



REPUBLIC OF KENYA

MARITIME EDUCATION AND TRAINING POLICY

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CHAPTER ONE

INTRODUCTION

1.1. Background

Maritime Education and Training plays an important role in the development of competent and skilled manpower for the maritime transport and related industries in line with the national development agenda including the vision 2030. Kenya's Vision 2030 Social Pillar seeks to improve the quality of life of the people of Kenya through the identified sectors in Education and Training by proposing the establishment of centers of specialization to offer technical and specialized training in cognizance of globalization and local skills required in a knowledge-based economy.

The maritime transport industry provides diverse employment opportunities in areas including but not limited to; maritime education and training, ship operation, ship building and repairs, boat building and operation, pilotage, maritime transport and logistics, cruise ships, maritime research, innovation, technology and development, offshore oil and gas, maritime safety and security, bunkering services among others. The development of skills for the maritime transport sector requires the provision of quality maritime education and training and specialized training courses to facilitate safe, secure and efficient shipping

Shipping is indispensable to the world as the most economical and energy efficient means of transport for goods and products of all kinds. This is not only because at least 90 percent of world trade is carried by ships, but also because in the globalized world in which we live, shipping has always provided the only really cost-effective method of bulk transport over any great distance. The development of shipping and the establishment of a global system of trade are also inextricably linked.

Since shipping is an international activity crossing national and ocean-related jurisdictional boundaries, the international community has developed regulations governing the shipping industry, with the International Maritime Organization (IMO) having the lead responsibility for developing these uniform regulations. Safety of navigation continues to rely on the expertise/competence and motivation of seafarers despite disruptive technological developments such as artificial intelligence and autonomous shipping.

During the 2015 International Maritime Organization World Maritime Day celebrations themed 'Maritime Education and Training'. The former IMO Secretary-General Koji Sekimizu stated, "without a quality labour force, motivated, trained and skilled to the appropriate international standards, shipping cannot thrive." thus supply of properly qualified and competent professionals calls for quality training program to ensure a safe and secure maritime transport industry. Therefore, there is a need for a Policy to guide the development of qualified and competent human



resource capacity for the maritime industry including; Shipboard operations, maritime education and training institutions, shipbuilding and ship repairs; commercial maritime support services; port facilities and port operations; prevention and control of marine pollution; search and rescue services and security of ships and port facilities among others.

1.2. Overview of Maritime Education and Training in Kenya

Maritime education and training programs undertaken at Vocational institutions, Technical institutions and Universities include but not limited to; Bachelor of Science in Marine Engineering, Diploma in maritime transport and logistics, Diploma in Nautical Science, Diploma in Marine Engineering; Craft in Nautical Science; Craft in Marine Engineering and Artisan Seafarers Course among others.

The training of seafarers began in the early 1960s but due to lack of ratification of the international instruments, seafarers issued with Kenyan certificates could not seek employment opportunities in the Global shipping industry. To meet the international training standards and enable Kenyan seafarers seek employment opportunities in the international shipping industry, Kenya ratified the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, as amended (STCW Convention) in 2010.

Since 2010, Kenya has made significant strides in the development of maritime education and training through ratification of relevant international instruments, and establishment of centers of excellence for maritime education and training among others. However, human resource capacity, training infrastructure and facilities for training institutions, cooperation and collaboration between Government Ministries, Departments and Agencies (MDAs), Maritime Education and Training (MET) and related institutions, shipping companies and other maritime stakeholders as well as citizens' awareness of maritime education and training are among the notable areas of improvement.

In this regard, the development of Maritime education and training calls for well-informed, deliberate and concerted efforts by all stakeholders. This is in cognizance of the fact that implementation of maritime education and training require huge capital outlays in terms of investments in human resources, infrastructure, training equipment and resources, and technological requirements.

1.3. Overview of the Maritime Transport industry

Kenya's maritime has a coastal length of 600 km. In addition, the country has approximately 10,700 square kilometers of inland waters space is navigable, representing a total of approximately 232,700 square kilometers of the Country's total area of 580,367 square kilometers (40%), which is equivalent to the total land surface area of 31 out of the 47 Counties

The Kenyan coastline lies along major maritime trading and tanker routes connecting Africa to Europe, the Far East and the Americas due to its strategic location along the East African coast. The Country is central to regional shipping and the Port of Mombasa has remained the largest and strategic gateway to the Eastern and Central Africa region (referred to as Northern Corridor) serving a combined population of over three hundred (300) million. On the other hand, the LAPSSET Corridor is Eastern Africa's largest and with an infrastructure project bringing together Kenya, Ethiopia and South Sudan, through the Lamu Port. In addition, Kenya has two major seaports at Mombasa and Lamu, with one inland port-Kisumu.

The Kenyan maritime transport industry comprises of; maritime education and training institutions, ship yards, ports, interest groups and associations, logistics & transport, port operators and port related industries, public sector, shipping company & associated firms, finance & insurance firms and shipyard subcontractors. Other related maritime transport industries include; fisheries, tourism, hydrography, deep sea mining, oceanography, offshore oil and gas, maritime law, marine scientific research, maritime security, offshore renewable energy among many others.

However, there are challenges facing the maritime education and training institutions, ship yards, logistics & transport, port operators and related industries, ship owners including inadequate human capacity, inadequate and ageing ship repair facilities and, lack of a centralized maritime data collection and analysis services among others. The challenges call for, among others, human resource capacity development to optimize gains from the oceans and maritime sector.

1.4. Opportunities in the Global Maritime Industry

Shipping has long been the major form of transportation, as well as an essential communication link connecting coastal cities, countries and continents. Around 74,000 merchant ships registered in over 150 nations and manned by approximately 1.89 million seafarers of nearly every nationality transport over 90% of world trade while hundreds of large and mega cruise ships offer the most diversified leisure and tourism services worldwide.

