TRAINING OF SEAFARERS AS A STRATEGY TO REDUCE
UNEMPLOYMENT IN GHANA

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DECLARATION

This dissertation, "TRAINING OF SEAFARERS AS A STRATEGY TO REDUCE UNEMPLOYMENT IN GHANA" is presented to the University of Ghana, Legon in partial fulfillment of the requirements for the award of a Master of Arts (M.A) Degree in Ports and Shipping Administration at the Regional Maritime University, Ghana. I hereby declare that this work was started and completed by me and that I have fully and dully acknowledged quotations and references from the very important authors whose works undoubted enriched this dissertation. All errors or omissions that may be identified will be mine and mine only.

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DEDICATION

I am grateful to God for seeing me through the course. To my loving wife, Adjoa Agyeiwah Nyanteng Yenyi who read through my work page by page, dotted the I’s and crossed the T’s. ‘You sacrificed everything to make sure that I complete this course.’ I always got home late when my little angels Nana Kwame and Efe were asleep. For all these reasons, I dedicate this work to my wife and children.
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<td>ARSTM</td>
<td>Académie Regionale des les Science Technique de la Mer</td>
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<td>GCE</td>
<td>General Certificate Examination</td>
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<td>GMA</td>
<td>Ghana Maritime Authority</td>
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<td>IMO</td>
<td>International Maritime Organization</td>
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<td>L'ESN</td>
<td>Ecole Superieure de Navigation</td>
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<td>LE CEAM</td>
<td>Centre d’Enseignement et Apprentissage Maritime</td>
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<td>LESTM</td>
<td>Ecole Superieure des Transports Maritime</td>
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<td>LI</td>
<td>Legislative Instrument</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MINCONMAR</td>
<td>Ministerial Conference of West and Central African States on Maritime Transport</td>
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<td>MoE</td>
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<td>MoT</td>
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<td>MOWCA</td>
<td>Maritime Organization for West and Central Africa</td>
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<td>RMU</td>
<td>Regional Maritime University</td>
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<td>SCE</td>
<td>Senior Certificate Examination</td>
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SSS: Senior Secondary School
STCW: Standards of Training Certification and Watchkeeping
UNCTAD: United Nations Conference on Trade and Development
UNDP: United Nations Development Programme
WISTA: Women’s International Shipping and Trading Association
WTO: World Trade Organisation
ABSTRACT

Many at different forums and in their write ups have made presentations to the effect that the maritime industry has enormous potentials especially to developing countries that have the resource such as the sea and the ports to reduce unemployment. To them is it a gold mine that remains untapped.

Comparisons have been made to countries like the Philippines and China that have trained thousands of their citizens as seafarers and both country and individuals are benefiting from it. Related to this is the high unemployment problem that confronts the government of Ghana.

The researcher undertook this study to find out the authenticity of the claim. Why will the Government of Ghana not take advantage of her resources, i.e. the sea, the ports and the training institution, Regional Maritime University to train more youth to take up seafaring as a profession especially when government after government have gone round in circles trying to create jobs for the mass unemployed youth.

The Literature showed that indeed there is a great demand for seafarers, especially officers. Further the desire to go to sea is wading in the traditional countries that have produced sea labour force and that Africa looks like the next continent to turn to for the supply.

To affirm or deny the claim, this study took a sample size of 75 made up of active seafarers, students undergoing training to become seafarers, officers of the Ghana Maritime Authority, officers of the Ministry of transport and lastly agents that recruit seafarers for foreign vessels.
Survey method was employed using questionnaires and interviews as instruments to collect data from the respondents.

