![SAIMI - South African International Maritime Institute logo]

PO Box 77000 • Nelson Mandela Metropolitan University
Port Elizabeth 6031 • www.saimi.co.za
Tel 041 504 4038 • e info@saimi.co.za

OPERATION PHAKISA OCEANS ECONOMY / MARITIME SECTOR SKILLS DEVELOPMENT
Draft Terms of Reference for Skills Initiative Working Groups to be convened by SAIMI
19 June 2015

1. Background

Operation Phakisa is a methodology being implemented by national government to fast track the implementation of specific large scale programmes that have significant potential for economic growth and employment in South Africa. The first of such Phakisa programmes that is spearheaded by the Department: Environmental Affairs in collaboration with the Presidency is to unlock the potential of South Africa's oceans. President Jacob Zuma highlighted Operation Phakisa in his State of the Nation Address in June 2014 and then subsequently launched Operation Phakisa Oceans Economy on 19 July 2014.

Operation Phakisa: Oceans Economy focuses on four key areas: Aquaculture; Oil & Gas Exploration; Maritime Transport & Manufacturing; and Marine Protection & Governance.

The Department of Higher Education and Training convened a Maritime Sector Skills Development workshop on 6 March 2015 to consider the skills development needs raised by both Operation Phakisa and the HRD Council's Maritime Sector Skills Technical Task Team (MSSTTT), and to ensure an effective response by the DHET and public sector education and training institutions.

The workshop proposed that the South African International Maritime Institute (SAIMI) become the delivery agency to assist the DHET in ensuring an integrated, coordinated national response to the skills development needed to grow the maritime economy. The establishment of five multi-stakeholder Skills Initiative Working Groups aligned to the Operation Phakisa delivery areas is supported by the DHET and SAIMI as a mechanism to bring all relevant role-players together to coordinate oceans economy and maritime skills development.

(For the purposes of size and focus of the Skills Initiative Working Groups, separate groups are to be set up for Maritime Transport and Maritime Manufacturing. They will jointly identify the areas of focus to be allocated to each group, and both report into the relevant Delivery Unit under the Department of Transport.)

2. Purpose

The Skills Initiative Working Groups are intended to co-ordinate the implementation of the maritime skills development initiatives in the 3-foot plans of each Operation Phakisa Oceans Economy delivery unit. **Their key deliverable will be a Skills Development Strategy, Framework and Implementation Plan for each delivery area – to be delivered to DHET by 1 December 2015.**

The intention is not to duplicate existing structures, but for these multi-stakeholder Skills Initiative Working Groups to work in close collaboration with government's Operation Phakisa Oceans

1

Economy delivery units. Where the DHET Director-General's Operation Phakisa Skills Plan Steering Committee involves only government departments, the Working Groups described in this document will include representatives of:

- Operation Phakisa delivery units and working groups;
- Public and private sector education and training institutions;
- Academics and other experts in the relevant fields (particularly those already involved in Operation Phakisa and representing higher education institutions already active in this area); and
- Representatives of industry in the relevant sectors.

SAIMI's role is to coordinate the establishment, administration and activities of these Skills Initiative Working Groups in collaboration with the DHET, and to provide the necessary secretariat, coordination and support services to the Skills Initiative Working Group activities. SAIMI must also ensure a continuous feedback loop between the Skills Initiative Working Groups and the DG's Skills Plan Steering Committee.

3. Key activities

The Key Tasks of the Skills Initiative Working Groups are determined by two documents already approved by DHET and the OP Delivery Units.

i) The Operation Phakisa Skills Plan Operational Structures Concept Document, with reference to the Skills Initiative Working Groups, states:

"The Working Groups as Sub Structures of SAIMI will be the 'engine' for the development of skills development processes, initiatives and solutions for both Operation Phakisa Oceans Economy and the Maritime Industry."

ii) The Terms of Reference for the DG-DHET Operation Phakisa Skills Plan Steering Committee state that:

"Systems, processes, mechanisms, policies, criteria, guidelines and resources to realize each of the skills will be outputs of Four Working Groups coordinated by the South African International Maritime Institute."