The Seafarer Workforce Report 2021 by Baltic and International Maritime Council (BIMCO) and the International Chamber of Shipping predicts a growing demand for STCW certified officers, indicating that by 2026 there will be a need for an additional 89,510 officers by 2026 to operate the world merchant fleet. The report also highlights a current shortfall of 26,240 STCW certified officers, indicating that demand for seafarers in 2021 has outpaced supply. Some of the officers in short supply include officers with technical experience especially at Management Level and Management Level Deck Officers in the tanker and offshore sector.

Over a thousand oil rigs and support and supply offshore vessels are engaged in the exploration and drilling for oil and gas in almost every corner of the globe. Further, more than four million commercial fishing vessels ply the seas and oceans at any given moment. Therefore, the industry plays a critical role in social-economic development by supporting trade and prosperity.

1.5.Legal, Institutional and Policy Framework

Kenya has made considerable progress in establishing a legal framework on the provision and delivery of maritime education and training. This is through ratification and domestication of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978, as amended, which sets minimum qualification standards for masters, officers and watch personnel on seagoing merchant ships and large yachts where the latter are engaged in trade.

The provisions of the STCW Convention have been incorporated under the Merchant Shipping Act, 2009 and its subsidiary regulations, the Merchant Shipping (Training and Certification) Regulations, 2016. Kenya Maritime Authority (KMA) is the country's maritime administration as per the STCW Convention. KMA approves training institutions and trainers/instructors/assessors to provide and deliver courses under the STCW Convention. Further, Legal Notice No. 233 of 18th November 2018 established a Centre of excellence for maritime skills development for the blue economy.

Coordination and harmonization of education, training, assessment and quality assurance of all qualifications awarded in the country with the view to improving quality and international compatibility, recognition, equation and verification is regulated under the Kenya National Qualification Framework Act no 22 of 2014.

Universities offering degree-level certification are approved for purposes of provision and delivery of specified STCW Convention Courses by the Kenya Maritime Authority and are also regulated by the Commission of Universities Education in accordance with the Universities Act, 2012.

Technical and vocational institutions are approved for purposes of provision and delivery of specified STCW Convention courses by Kenya Maritime Authority and are also regulated by the Technical and Vocational Education Training Authority in accordance with TVETA Act, 2013.

Development of curriculum and support materials for Technical and Vocational Education and Training institutions is regulated under the Technical and Vocational Education Training Act NO. 29 of 2013 and Kenya Institute of Curriculum Development Act no 4 of 2013.

Administration of academic and technical examinations for technical and vocational institutions and award of certificates or diplomas to successful candidates in Kenya is regulated by the Kenya National Examinations Council Act, Technical and Vocational Education Training Act NO. 29 of

2013 and various legal instruments for establishment of Technical and Vocational training institutions.

Port operations, transport and logistics are regulated under the Merchant Shipping Act no 4 of 2009, Kenya Maritime Authority Act and Kenya Ports Authority Act chapter 391.

On oceanography, aspects of maritime security, marine scientific research, preservation and conservation of the marine environment and fishing provided under the United Nations Convention on the Law of the Sea, 1982 are regulated under the Maritime Zones Act Chapter 371.

1.6. Vision, Mission, Goal and Objectives

1.6.1. Vision

A highly qualified and competent workforce for the sustainable growth of the maritime industry.

1.6.2. Mission

To develop an effective maritime education and training system for the consistent and optimum development of relevant skills and the human resource capacity needed for the sustainable growth of the Maritime industry

1.6.3. Goal

The policy seeks to create a framework for development of qualified and competent human resource capacity meeting the need of the national and international maritime industry.

1.6.4. Policy Objectives

The overall policy objective should be the overall goal observed in ME&T

Specific policy objectives should be outcomes you wish to see in ME&T and collectively should contribute to the overall objective

The overall policy objective is to enable the development of qualified and competent human resource for the maritime industry. Specifically, the policy seeks to achieve the following objectives:

- a) To build adequate human resource capacity and provide pathways for placement of the trained personnel;
- b) To ensure standards in MET for competitiveness and employability both nationally and internationally;

- c) To mobilize and optimize resources and finances to facilitate effective and efficient provision and delivery of MET;
- d) To promote effective coordination and governance in MET;
- e) To promote the participation of stakeholders and collaboration in MET;
- f) To promote research development and innovation in MET; and
- g) Inclusivity of Vulnerable Groups in MET

1.7.Guiding Principles and Core Values

The National Values and Principles of Governance provided in Article 10(2) of the Constitution of Kenya bind state organs, state officers, public officers and all persons whenever they apply, interpret or enact laws or when they make or implement public policy decisions. The national values and principles of governance include;

- a) **Patriotism;** In pursuit of development of human resource capacity, the policy shall be implemented while protecting and observing the national identity and character.
- b) **National Unity;** In pursuit of national interests, the stakeholders shall work as one people with one destiny.
- c) **Sharing and Devolution of Power;** The policy shall be implemented while in cognizance of decentralization of political power, financial, administrative and service delivery as per Article 174 of the Constitution of Kenya.
- d) **Rule of Law;** Stakeholders will be required to adhere to the rule of law by obeying and submitting to be regulated by law.
- e) **Democracy and Participation of the People;** The policy shall be implemented while ensuring Kenyans shall exercise the sovereign power vested on the people by Article 1 of the Constitution through undertaking of stakeholder's engagement for the members of private, public and voluntary organizations.
- f) **Human dignity;** person's sense of self-respect and self-worth, physical and psychological, integrity and empowerment shall be protected and respected according to Article 28 of the Constitution.
- g) **Equity;** the policy shall be implemented with impartiality, fairness and justice.
- h) **Social Justice;** The policy shall ensure fairness in the service delivery, distribution of resources and involvement of all sections of society such as gender, ethnic, class, religious, race, geographical, disability or even generational differences.
- i) **Equality;** Equal rights shall be guaranteed through observing equal access to opportunities including access to education, employment opportunities and other social securities.
- j) **Human Rights;** In implementation of the policy the rights to life, freedom of expression; rights to health, housing, free from hunger, social security, education, the right to

development and self-determination; and clean environment and peace shall be protected and respected.