The study found out that the profession is rewarding and equally risky, further more the profession is purely on contractual basis and not regular and that there are many (ratings) that have been trained by RMU that have remained unemployed after their last contract expired. Officers are more likely to be re-engaged than the ratings. It was also found out that though there may be jobs avenues in foreign flags, GMA must sign bilateral agreements with some major flag states such as Australia, India, Malaysia, Singapore, Korea, and Hong Kong for recognition of certificates from Ghana in order to secure a more permanent jobs for trained seafarers from Ghana and also very importantly GMA must submit itself to the voluntary audit under IMO voluntary audit scheme including that of the European union to engender confidence in GMA supervised activities including training of seafarers. Once these hurdles are cleared, the flood gates will be opened for more trained seafarers to secure jobs.
CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND OF STUDY

It is estimated that more than 90 percent of global trade is carried by sea (UNCTAD, 2006). Maritime transport continues to be the predominant mode for the carriage of cargo globally. In order to reduce poverty and increase the quality of life of people, there is the need to encourage trade among nations. This led to the establishment of the United Nations Conference on Trade and Development (UNCTAD) in 1964. UNCTAD has the mission to facilitate trade, investment and development among nations and the integration of the developing world into the general world economy.

Mbiah (2008), has submitted that the success of the then Ghana Shippers Council's Medium Term Plan clearly showed that maritime transport plays a very important role in the achievement of the Millennium Development Goals (MDGs) in respect of eradicating extreme poverty and hunger through the creation of jobs and accelerate the building of global partnerships for development through trade. For example, Ghana's maritime industry recorded a high time transaction growth of 13.4 million tonnes of cargo in 2006 at the Tema and Takoradi Ports, contributing to the year’s Gross Domestic Product of 6.2% (Sekyere, 2007).

However, the shipping industry can only facilitate development among nations when it has the available workforce with the requisite knowledge, skills and attitude. This would propel the movement of goods and services among nations, thus making goods available to populations who would not ordinarily have had such goods and services but for the transportation of such goods by ships.
Available statistics show that sea carriers usually engage seafarers from any part of the world. However, Western Europe alone supplies 16% of global seafarers; Eastern Europe 20%, Far Eastern bloc 36%, and the rest of the world 28%. The top five leading officer supply countries for 2008 were the People’s Republic of China (51,800), Philippines (50,400), Ukraine (35,400), Turkey (32,400) and India (31,200) (Drewry Investments, 2003).

However, an analysis of the Baltic and International Maritime Council (BIMCO) and ISF’s (2005) manning estimates reveal that African seafarers are supplied by 41 countries being 68% of the African Continent. In 2005, only 83% of these countries effectively contributed to the region’s seagoing labour force. The number of engaged seafarers of African origin was over 57,000 or 5% of the global supply of seafarers. About 23% of these were officers and 77% ratings (Turkson, 2008).

The top ten (10) labour supplying countries in Africa in order of importance are Egypt, Ghana, Morocco, Algeria, Comoros, Kenya, Sierra Leone, Tunisia, Nigeria and Madagascar. These countries account for 85% of Africa’s supply of seafarers on the global market with Egypt alone contributing 45% (Turkson, 2008).

Countries like China and Philippines have already taken a great leap in training and exporting seafarers as a strategy to create employment. For example, about 25% of the world’s seafarers are produced by the Philippines alone. There is certainly something that Ghana can learn from the Filipino and the Chinese experiences.

Participants at a conference organized by the Women’s International Shipping and Trading Association (WISTA) between 9th and 10th March, 2009 in Accra on ‘African manning training’ observed that there is an imbalance between the demand and supply of seafarers. The demand for
seafarers is high while the supply is low. There is a huge gap to be filled and Africa and Ghana in particular must seize the opportunities that abound in the maritime industry to fill this gap. The participants also observed that Africa could become ‘another Philippines’ in the supply of seafarers provided that Africans can pool their collective expertise and act with haste and determination and also with a methodical and systematic approach to embark on a medium to long term programme to train and develop a pool of seafarers from the African Continent.

Perhaps it was this vision that led the first President of Ghana, the late Dr. Kwame Nkrumah to decide to establish a second harbour at Tema and a training institution, the Nautical College, to train and qualified seafarers for Ghana’s maritime industry especially the now defunct Black Star Line. The school could also have been a source of supply of seafarers for the international maritime trade. However, this great idea of Dr. Nkrumah died with his overthrow in a coup d’etat in 1966 and the Black Star Line he established is no more. Indeed Ghana has no ship of her own now. The Nautical College however has grown to become a Regional Maritime University (RMU). Since its establishment in 1958, the Ghana Nautical College has trained about 5000 men and women as seafarers and has the potential for training more Ghanaian youth as seafarers.