With the above pre-determined requirements in place, the broad terms of reference of the Skills Initiative Working Groups – under which each Group will develop its own action and implementation plan – are to:

a) Analyse and validate the skills development components of the Operation Phakisa three-foot plans – considering whether the figures and projections are accurate and realistic.
b) Integrate the MSSTTT recommendations and the OP skills three-foot plans, in order to generate an integrated national skills development implementation plan for maritime and marine sciences.
c) Identify key priority skills development areas, determine skills gaps and conduct skills needs analysis.
d) Identify cross-cutting issues to be addressed jointly across the Working Groups / Delivery Units.
e) Identify current public and private sector education and training programmes in the relevant areas and study field, and the gap between these and what is required by proposing new academic programmes, relevant to the knowledge domain and level.
f) Identify curriculum aspects that needs to be addressed

g) Propose possible partnership arrangements between industry, university, college and private companies.

h) Collect data on skills-related matters and identify any needs for research to be undertaken on skills development for the maritime economy.

i) Advise the Operation Phakisa Skills Plan Steering Committee on skills development blockages and make recommendations to address these.

j) Report twice-monthly to the Delivery Unit on any blockages that have been identified.

4. Methodology

The expectations of each Skills Initiative Working Group are to:

a) Use the "16 Step Skills Planning Process", attached to this document as Annexure A, as a standard working methodology.

b) Ensure that the Skills Initiative Working Group is sufficiently representative and inclusive, and liaise with key stakeholders.

c) Work in close collaboration with the OP delivery units and the DG's OP Skills Plan Steering Committee, in order to ensure coordination and avoid duplication.

d) Reporting to the Delivery Unit on bi-monthly.

e) Regularly report on its activities via SAIMI to the DHET.

5. Composition of Skills Initiative Working Groups

The Working Groups will be established in a similar format to Occupational Teams in the DHET, with representation from the education, industry and government sectors, specifically:

- Academics and subject matter experts, from universities, universities of technology, and TVET colleges
- Leader of the relevant Delivery Unit
- Other government departments involved in the delivery area
- Industry associations and professional bodies
- SETAs related to the subject area
- Education & training institutions offering programmes in the relevant area
- Secretariat and scribe to be provided by SAIMI

6. Reporting

- The Skills Initiative Working Groups will report monthly on progress, blockages and interventions/assistance required, via SAIMI to the DHET and the DG's OP Skills Plan Steering Committee. Reports will be circulated to the Delivery Units for information.
- SAIMI will coordinate and manage the reporting timelines and process.

The 16 Step Skills Planning Process

(Adapted for Operation Phakisa Skills Initiative Working Groups)

What skills are needed?

STEP ONE:	Extract the list of projects where skills are required from the OP 3-foot plans and the MSSTTT report
STEP TWO:	Develop/refine a 'prototype' of skills needed for a typical project in each identified sector/sub-sectors
STEP THREE:	Estimate the total skills required for all projects and produce a list of occupations / professions in demand
STEP FOUR:	DHET to assist to determine skill availability and current supply nationally & institutionally (broader enrolment and graduation data).
STEP FIVE:	**a)** Validate the numbers of skills required as contained in the OP 3-foot plans. **b**) Compare what we need and what we have – and where are the gaps?
STEP SIX:	Determine which of occupations / professions / study fields are scarce – produce a list of 'scarce skills'. Determine occupational priorities in each category
STEP SEVEN:	Provide an indication / estimation of scale, place and timeframe of demand for each occupation on the scarce skills list. Which of these are priorities?

What should be done? (These answers will be the recommendations to be made by each Working Group)

STEP EIGHT:	Consider schools in the area as feeders for training, career guidance? Support measures in maths & science?
STEP NINE:	Determine which agency must help develop these skills (a college? a university? A company?).
STEP TEN:	Working Group to consider the capacity and competency of university / college to offer proposed academic programmes / skills initiatives.
STEP ELEVEN:	Identify possible workplace-based learning opportunities
STEP TWELVE:	**Identify** resources for the plan – SETAs? NSF? Other sources?
STEP THIRTEEN:	Determine which companies / industries that can play a central role
STEP FOURTEEN:	Define the partnership and role of each in terms of skill requirements
STEP FIFTEEN:	Put together a plan linked to milestones and resources needed.
STEP SIXTEEN:	Submit implementation plan to DHET via SAIMI

Format of Project implementation plan:

#	Step description	Lead (Person)	Lead (Org)	Support partners	Target Date	Other actions
	What skills are needed?					
1	Develop a list of projects planned for the area (and determine what is missing…)					
2	Develop a 'prototype' of skills needed for a typical project in each identified sectors/sub-sectors - prototypes					
3	Estimate the total skills required for all projects					
4	Determine which of these skills are scarce (in demand) – a list					Link to Steps 6,7,8
5	Provide an indication of scale, place and timeframe of occupations in high demand. Which of these are priorities?					