- k) Non-discrimination;** The policy shall be implemented will ensuring fair and unprejudiced treatment of different categories of people notwithstanding their diversity such as gender, ethnic, class, religious, race, geographical, disability or even generational differences.
- l) Protection of the marginalized;** the policy shall be implemented while ensuring minority or sub-group are not excluded nor their rights ignored.
- m) Good Governance;** the policy decisions shall be made through consultation and implemented to ensure appropriate management of resources and affairs.
- n) Integrity;** Consistent moral and ethical standards including honesty and truthfulness shall at all times be upheld in the implementation of the policy.
- o) Transparency and Accountability;** Openness and clarity shall be observed in utilization of resources and service delivery while all stakeholders shall be held responsible to clarify and justify actions taken in transparent manner.

Policy Development Process

The need for development of the policy was identified to guide in the implementation of the Maritime Education and Training in Kenya. A draft policy was developed through a collaborative effort by experts and key stakeholders from the maritime industry.

In keeping with the commitment, to provide quality maritime training, the development process adopted a proactive approach that incorporated a consultative review. The stakeholder consultation was done to ensure that issues related to the policy were identified and incorporated.

The review and evaluation process provides a regular opportunity for careful consideration of existing policy documents. The scheduled periodic review is typically every 5 years or as otherwise directed by the approving Authority or as circumstances in the sector dictate. In addition, the policy shall be maintained (in accordance with the legislation and record and information management), protected and preserved throughout the document life cycle.

The Policy has been developed through a consultative process by conducting Stakeholder's sensitization and engagements in fulfillment of the requirements of the Constitution of Kenya. In fulfilment of the requirements of the Constitution of Kenya that binds all State organs, State officers, public officers and all persons who make or implement public policy decisions to ensure participation of the stakeholders in the development process. The draft policy will be made available online via the Kenya Maritime Authority's website.

This will provide an opportunity for all stakeholders to scrutinize the document and provide comments and feedback to the Authority for deliberations and inclusion in the policy. The draft policy will also subjected to public participation through stakeholders' engagement to provide inputs and feedback.



CHAPTER TWO

SITUATION ANALYSIS

The dynamism of the global shipping industry and its ongoing expansion has led to changes in the industry and related services. Changes in the industry which include newer and cleaner technologies, better infrastructure and faster delivery routes, have had significant impact on global trade trends. Higher consumer demands regarding shipping lines and sustainable operations, also emphasize the need to take advantage of new technologies. Further, sustainable development factors namely social, environment, culture and economy play a key role in sustainability of the impact of the dynamic changes.

Maritime technology is necessary in almost all maritime transport activities as training in requisite areas will require relevant infrastructure, equipment for practical training such as simulators, laboratories, and training ship. These however, require high capital to install and maintain. Kenya aims to establish a Maritime Education and Training system, but the capital intensive nature of MET remains a major challenge.

The chapter highlights the situation of the maritime education and training as well as the situational analysis and stakeholder mapping in respect to the implementation of the Policy.

2.1 Global and National Analysis

2.1.1 Global Analysis

Maritime Education and training are critical in supporting global shipping industry noting that over 90 per cent of cargo is transported by sea. Ships transporting the global cargo requires well skilled and adequate numbers of seafarers and appropriately skilled human capacity on the land water interface to complete the international shipping value chain.

The training programmes and courses for seafarers are guided by the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978 as amended to which Kenya is party. The STCW Convention provides for uniform standards of training seafarers' worldwide prescribing the required knowledge, understanding and proficiency at each level of responsibility. The quality and adequacy of seafarer training programmes are at the core of safe and secure shipping. In addition, the quality and adequacy of the training is subjected to five year evaluation by the International Maritime Organization and other parties who may have common interests with respect to recognition of Kenyan certificates. Appropriately skilled and motivated maritime labour force is critical in driving the growth and development of shipping industry. This has been provided by regional policy document which include provisions of African Maritime Charter, African Agenda 2063 and African Integrated Maritime Strategy 2050.



2.1.2 National analysis

Maritime education and training in Kenya are offered under three main clusters namely: seafarer training; and maritime transport and logistics; and maritime allied courses.

(i) Seafarers training

Kenya started training marine engineers and deck officers in United Kingdom in the late 1960s and early 1970s. From 1967, the British Government run an alternative training scheme to train cadets locally for a period before proceeding to the United Kingdom for the advanced courses. This arrangement was quite successful but was abandoned after the collapse of the East Africa National Shipping Line which was expected to absorb some of the trainees.

In 1995, the STCW Convention was amended and many Kenyan seafarers who were working onboard foreign ships were locked out, since Kenya initially did not make it to IMO ‘whitelist’ which was a list for countries which had given full and complete effect to the provision of STCW Convention 1978 as amended.

After the establishment of KMA in 2004, the Government, enacted the Merchant Shipping Act, 2009 and transposed the STCW Convention, as amended, through the Merchant Shipping (Training and Certification) Regulations and related regulations such as Merchant Shipping (Safe Manning) Regulations and Merchant Shipping (Seafarers Medical Examination and Certification) Regulations. Afterwards it developed the requisite administrative and legislative framework which enabled Kenya gain recognition by being placed in the IMO “whitelist” in 2010

Maritime Education and Training in Kenya was revived by KMA which rolled out the first training programme to train Marine engineers and deck officers for KMA in order to have capacity for discharging its responsibility in Flag and Port State obligations. In 2012, KMA approved training course for marine engineers at JKUAT. Through inter-agency collaboration, the Government developed curricula for seafarers in compliance with STCW Convention as amended, which incorporated national requirements in order to meet the following objectives;

- To halt the decline of skilled seafarers who are required for manning ships in the country’s coastal and inland waters.
- To mainstream seafarers’ training within the national education and training programmes to facilitate credit transfer, progression and, also to gain national recognition.
- To equip seafarers with skills and competences that will enable them to compete for jobs internationally.
- To reduce the number of fatal accidents and other near- miss incidents involving ships and boats.
- To protect the marine environment.
- To develop national recognition of the seafaring profession.