However, the RMU is seriously under resourced, underutilized and under exploited so much so that many young Ghanaians do not know much about the existence of RMU and what it can offer to them.

Though there are no official figures of unemployment in Ghana (Government Statistician, on Joy FM, July 16, 2010), some research works carried out have indicated that there is a rampant unemployment of school leavers, especially university graduates. This is not only a disincentive to schooling but could be a recipe for social unrest if not urgently checked.
Against this background however, there is a worldwide shortage of seafarers of which there are insufficient qualified seafarers of African origin to man the thousand of vessels plying the African coast.

Strategically, locally trained seafarers are especially needed for the emerging oil and gas industry in Ghana with further possibilities of employment on foreign ships, this could help to reduce the growing unemployment in the country and also reduce poverty.

1.2 PROBLEM STATEMENT

The importance of the correlation between the maritime industry and job creation can be better understood by the fact that 90% of the world’s trade is carried by sea transport (UNCTAD 2006).

Ghana is not only bordered by sea in a region, with land locked countries but she also has two ports. In addition, Ghana hosts the only Regional Maritime University in West Africa.


The GMA was setup to serve as effective machinery with the requisite institutional capacity to advise the Government on maritime matters and assist the Ministry of Transport to formulate policies, monitor, regulate and co-ordinate activities and programmes of the various sub-sectors of the industry.
Ghana also has regulations on merchant shipping certification that enables Ghanaian seafarers to obtain employment on foreign ships which is a requirement of the International Convention on Standards of Training, Certification and Watchkeeping (STCW,1995 as amended).

There are some local licensed agents for recruiting seamen for foreign ships. These are tasked to streamline recruitment and to guarantee the welfare of Ghanaian seafarers who may be engaged by foreign ships.

The average monthly net income of an officer is estimated to be USD 2,200.00. This is much higher than what they would be receiving if they were civil servants, estimated at USD400.

The former Rector of the Regional Maritime University, Capt. A. O. Turkson in 2008 made a remarkable statement which requires attention. He stated among others, “as we strengthen our training institutions to turn out seafarers, our seamen would be able to take advantage of the current global shortage of officers and the reluctance of the youth from the traditional labour supply regions from Europe and Asia to go to sea. This quite clearly leaves Africa, as the next destination for the supply of seafarers for the international labour markets. This is a blessing for the employment of youths in Africa and a challenge to training institutions in the sub-region”

The quest for such a strategy will require a paradigm shift from what is being currently done.

Unfortunately, Ghana has no maritime policy. Again, budgetary allocations to this industry keeps on dwindling from year to year. Yet there are thousands of young university graduates roaming the streets and various offices in the urban centers searching for seemingly unavailable jobs. Successive governments have struggled to make a head way with the problem of unemployment.
Unemployment undoubtedly remains the biggest headache to African governments, Ghana not excluded. Lack of successive governments' ability to create new jobs have resulted in situations where a new government always terminates the employment provided by previous ones to its supposed supporters and replaces them with her supporters. This has continued government after government in Ghana.

Ghana has experienced a significant growth in the service sector of the country's economy, but this has not impacted significantly in reducing unemployment in the country. Though a company like Zoomlion which has employed a large number of unskilled and semi-skilled labourers under the National Youth Employment Programme are direct attempts to reduce unemployment in the country, a large number of the people, especially the youth remain unemployed.

Seafaring remains one of the effective solutions and a strategy to job creation for young people in the country because there are available job markets for seafarers both local and international. It is indeed a gold mine yearning for exploitation and a well laid out strategy could be adopted to tap the potential that seafaring has to provide regular and sustainable employment to a lot of the youth in Ghana.

1.3 RESEARCH OBJECTIVES

The general objective of this study is to contribute ideas and make suggestions or recommendations to reduce unemployment in Ghana.

The specific objectives of the study are;
1. To demonstrate the enormous job opportunities available in seafaring both inshore and offshore.

2. To highlight the required qualification for a person who wants to be trained as a seafarer.

3. To underscore the opportunities that exists for the government of Ghana to explore in the maritime industry in her search to create more jobs for her citizens in the country.

