 2019]

---

6 See the goal, objectives and purpose of the 10th European Development Fund European Union Pacific Technical and Vocational Education and Training on Sustainable Energy and Climate Change Adaptation (European Union PacTVET) project.
Annex 1: Summary – Maritime Training Context Analysis Paper

The Paper presents the global shipping trends, the impact of labour mobility and global challenges for the maritime sector. Based on information provided by Maritime Training Institutions (MTIs), ship operators and government officials, the paper analyses the availability of maritime training and employment for Pacific islands seafarers, feedback from ship operators and possible actions to address some of the challenges.

Main Issues

- Lack of basic education limits seafarers’ abilities to move to higher positions
- Lack of officer level training in some PICTs limits growth
- Lack of resources in MTIs to provide training to a higher level
- High turnover of some MITs staff has an effect on quality
- Discipline problems among seafarers (sometimes an issue with international ship owners)
- High demand for non-seafarers is currently not being met
- Long distances and expensive to get seafarers to international markets
- Lack of information about seafarers from Pacific Islands to the world markets

Recommendations

- Continue the regional seafarer certification system, which has been found very useful in that Pacific islands seafarers can be trained on first level non-international qualifications in the Pacific MTIs and access higher qualifications in or outside the region.
- Provide support to MTIs to develop infrastructure and equipment for higher seafarer qualifications to respond to their country’s fleet and those that trade internationally (Federated States of Micronesia, Solomon Islands and Vanuatu7).
- Adopt and sign a successor MoU to the Multilateral Memorandum of Understanding8 on the recognition of training and certification of seafarers for service on board vessels registered in Pacific island countries and territories that has been in place since 2005.
- Concerted effort in promoting the “image and value” of the Pacific islands seafarer for the international maritime labour market.

---

7 Vanuatu seafarers 786, Officers 260; Ratings 520, Domestic Vessels 32, Class NK; Oversea Vessels 74 (est); Seafarers employed by foreign going vessels are almost zero except for catering crew. VMC train only for domestic vessel, it desires to undergo for foreign going education and training.

Annex 2: Capacity needs

1. Maritime administration
   (a) Policy and strategy development
   (b) Good governance
   (c) Quality management systems
   (d) Monitoring and evaluation

2. Shipping business and operations of ships
   (a) Business in Shipping
   (b) Ship maintenance and operations
   (c) Investment in shipping
   (d) Shipping freight rates and tariffs

3. Port management
   (a) Port management, operations and performance
   (b) Port tariff
   (c) Port regulation
   (d) Port operations safety

4. Legal
   (a) Law of the sea
   (b) Maritime conventions
   (c) Legal drafting

5. Maritime safety
   (a) Flag state inspection and survey
   (b) Port state control
   (c) Safety management system
   (d) Small boat construction

6. Maritime security
   (a) Designated Authority
   (b) Port facility security officer
   (c) Security guards

7. Low carbon maritime development
   (a) Low-carbon technologies and operations
   (b) Greenhouse gas emissions calculation and modelling
   (c) Ship energy efficiency management

8. Safety of navigation
   (a) Hydrography
   (b) Aids to navigation
   (c) Maritime Safety Information
   (d) Search and Rescue operation