By 2021, five training institutions including two universities and three technical and vocational institutions had been approved to offer the following programmes: Bachelor of Science in Marine Engineering; Diploma in Marine Engineering, Nautical Science; Artisan and craft certificate in nautical and marine engineering; STCW basic and advanced safety courses; and non- STCW Courses. In addition, the Government has established the Bandari Maritime Academy as a center of excellence in maritime education and training.

(ii) Transport and Logistics Training

Maritime transport and logistics training entail training in port and terminal operations, marine operations, cargo handling equipment, shipping documentation, port and shipping management, clearing and forwarding among others. In recognition of the important role shipping and logistics professionals play in the Kenyan economy, training in Maritime Transport and Logistics is in the process of standardization. Curricula has been developed through inter-agency collaboration at Diploma and Certificate levels examinable by recognized examination agencies. The curricula is due for review in compliance with the TVET requirements on competency based training.

Various training institutions have been approved to offer maritime transport and logistics training in Kenya including Kenya School of Revenue Administration (KESRA), Pioneer University, Mount Kenya University. However, other institutions are in the process of being approved including; Bandari Maritime Academy and Technical University of Mombasa.

(iii) Maritime allied courses

The demand for maritime sector skills interfaces with other sectors whose activities complement the growth of the maritime industry. These are sectors with mandates extending beyond maritime but have an interest in utilizing maritime resources and ecosystem. Some of the sectors include; fisheries, offshore oil and gas, ship building and repairs. Tourism, offshore renewable energy, seabed mining, bunkering services, maritime research, boat building and construction among others.

Therefore, there is needs to offer the following courses to develop qualified and competent skills to support the growth of the maritime allied industries; commercial diving, maritime security, ship building and repair, boat building, container repair, Helicopter Underwater Escape Training (HUET), Basic Offshore Safety Induction and Emergency Training (BOSIET), training for fishers and skippers.

2.2 SWOT Analysis

2.2.1. Strengths of the MET in Kenya

The Kenyan Maritime Sector has experienced growth in areas like ship building, repair and logistics especially with the national Government strategy to attract investment in the Blue Economy. Kenya's maritime education and training strengths include:

- i. Existence of institutional framework for undertaking maritime education and training in Kenya;
- ii. Kenya has demographic dividend with youthful population of approximately 37.5Million which accounts for over 75% of the population;
- iii. Increased national interest in promoting maritime transport sector;
- iv. High literacy level of the English language which is an added advantage for global competitiveness in employment; and
- v. The vast hinterland in East and Central Africa reliant on Kenya's ports for its international trade.

2.2.2. Weaknesses

The weaknesses affecting delivery of MET include:

- i. Limited employment Opportunities;
- ii. Inadequate opportunities for shipboard training;
- iii. Insufficient qualified and competent personnel in specialized skills including instructors and assessors;
- iv. Limited capacity of institutions to offer full array of maritime education and training courses;
- v. Low awareness of MET across the country;
- vi. Lack of central repository of data, statistics and information on maritime activities.

2.2.3. Opportunities of MET in Kenya

The following are the opportunities in the maritime industry which will increase the demand for maritime education and training:

- i. Development of maritime transport network and related infrastructure along the coast and inland waterways are bound to create employment opportunities
- ii. Revitalization of Kenya National Shipping Line will create employment opportunities;
- iii. Government partnerships and collaborations with local and international industry players in the maritime industry will create employment opportunities;
- iv. Existing mutual recognition of STCW certificates with other countries.
- v. International recognition of maritime education and training IMO STCW whitelist including agreement for service onboard ships for seafarers holding Kenyan STCW certificates; and

2.2.4. Threats

The following threats may hinder the growth and development of maritime education and training in Kenya:

- i. Competition from regional and international maritime education and related training institutions;



- ii. Uncompetitive remuneration package of the maritime professionals in Kenya making it difficult to attract and retain competent maritime professionals;
- iii. Changes in policy with respect to Maritime Education and Training; and
- iv. Inability to adapt to the dynamic nature of the maritime sector will lead to obsolete training.
- v. Rapid and disruptive technologies that impact the development of curriculum
- vi. High cost of training infrastructure;
- vii. Occurrence of natural calamities

2.3 PESTEL analysis

The risks and opportunities inherent in the implementation of this policy can be categorized as political, economic, social, technological, environmental and legal (PESTEL).

Political: Lack of consistency in policy development and implementation due to changes in Government and political priorities. Competing Government's priorities especially in resource allocation which may impact on the delivery of maritime education and training. Geopolitics gave a potential risk of slowing down the Maritime sector growth and development thereby affecting the Maritime Education and training.

Economic: Inadequate funding for maritime training. Allocation of funds for implementation of the policy may not be prioritized in the face of other urgent development projects. Additionally, the economic situation of many Kenyans may be a barrier due to the high cost of maritime education and training whereas lack of institutional capacity for Government agencies and maritime education and training institutions may also impede effective implementation of the policy. Economics risks due to slowdown of economic activities, resource allocation and utilization efficiency.

Social: A network of maritime professionals has been established to create awareness, exchange of ideas and information including mentorship. The existing maritime professions include:

- i. Association of Maritime Practitioners (AMP) (K), Women in Maritime Sector in Eastern and South Africa (WOMESA), Institute of Chartered Shipbrokers (ICS);
- ii. The cultural perception of seafaring especially on gender biases may affect uptake of maritime education and training;

Maritime Education and Training in Kenya plays a role in training human resource operating in the maritime sector including maritime security. Although issues of safety and security have a broader scope, officers in charge of maritime safety and security require special skills in their operations in the maritime sector.

Limited human resource development for maritime sub-sector experts such as surveyors, accident investigators, trainers, examiners, engineers and pilots among others due to high costs of training may affect the effective implementation of policy interventions.

Technological: The sector is yet to make gains on science, technology and innovation to enhance maritime education and training. The rapid development of disruptive technology in the industry might render capital intensive technological investment obsolete within a short period. There is potential for the contribution of science-based innovation and evidence-based policy-making to achieve sustainable development in the maritime transport sector. The objective of research should include identification and mapping of trends in international shipping in order to design suitable national policies to guide the country towards viable future maritime transport investments.