4. To produce data/information that would contribute to the formulation of appropriate strategies and re-direction of policies towards the maritime industry and youth employment in Ghana.

5. To find out some of the challenges that seafarers face

1.4 RELATED RESEARCH QUESTIONS

1. What will motivate the youth in Ghana to choose seafaring as a life long profession?

2. Is RMU able to train seafarers of international repute?

3. Has RMU got the necessary facilities to take on increasing numbers of students wanting to become seafarers?

4. Does the cost of training seafarers in Ghana deter the youth to go into the profession?

5. What are relevant recommendations or suggestions that will improve maritime training in Ghana?
6. Which Ministry should be responsible for the recruitment of seafarers (Education, Transport or Employment ministry?).

7. Are hiring agencies regulated and properly monitored by GMA?

8. Is the seafaring profession risky?

1.5 JUSTIFICATION OF STUDY

Ghana has one of the best maritime institutions for the training of seafarers in Africa. Ghanaian trained seafarers who ply their professions on international vessels have exhibited professional competence in as many vessels that they have been on board and are on record to be in very high demand (Kahveci et al, 2001).

There is a drop in sea labour supply in Asia and Africa is a likely destination for employers of seafarers. Ghana has also found oil in commercial quantities. Services of trained seafarers including ratings will be needed. There are a number of fishing vessels plying the waters of Ghana and are likely to increase with the expansion of the economy due largely to the oil find in commercial quantities.

There are thousands of unemployed youth walking the streets of Accra and other urban centres looking for jobs. This research will unveil the potential that seafaring has in reducing unemployment in Ghana and also make recommendations on how to improve and sustain the maritime industry to become an economic force in Ghana’s economy.
1.6 SCOPE OF THE STUDY

The study will make use of such institutions as the Ghana Maritime Authority, the Ministry of Transport and some recruitment agencies in Tema as well as members of the Seafarers’ Society. Accordingly, the officers responsible for seafaring issues will be contacted in relation to the problem under study.

1.7 ORGANISATION OF REPORT

The report is divided into 6 chapters.

**Chapter One** introduces the study and covers the background and the statement of the problem. It will also include the research objectives, justification and scope of work.

**Chapter Two** is on literature review. This takes account of the various sources of secondary data gathered in connection with the study. Sources such as books, internet, magazines and periodicals were used.

**Chapter Three** is on methodology and profile of research area. This deals with the collection of primary data and the relevant research instruments employed.

**Chapter Four** presents the situation of seafaring in Ghana including the population of seafarers, formal education, age, gender and other features.

**Chapter Five** focused on training of seafarers in Ghana, training facilities, cost of training and motivation for the youth to train in seafaring.

**Chapter Six** highlights the report summary, conclusions arrived at and recommendations made.
CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This Chapter presents a review of the various literatures identified in relation to the study. Several literature sources such as books, periodicals and the internet were used. By literature, we mean information or ideas obtained from secondary sources and which are often documented or printed for commercial research and academic use (Kwabia 2006:18).

2.2 HISTORY OF SEAFARING

The International Maritime Organization’s website (www.imo.org) gives an overview of shipping and navigation history and details the historical account of seafaring. The historical overview is therefore detailed below.

The first ship was probably nothing more than a log used to cross a stream. That journey may have taken place 15,000 or more years ago. And it was to be repeated many times in the centuries that followed.

At some stage, two or more logs were fastened together to form a raft. A log was hollowed out to form a boat and paddles and oars were invented to propel it. Later, sails were introduced.

The first illustrations of sailing ships were from Egypt, and go back to around 5,000 BC. Seafarers began to venture away from rivers into the sea. Probably the first ones to do so were fishermen who had discovered that there were more fishes in the sea than in any river. Others went in search of new lands and different peoples with whom they could trade. At first they kept
to the coastline, moving around it slowly and fearfully, for by then they would have learnt that the sea is dangerous and capricious and can turn from calm to storm within a few hours.

According to one story, in 609 BC, a Phoenician ship left Suez intending to keep the coast to star board and four years later arrived back in Egypt. Having sailed right round Africa, but eventually, curiosity triumphed over timidity and at some point, seafarers set out for the horizon and kept going until behind them the familiar coast had disappeared.