Environmental: Climate change might have an impact on the infrastructure established for delivery of maritime education and training as well as rendering the developed curricula obsolete within a short period and requiring frequent updating. Particular attention to MET is necessary taking into account global trends on climate change. The maritime transport is expected to have high level of environmental integrity by preventing and management of pollution. This informs the scope of maritime education and training.

Legal: Regulations for maritime education exist to ensure quality standards are adhered to which safeguards the competitiveness of the country. The existing institutional framework enable inter-agency collaboration and harnessing of synergies. The delays in domestication of International legal instruments affects their implementation.

2.4 Stakeholders mapping

Growth of MET calls for well-informed, deliberate and concerted efforts by all stakeholders to take advantage of coordinated synergies in various sectors who utilize maritime transport for various activities. This is cognizant of the fact that implementation of MET requires heavy capital outlays for investments in human resources, infrastructure, training equipment and materials, and technological requirements. The stakeholders (and the country as a whole) stand to benefit from the existence of an optimal MET system in Kenya. The key stakeholders in the provision and development of MET include:

- Ministry responsible for maritime education and training
- Education and Training regulators
- Examination bodies
- Training Institutions
- Education financing institutions
- Development partners
- Maritime industry players

CHAPTER THREE

RATIONALE OF THE POLICY

This chapter provides the rationale for the development of the Policy. It outlines the current global, regional and national development agenda, while challenges in development in the provision of MET.

3.1 Global and regional trends in the maritime industry.

Globally, United Nations Sustainable Development Goal No. 4 on Quality Education directs that training is critical for a successful and prosperous nation through a well-trained and qualified human resource.

At continental level, the Revised African Maritime Transport Charter, provides the promotion of maritime education and training institutions at all levels including secondary schools, promote the employability of seafarers, create decent working conditions and their training, demands for the establishment and/or strengthening and collaboration of maritime training and education institutions including research institutions through compliance of standards of training internationally set, support in funding and recognition of certification. Further, the African Integrated Maritime Strategy (AIMS), 2050 provides that member States shall incorporate into education systems and at all levels and significance of their maritime zones as part of their geographical territory.

3.2 National Development agenda

The Kenya Vision 2030 has recognized the need to sustainably manage and develop the maritime sector and the wider blue economy resources for enhanced socio-economic benefits to Kenyans. Maritime education and training contributes to the development of the maritime industry which supports the larger blue economy sector which has the potential to contribute to higher and faster GDP growth as envisioned in the Kenya Vision 2030.

The current state of MET in Kenya calls for concerted efforts to produce competent and qualified maritime professionals who meet national and international market demands. The following provide the basis for formulating and implementing the policy:

1. MET will contribute to the achievement of the social and economic pillars of Vision 2030, which will greatly improve the welfare of people and contribute to economic development. Its significant linkages with other productive sectors in wealth and employment creation especially in the service sector and in manufacturing;



2. The Kenya Vision 2030 has prioritized the development of human resource capacity for the maritime industry and the larger blue economy sector. In addition, recognizes the need to establish a regional centre of excellence for maritime training institution to impart maritime skills to the youth;
3. The vision also seeks to address the unemployment in Kenya. Maritime education and training will contribute to the achievement of vision 2030 by providing skills which will enhance employability in the maritime sector.

Maritime education and training is an important aspect of the maritime industry. It is expected to develop skills to address challenges which include; shortage in competent workforce, accidents due to human element, safety and security, pollution, as well as inadequate capacity for the effective implementation of national and international instruments related to maritime education and training.

The maritime industry is expanding, with good economic prospects for the domestic economy. There need therefore to take advantage of this new frontier by training and deploying competent human resource to the industry. The present scenario is that maritime training stakeholders are scattered and contradicting provisions touching on MET and thus jeopardizing development of globally competitive maritime skill, for current and future quality of human resource. Stakeholders are operating towards independently of each other and yet there can be great gains/opportunities in collaboration in the development of maritime skills.



CHAPTER FOUR

POLICY PROVISIONS

This chapter contains the policies to be implemented to enhance maritime education and training to ensure development of qualified and competent personnel meeting national and international maritime industry needs. It contains policies on building adequate human resource capacity for the maritime industry, quality standards, resource mobilization and optimization, effective coordination and governance, stakeholders' participation and collaboration, research, innovation, development and technology, placement of trained personnel and mainstreaming cross-cutting and emerging issues. Each policy has a statement, context and actions to be implemented.

4.1 Human Resource Capacity Development

Policy Statement

The Government will facilitate education and training of qualified and competent human resources in technical and non-technical skills in line with national and international standards in the maritime sector.

Context

Kenya has various training institutions, both public and private, that provide courses in maritime education and training. The curriculum of these programs is aligned with applicable national and international standards. However, there are a number of challenges that affect the attraction, development and retention of competent and qualified human resources. These include low awareness levels for MET among citizens, lack of a comprehensive database of reports, statistics and other information on areas touching on the MET domain and maritime industry, high cost of MET Programs, shortage of competent and qualified instructors due to high attrition, inadequate opportunities for shipboard training, low number of ships in the Kenyan ship register to provide employment opportunities, changes in technology that impact the development of curriculum, harmonization of maritime training with the national qualification framework, and inadequate training facilities and infrastructure.

These challenges have hindered the country's ability to effectively utilize the opportunities available both in the national and international maritime industry. Therefore, implementation of the following policy actions will promote development of adequate Human Resource Capacity for sustainable utilization of the opportunities in the maritime industry.

Policy Action

To build adequate human resource capacity for the maritime industry, the Ministries, Departments, Agencies and/or other identified stakeholders in the policy implementation framework will:

- a) Promote integration of maritime education in the Basic Education level;
- b) Enhance uptake of maritime courses in the tertiary and universities;
- c) Develop and maintain a database MET;
- d) Support the training of trainers and continuous professional development of maritime instructors, educators and researchers through the facilitation of training-of-trainers programs, scholarships for critical training to fill skill gaps.
- e) Develop a framework for creating opportunities for onboard training and internship opportunities for trainees in the maritime sector;
- f) Establish satellite maritime education and training centers;
- g) Establish an association of Maritime education and training institutions.
- h) Facilitate development of curriculum for maritime education and training courses in line with national and international industry regulations, standards and needs;
- i) Provide support to maritime education training institutions in acquisition of maritime education and training resources, adoption of modern technology and development of training infrastructure.
- j) Pursue recognition of Kenya MET qualifications in the global market.

4.2 Quality Standards

Policy Statement

The Government will safeguard quality standards for maritime education and training

Context

Quality standards are key to ensuring the effective implementation of training, assessment and certification of a competent maritime workforce. However, challenges exist in the implementation of quality systems and standards in maritime education and training occasioned by low adoption of national standards to guide training; insufficient competent training instructors/assessors; low implementation of existing standards; and inadequate training and assessment resources. This may affect the effective delivery of training and employability of the country's graduates.

Policy Action

1. Develop and maintain maritime sector skills inventory
2. Develop and sustain quality standard system and processes for the maritime and related sector training,
3. Ensure recognition and compliance of qualifications at the appropriate level of the national qualifications framework.
4. Institutionalize quality assurance system for maritime and related education and training
5. Regularly review the maritime and related sector standards to include emerging issues and trends;

4.3 Resource Mobilization

Policy Statement

Government will mobilize and safeguard adequate resources for implementation of the MET Policy.

Context

The MET and related sector training institutions have made considerable progress in the delivery of training programmes in the country. Financial and non-financial resources are required for successful implementation of maritime training activities. However, the training institutions, being at the nascent stage of establishment, face challenges including inadequate training facilities and equipment due to the high cost of their acquisition, operation and maintenance, High cost of fees, limited number of scholarships or sponsorship opportunities, limited number of trainers/instructors due to the unattractive remuneration, lack of shipboard training opportunities and inadequate funds to support the implementation of MET programmes.

Adequate funding for maritime and related sector training is key to ensuring successful delivery of the training programmes meeting industry needs. In order to address these issues, the following policy actions will be implemented.

Policy Action

The Government will:

1. Establish a Maritime Cluster development Fund to support maritime education and training;
2. Pursue domestic and foreign resource mobilization strategies for MET;
3. Incentivize development of maritime education and training institutions;
4. Create framework for collaboration for onboard sea training and job placement opportunities;
5. Establish a scholarship scheme for students, trainers and professionals in partnership; and
6. Foster information access and dissemination about the industry, including opportunities for investment, training and employment.

4.4 Policy, legal and Governance framework

Policy Statement



The government will ensure effective legal, institutional and regulatory framework to facilitate coordination, administration and governance in maritime education and training.

Context

The Country has made significant progress by being a party to STCW Convention which is charged with training, certification and watchkeeping for seafarers. Kenya Maritime Authority was established as maritime administration with a mandate to ensure that standards for training and certification of seafarers are maintained in accordance with the international standards. Further, maritime education and training institutions are also governed by the Ministry and Agencies in charge of education and training.

Additionally, Maritime Administration has developed various regulations to assist in matters compliance and ensure uniform standards are maintained. Also in its regulatory role it has continuously monitored the registration, approval and issuance of certificates for seafarers.

MET and related institutions in Kenya provide training programmes at the degree, diploma, certificate, artisan and proficiency levels. The regulator has always ensured that these institutions meet the quality standards for both teaching staff, curriculum development and facilities.

There are many laws, regulations and standards that govern education and training generally under respective institutions, this requires harmonization of laws to ensure proper alignment of functions and mandates.

Maritime education and training is internationally regulated and requires concerted efforts from the government, academic institutions and private sector to ensure that they meet the requisite set standards.

Despite the above efforts by the Government, the following are the challenges for governance in MET and are not limited to, inadequate capacity building, slow enactment of Conventions/amendments related to MET, disruptive technology, inadequate inter-agency coordination and collaboration and limited fiscal space.

Policy Action

The Government will:

1. Foster international partnerships in maritime education training and placements;
2. Pursue further domestication of international MET partnership framework;
3. Promote synergy among domestic MET governance institutions; and
4. Develop collaboration mechanisms that link government, industry and training institutions.

4.5 Stakeholder Participation and Collaboration

Policy Statement

The Government will facilitate the participation of maritime industry stakeholders and encourage a collaborative approach to the development of Maritime Education and Training to meet national, regional and international market needs

Context

Maritime Education and Training has gained traction around the world as both developed and developing countries focus on harnessing the enormous economic potential of the maritime industry. Kenya's maritime goal, coupled with the prevailing and projected shortage of maritime skills nationally and internationally, make it imperative for Kenyan MET and related institutions to develop a credible maritime workforce and position Kenya as a key industry player.

A MET stakeholder in this context is broadly defined as any individual or organization with a direct or indirect interest in the training of personnel for the maritime industry. Kenya's governance arrangements distribute responsibilities for oversight of education and training across various MDAs, whereas various stakeholder and training institutions are involved in the delivery of the approved programs.

In order to harness the stakeholders' synergies, promote optimization of resources and achieving common goals, there is a need to establish a framework to facilitate effective coordination and collaboration amongst the stakeholders. Therefore, to promote collaboration amongst stakeholders.

Policy Action

To promote collaboration of maritime stakeholders in the provision of maritime education and training, the Ministries, Departments, Agencies and/or other identified stakeholders in the policy implementation framework will:

1. Map out MET stakeholders and establish a database MET stakeholders.
2. Develop a stakeholder engagement strategy
3. Promote Public Private Partnerships(PPPs) so as to promote development of MET; and
4. Develop a mentorship programme and career guidance for students.

4.6 Research, innovation and technology

Policy Statement

The Government will promote and support research, innovation and technology to enhance the quality of training systems.

Context

There have been minimal research initiatives into critical issues in maritime education and training in Kenya. The industry is generally characterized by inadequate technologies and practices that have made Kenyan seafarers and other maritime sector workers uncompetitive. Existing government research institutions have had challenges in carrying out research activities due to financial and capacity constraints. The effect of this has been the continued use of inappropriate technology and outdated practices which has thus rendered the industry less competitive, both regionally and internationally.