Shipping evolved slowly but one factor has never changed – danger. The first fishermen, the earliest seafarers, knew -or soon learned - that theirs was a dangerous occupation. The ocean was vast and its moods unpredictable. Storms could last for days which left sailing ships unable to move at all.

Despite the uncertainties and dangers involved, it soon became apparent that trading by sea had advantages over trading by land. Land traders had mountains ranges, rivers and deserts to contend with and had to go miles out of their way to avoid them. Ships could go more or less in straight lines and carry more goods which was also cheaper than horses and camels.

Moving forward a few thousand years, ships and seafarers had made the world grow smaller and less mysterious. The Polynesians had explored the Pacific, Norsemen had taken advantage of a change in climate to cross the Atlantic and discover Greenland and Labrador. Later the Portuguese rounded the tip of Africa and found a new route to the Spice Islands of Asia and Christopher Columbus tried to do the same by going in the opposite direction. He found America instead.

Yet the technology of ships evolved only slowly, one Vasco da Gama’s mariners in 1498 would have adapted very quickly to life on a clipper ship in the 1860s. Columbus and other explorers of
the period used square-rigged ships, which experience showed to be the best arrangement for long ocean voyages. The large sailing ships built at the end of the 19th century, more than 500 years later still used the same rig.

By the beginning of the 20th century, the prosperity of millions of people - entire countries, in fact, depended on markets that lay thousands of miles away, often on the other side of the world. The ability to supply these markets depended primarily on ships and the sea.

2.3 GHANA MARITIME AUTHORITY

The Ghana Maritime Authority (GMA) was established under Act 630 of 2002 and charged with the responsibility of monitoring, regulating and coordinating activities in the maritime industry. The GMA is headed by a Director-General with a thirteen member Governing Board made up mainly institutional representatives from the key maritime agencies.

The objective of the Authority is to create a harmonious and enabling environment within the maritime industry which would ensure the safety and security of its maritime resources. The mission of the Authority is to ensure the provision of safe, secure and efficient shipping services and the protection of the marine environment from ship source pollution. It is also to oversee the training, engagement and welfare of Ghanaian seafarers. The vision of the Authority is to become a premiere maritime administration in West and Central Africa promoting maritime development; national and international by 2015.

The divisions of the Ghana Maritime Authority include;

1. General Maritime Services
2. Technical and Service Division

3. Inland Waterways Division

2.4 GENERAL MARITIME SERVICES DIVISION OF GMA

The General Maritime Services Division coordinates all activities in connection with seafarers’ registration, training, examination, certification and welfare in addition to general maritime duties. In addition, the division performs the following duties;

1. Undertake registration of Ghanaian seafarers, establishment and maintenance of seafarers’ data source.

2. Oversee matters pertaining to the engagement, discharge and welfare of seafarers

3. Ensure the implementation of good occupation, health and safety practices for the marine worker

4. Assess the manpower needs of the industry including the training and development required of seafarers

5. Ensure effective implementation of the provisions of the Merchant Shipping (Training, Certification, Manpower and Watch keeping) Regulations, 2004, LI 1790

6. Supervise the conduct of Examinations for Ghanaian Seafarers for the issuance of certificates of competency

7. Keep seafarers’ examinations records and maintain examination questions database
8. Process documents for the issuance or embossment of seafarers’ certificate, identify documents and discharge books, etc.

9. Pursue the ratification or accession and implementation of international maritime conventions such as International Maritime Organization’s Conventions and International Labour Organization’s with other stakeholders.

10. Regulate the activities of freight forwarders, shipping agents and similar service providers.

2.5 UNEMPLOYMENT

Unemployment is an economic condition where an individual or group of individuals willing to work seek jobs, but remain un-hired, though they have attained the legal right age to work. The level of unemployment differs with economic conditions and other market forces. Recession and the gap in the demand and supply are the fundamental causes of unemployment. An unemployment situation occurs as long as the demand-supply gap persists. Another cause of unemployment is financial crisis and economic depression.