Policy Action

The government will:

1. Establish MET research, development and innovation framework and strategy
2. Promote investment and collaboration in research, innovation and knowledge management in the maritime sector;
3. Develop a maritime research and knowledge management system;
4. Promote research, development and innovation in maritime education and training; and
5. Support development of innovation to drive and improve productivity in the maritime and related sectors.

4.7 Placement of trained personnel

Policy Statement

The government is committed to promoting and expanding employment opportunities in the maritime transport sector in both the domestic and foreign market to enhance the absorption of the graduates from the Kenya maritime education and training institutions.

Policy context

The vast skills developed by the maritime education and training institutions require placement. Employment opportunities exist for both sea and inland maritime activities, in the domestic and foreign markets. The job market encompasses seafaring, port operations, inland water maritime activities and trade facilitation. The country has witnessed growth in maritime sector which has increased employment opportunities in cargo transport, cargo handling and trade facilitation.

However, the expansion in employment opportunity is not matching the demand for jobs. This has led to increasing unemployment among the professionals with maritime skills. The maritime professionals are also shifting to other sectors, which leads to underemployment since they are not fully utilizing the skills developed which are best used in the maritime sector.

Policy action

The government will:

1. Revitalize Kenya National Shipping Line to create employment opportunities;
2. Promote internship opportunities in the maritime sector; and
3. Provide incentives for foreign investors providing employment opportunities to Kenyans.

4.8 Inclusivity of Vulnerable Groups in MET

Policy Statement

The Government will promote the interests of the marginalized and vulnerable groups, including women, youth, and persons with disabilities as well as include the National Agenda on values and principles of governance, HIV/AIDS, Alcohol and Drug Abuse and emerging issues in the Maritime education and training.

Context

The United Nations Sustainable Development Goals (SDGs) provides for inclusivity and gender mainstreaming in the maritime sector. Participation of women in the maritime sector is low, due to the historical nature of the industry and the attitude towards the maritime sector. It is estimated that only 2% of the world's seafarers are women. This situation is also reflected in Kenya's MET due to cultural barriers which have discouraged diversity in the maritime sector. The youth are disadvantaged by limited experience and financial constraints to fully participate in maritime education and training. In addition the facilities in training institutions limit accessibility by persons with disabilities, besides their low enrollment in the training programs.



Furthermore, drug and substance abuse and HIV/AIDS related issues have relatively affected the uptake of training especially among the youth. In order to address these social challenges, the following policy actions will be implemented;

Policy Actions

1. Promote the participation of women, youth and marginalized groups in maritime education;
2. Integrate gender, youth, HIV/Aids and disability in design, planning and implementation within MET programmes; and
3. Incorporate emerging issues in all maritime education and training curricula including; climate change, cyber-security, machine learning, lifelong learning and social inclusion.

CHAPTER FIVE

POLICY IMPLEMENTATION, MONITORING, EVALUATION, REPORTING AND REVIEW

Successful implementation of the Policy requires collaboration between Governments, international/regional organizations, donor organizations, private agencies, training institutions, research institutions and other relevant stakeholders. Such cooperation is necessary for effective and efficient implementation, monitoring and evaluation of this Policy.

3.1 Implementation Framework

The Ministry in charge of maritime education and training shall have oversight over the implementation of this Policy. Various State agencies undertake functions related to maritime education and training. To successfully implement this Policy, the following mechanisms will be constituted and established:

1. Policy Steering Committee (PSC) shall be established and drawn from leadership of Government Ministries, Departments, Agencies and training institutions involved in Maritime Education and Training. The Chairperson of the Committee will be designated by the Ministry. The Committee shall give policy direction and overall guidance. The Committee shall ensure that the policy objectives are monitored, tracked and evaluated through development institutionalization and implementation of monitoring and evaluation tools and performance indicators that are integrated into the annual plans and development planning processes. Overall, the Committee will be expected to perform the following functions:
 - (i) Consider policy innovations that will accelerate the pace of maritime skills development;
 - (ii) Advise the Government on strategic MET models to pursue in light of the dynamics in the maritime industry and the larger blue economy sector;
 - (iii) Through the relevant agencies, direct research on thematic issues affecting maritime industry development and propose appropriate research-based interventions;
 - (iv) Provide routine advice and policy direction on the operation of MET;
 - (v) Consider reports and policy proposals from the Policy Implementation Technical Committee (PITC) and make appropriate recommendations that can be passed on to the Cabinet.
2. A Policy Implementation Technical Committee (PITC) whose members will include technical officers responsible for maritime skills development and related areas in

Government Ministries, Departments, Agencies, training institutions industry stakeholders, including maritime professional associations, marine research organizations, and shipping, port, fishing and ancillary services. PITC will support and report to the POC. The PS in charge maritime and shipping shall appoint the committee and designate the chairperson.

3. A Secretariat will be established and domiciled in maritime administration to assist in the implementation process and tracking progress.
4. Policy implementation framework will be developed in collaboration with key stakeholders. The framework will provide roles and responsibilities as well as targets and timelines for each stakeholder, among other key requirements.
5. Various aspects of this policy will be implemented through Medium Term Plans, Maritime sector Plans and strategies. The Ministry in charge of the Maritime and Education Training will coordinate the implementation.

Different aspects of the policy will be implemented by various stakeholders including Ministries, Departments and Agencies (MDAs), institutions of higher learning both national and international, and the private sector among other stakeholders. Development partners/stakeholders will be engaged at various levels to support implementation of the policy.

Stakeholders identified in the different sectors related to maritime skills development and their specific roles are presented in Table 5-1.