If an unemployment situation continues for a long period of time, it is called long-term unemployment. In the developed economies, during this period, an unemployed individual could apply for compensation. The main objective of unemployment compensation is to provide partial and temporary wages to involuntarily unemployed workers who were recently laid off. Another aim of unemployment compensation is to stabilize the economy at the time of recession. Unemployment compensations are usually available in the developed economies.
2.6 EMPLOYMENT POLICY

While Ghana has come a long way towards training very competent seafarers for the international labour market, Ghanaian seamen today constitute a tiny fraction of seafaring population currently serving on ships worldwide (http://www.undp-gha.org/project.php).

With the demise of the country’s only shipping line that is Black Star Line, there are presently a number of well-trained Ghanaian seamen without jobs. Meanwhile RMU continues to produce new cadets and ratings with no ships to engage them. The loss of jobs from the national shipping line has increased unemployment in the country.

Consequently, part of the Government of Ghana’s policy under the Ghana Poverty Reduction Strategy (GPRS II) and the Millennium Development Goal’s (MDGs) is to create employment opportunities to reduce the current high rate of unemployment in the country.

The United Nations Development Programme (UNDP), in collaboration with the Government of Ghana, jointly formulated the ‘Support to the Promotion of Employment in the Maritime Industry’. The project is intended to create employment opportunities in the maritime industry for the youth in Ghana.

In this context, the project had a three-prong approach;

1. Putting in perspective appropriate policy and legal framework including reaching bilateral and multilateral agreements with partner countries and companies

2. Building capacity of relevant institutions including the Regional Maritime University and Ghana Maritime Authority
3. Creating public awareness on employment opportunities in the maritime industry and the process of engagement of seafarers

A National Employment Policy and Action Plan were launched by the Government of Ghana in October, 2009 to deal with youth unemployment. The Plan was to ensure employment creation in the programmes of all ministries, departments and agencies.

The then Minister of Social Welfare and Employment, Mr. Stephen Amanor Kwao, stated that “the plan will enhance labour-based employment between institutional training and industry”. He also stated that “the Government’s policy on employment is to create and promote productive employment opportunities in all sectors of the economy, with the goal of enabling all persons who are available and willing to work, secure a sustainable livelihood through full productive and freely chosen employment” (UNDP 2009).

Estimates from the Ghana Living Survey indicate that 9.4 million Ghanaian adults aged 15 years and above were economically active in 2006 and out of the number, more than four (4) percent were estimated to be unemployed. They were people who had no work, were available for work and actively looking for work (UNDP 2009).

The unemployment rate among the youth aged 15 to 24 years was estimated in 2006 to be 69 percent during the same period. The unemployment rate declined by about 3.7 percentage points in 1998-1999 to about 2.3 percentage points in 2005-2006. Underemployment, which was an even bigger problem, saw a big drop over this period – from about 17.3 percent to 5.8 percent.

The Policy is meant to ensure the development of a knowledge-based and disciplined labour force with the capacity to drive and sustain public-private sector-led growth.
The UNDP, during the 1970s, supported the creation of a few Regional Maritime Training Institutes on the African Continent (Mbiah, 2009). Under this new regional concept, various countries pooled together their meager resources to establish maritime training institutions.

The major reason for the establishment of Regional Academies was the economic advantages gained with such cooperation. Maritime education and training is very capital intensive and the size of the industry in some of the small countries did not justify such heavy capital investment.

It was therefore considered more prudent for the smaller countries to pool their resources together to establish these Regional Institutions and derive better value for their investments.

The Regional Maritime University, which evolved from the Ghana Nautical College established in 1958, is a good example of the new breed of Regional African Maritime Training Academies, established by the Maritime Organization for West and Central Africa (MOWCA).

The Regional Maritime University (RMU) was established in 1983 by five (5) member states of the then Ministerial Conference of West and Central African States on Maritime Transport (MINCONMAR), now called the Maritime Organization for West and Central Africa (MOWCA). In October, 2007, the Academy was upgraded to a University status. The cooperation between the five member states is governed by an international treaty between the member states. The University is thus managed under the regulations outlined in the 'Charter' acceded to by all the member states.

The Board of Governors comprises the five Ministers responsible for Maritime Transport, the Secretary General of the MOWCA and the Rector of the University. The Board is the highest decision making body of the University. The Regional Maritime University has over the years.
been very consistent with their policy of maintaining high academic and professional standards. It is in recognition of these high standards of training and education that the Academy in 1988 was made a branch of the World Maritime University, in Malmo, Sweden. Over the years, the University has gained worldwide recognition as a centre of excellence in maritime education and training and it was able to satisfy the international quality requirements of STCW 1995 with Ghana, the host country, as one of the African countries to be placed on the initial IMO White List in 2001 (Mbiah, 2009).

The Academie Regionale Le Des Science Technique De La Mer (ARSTM) in La Cote d'Ivoire is another regional institution, also established by the Maritime Organization for West and Central Africa (MOWCA).

Maritime Training in ARSTM started in 1975 with the aim of training seafarers and personnel in the shipping industry from the 15 member countries, namely, Benin, Burkina Faso, Congo, Cote D'Ivoire, Gabon, Togo, Guinea, Cameroun, Central African Republic, Mali, Niger, Senegal, Chad and Congo.

ARSTM has three (3) main schools:

1. L'ESN (Ecole Superieure de Navigation) for the training of officers in the Deck and Engine Departments

2. LE CEAM (Centre d'Enseignement et d'Apprentissage Maritime) for the training of junior officers in the Deck and Engine Departments

3. LESTM (Ecole Superieure des Transports Maritime) for the training of shore-based personnel and other personnel with maritime transport, i.e., transit agents, consignees, warehouse personnel, etc.
2.8 MARITIME TRAINING SERVICES AVAILABLE ON THE AFRICAN CONTINENT

North Africa

1. Algeria
   a. Institut des Sciences de la Mer et de L’Amenagement du littoral (ISMAL)
   b. Institut Superior Maritime (ISM)

2. Egypt
   a. Arab Academy for Science and Technology and Marine Transportation (AASTMT)
   b. College of Engineering and Technology
   c. College of Maritime Transport and Technology
   d. Integrated Simulators Complex (ISC)
   e. Port Training Institution (PTI)
   f. Alexandria University and Naval Architecture and Marine Engineering Department

3. Tunisia
   a. Academie Naval
   b. Ecole de La Marine Marchande

East Africa

1. Tanzania
   a. Dar Es Salam Maritime Institute
b. Mbegani Fish Development Centre

West Africa

1. Cote D'Ivoire
   a. Academie Regional des Sciences et Techniques de la Mer (ARSTM)

2. Ghana
   a. Regional Maritime University
   b. Department of Fisheries and Oceanography, University of Ghana

3. Nigeria
   a. Maritime Academy of Nigeria, Oron
   b. Federal College of Fisheries and Marine Technology, Bar Beach
   c. River State University of Technology, Port Harcourt

South Africa

4. Malawi
   a. Governmental Cape Technikon – Department of Maritime Studies
   b. Governmental Technikon Natal – Department of Maritime Studies
   c. Governmental Training for Seamen
   d. Unicorn Marine Training School- Unicorn Lines
   e. Wingfield Technical College
f. South African Maritime Training Academy

2.9 AREAS REQUIRING TRAINING AND EDUCATION

There are so many areas in the maritime sector that seafarers can receive training. It is important that people looking for employment in the maritime industry must be trained to ensure accidents and other mishaps are reduced to the barest minimum.

Asante (2009) of the Ghana Navy expresses his concern over the areas where seafarers need to be given adequate training and education. According to him, the following areas are among the vast specialized areas where training needs to be conducted for seafarers;

1. Maritime Safety and Emergency Procedures Training
2. Naval Basic and Specialization Training
3. Marine Engineering Training
4. Marine Petro-Chemical Training
5. Marine Environmental Crisis Management Training
6. Marine Logistics Training
7. Maritime Security Training
8. Exclusive Economic Zone (EEZ) Management and Operations Programme
9. Marine Operational Skills and Staff
10. Marine Transportation
2.10 STANDARDS OF TRAINING, CERTIFICATION AND WATCHKEEPING (STCW) CONVENTION