Table 5-1: Stakeholders and their Roles

Institution	Roles and Responsibilities in Implementation of the Policy
MDAs	<ul style="list-style-type: none"> - Promoting the implementation of MET policy - Compliance with statutory requirements - Adherence to policy guidelines - Timely submission of budget estimates - Delivery of skills development and research products of global standards - Development of the policy implementation framework. - Strengthening collaboration and linkages between state and non-state stakeholders and facilitating networking with development partners; - Coordinating and reporting on international and regional instruments and obligations on maritime education training - Spearheading policy formulation, development, implementation and reviews

	<ul style="list-style-type: none"> - Prioritizing budgets, plans and programmes to support maritime education training - Coordinating the monitoring and evaluation on the implementation of the policy - Overall coordination of stakeholders implementing the policy - Developing necessary legislation to implement the policy - Making proposals on other legislative and law reforms in support of the policy implementation - Audit on provision and delivery of maritime education and training - Accreditation of training institutions for provision and delivery of maritime education and training programmes - Establishment of standards and quality assurance for maritime education and training - Declaration of national and regional centres of excellence in maritime education and training - Support allocation or sourcing of funding for maritime research - Lobby for the establishment of an academia- industry collaborative framework to facilitate internship, mentorship, placement, sea-time and advancement opportunities
Private Sector	<ul style="list-style-type: none"> - Partner with the Government to support the development of infrastructure for maritime education and training - Establishment of an academia – industry collaborative framework for internship, mentorship, placement, sea-time and advancement opportunities - Collaborate in career fairs, sponsorship/scholarship programmes, training, technological transfer and development courses/programmes for the industry
Research and Academic Institutions	<ul style="list-style-type: none"> - Facilitate implementation of the best practices and contribute to international research - Perform research and support with research outcomes for the development and innovations in maritime sector - Maintaining regular exchanges through conferences and symposia - Sharing of facilities such as specialized equipment training vessels and simulators - Facilitate implementation of the best practices and contribute to international research - Perform research and support with research outcomes the development and innovations in maritime sector - Undertaking training in maritime education - Establishment of a knowledge management system

Development Partners	<ul style="list-style-type: none"> - Provision of financial and technical support
Civil Society	<ul style="list-style-type: none"> - Advocating for transparency, accountability, participation and inclusion of marginalized in MET

5.2 Monitoring and Evaluation Framework

The Government recognizes the importance of initiating an effective Monitoring and Evaluation (M&E) system for successful implementation of the Policy. A comprehensive monitoring and evaluation system will be developed to facilitate identification of deviations from set objectives and taking corrective measures.

In the Policy, M&E takes place at three levels with clear definition of roles and expected outputs. At the national level, the Ministry responsible for MET in collaboration with the POC will develop a comprehensive framework to set the implementation process of the Policy. The logical framework spells out the broad policy objectives, strategic interventions and expected outputs. In addition, it contains performance indicators, and means of verification. The Ministry responsible for MET will further develop M&E tools for each of the identified interventions and facilitate the development and institutionalization of an inbuilt mechanism within the systems of other relevant stakeholders. Joint monitoring and evaluation will be undertaken by the Ministry responsible for MET. An annual progress report on the implementation will be produced at this level and shared amongst all the stakeholders.

Capacity building will be undertaken to equip the PITC and Secretariat with the relevant skills to collect and process timely and reliable data necessary for effective M&E exercise. The product of the M&E exercise will in turn be utilized within the industrial sector for purposes of performance enhancement and improvement. The individual maritime skills providers will be the source of information required for the M&E system. They will be critical in identifying process constraints and recommending appropriate mitigation measures.

5.3 Reporting obligation

The PITC will be responsible for generating annual reports on the implementation of the policy. The committee will be expected to submit the reports to the POC for deliberations, policy direction and approval for publication.

5.4 Review of Policy

The PITC will conduct process and impact evaluations of the Policy to determine whether the Policy is being implemented as expected and whether important outputs are being delivered. The evaluation will also assess the effectiveness of the policy.

The Policy will be reviewed after every five years or any such other period as may be determined by the POC.

IMPLEMENTATION MATRIX/LOGFRAME

Policy goal: The policy seeks to create a framework for development of qualified and competent human resource capacity for national and international maritime industry				
Policy Objective	Policy strategy	Key Output	Indicator	Means of verification
To build adequate human resource capacity and provide pathways for placement of the trained personnel	Pursue quality in MET	Onboard training guidelines developed	No of guidelines	Guidelines in place
		Maritime training centres developed	No of centres	Field visits and Reports
		Maritime Education and training curriculum developed	No of curricula	Report
		Maritime labour industry collaboration framework developed	No of framework developed	Reports
	Promote interest in maritime industry profession	Maritime education prospectus developed	No of prospectus	Reports
		Association of Maritime Education Training Institutions established	No of association	Report
To entrench standards in MET for competitiveness and employability at national, regional and international markets	Integrate international standards in MET curriculum	MET curriculum audit	No. of audit report	Audit reports
		MET curriculum review	No. of review report	Progress Reports
	Develop a MET quality standard system	Quality standard guideline developed	No of guidelines	Guidelines in Place
To optimize resources to facilitate effective and efficient provision of MET	Establish a Maritime Cluster Fund	Maritime Cluster Fund Developed	1No. Fund developed	Report
	Develop incentives for MET investors	MET investor incentives framework developed	No of incentives framework developed	Report
To promote effective coordination and governance in MET	Pursue further domestication of international MET partnership framework	International MET framework signed	Number of framework signed	Reports
		MET stakeholder database established	Inventory of Stakeholders	Inventory
			No. of database	



	Develop and implement instruments of partnership between MET stakeholders	Memoranda of Understanding developed	No of memoranda	Report
To promote research development and innovation in MET	Establish MET research, development and innovation framework	Maritime research and knowledge management system established	No of Centre	Report
		Maritime data bank established	No of data bank	Access to information in the system Reports
		MET research partnerships established	No of research protocols signed	
To promote Inclusivity of Vulnerable Groups in MET	Mainstream vulnerable groups in MET.	Vulnerable groups enroll and complete MET courses	No of women enrolling in MET courses	Report on enrolment Statistics
			Number of disabled persons enrolling in MET courses	Report
	Promote women and youth in industry	Youths and women participation in maritime industry	No. of youth and women in maritime industry	Report
	Implement HIV& Aids guidelines in public MET facilities	HIV & Aids guidelines compliance audited	Number of audit reports	Report