The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978 as amended, sets qualification standards for masters, officers and watchkeeping personnel on seagoing merchant ships. STCW was adopted in 1978 by conference at the International Maritime Organization (IMO) in London and entered into force in 1984. The Convention was amended in 1995. The STCW was the first to establish basic requirements on training, certification and watchkeeping for seafarers on international level. Previously, the standards of training, certification and watchkeeping were established by individual governments, usually without reference to practices in other countries. (ref.) As a result standards and procedures varied widely, even though shipping is the most international of all industries. The STCW Convention was drafted in 1978. It established such things as the requirement for four years of experience for a Master 1600 gt license. Unlike the original 1978, the 1995 Amendments required a separate piece of paper to certify that the mariner meet the requirements. The STCW Certificate was the result. One especially important feature of the Convention is that it applies to ships of non-party states when visiting ports of states which are parties to the Convention.
Major revisions to the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers and its associated Code have been adopted at a Diplomatic Conference in Manila, the Philippines, thereby ensuring that the necessary global standards will be in place to train and certify seafarers to operate technologically advanced for some time to come. At the Conference held from 21 to 25 June, 2010 under the auspices of the International Maritime Organisation (IMO) (Wikipedia, 2010), some amendments were made and adopted and are to be implemented on 1 January, 2011. These include:

1. Revised requirements on hours of work and rest and new requirements for the prevention of drug and alcohol abuse, as well as updated standards relating to medical fitness for seafarers

2. New requirements relating to training in modern technology such as electronic charts and information systems

3. New training and certification requirements for electro-technical officers

4. Updating of competence for requirements for personnel serving on board all types of tankers, including new requirements for personnel serving on liquefied gas tankers

5. New requirements for security training as well as provisions to ensure that seafarers are properly trained to cope if their ship comes under attack by pirates

6. New training guidance for personnel operating Dynamic Positioning Systems

7. Measures to ensure the competency of masters and officers of ships operating in polar waters

8. Promotion of the participation of women in the maritime industry.
2.11 MARITIME LABOUR CONVENTION OF 2006


The preamble to the Convention outlines the reasons for its adoption. It includes the following;

1. To create a single, coherent instrument embodying as far as possible up-to-date standards of existing international maritime labour convention
2. To promote decent conditions of work
3. To ensure fundamental principles and rights of individuals at work
4. Considering that, given the global nature of the shipping industry, seafarers need special protection and to
5. Ensure ship safety, human security and quality life management.

2.12 SEAFARERS EMPLOYMENT AND SOCIAL RIGHTS

Article 10 of the Maritime Labour Convention spells out the employment and social rights of seafarers. It stipulates the following provisions;

1. Every seafarer has the right to a safe and secure workplace that complies with safety standards
2. Every seafarer has a right to fair terms of employment
3. Every seafarer has a right to decent working and living conditions on board ship
4. Every seafarer has a right to health, protection, medical care, welfare measures and other forms of social protection

Appendix A5-111 of the Convention spells out the general information that are subject to a detailed inspection by an authorized officer in a port of a member carrying out a port state inspection. These inspections are meant to ensure that safety and security standards of the personnel on board are observed. The following information relate to the provisions:

1. Minimum age

2. Medical certification

3. Qualification of seafarers

4. Seafarers' employment agreements

5. Use of any licensed or certified or regulated private recruitment and placement service

6. Hours of work or rest

7. Manning levels for the ship

8. Accommodation

9. On-board recreational facilities

10. Food and clothing

11. Health and safety and accident prevention

12. On-board medical care

13. On-board complaint procedures
14. Payment of wages

However, implementation of the Maritime Labour Convention may be achieved through national laws or regulations through applicable collective bargaining agreements or through other measures or in practice. The Convention shall come into force 12 months after the date on which there have been registered ratification at least 30 members with a total share in the world gross tonnage of shipping of 33 percent of world tonnage.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this study, research method is used to refer to the range of approaches that have been employed to gather data and information which are used as the basis for inference, interpretation, explanation and prediction. The study was conducted from July to October 2010.

3.2 DESIGN

A cross sectional research design was employed in the study using survey data collection approach. The design was considered appropriate because it entailed the collection of both quantitative and qualitative data on more than one case with two or more variables. The study is essentially qualitative in nature but also has some quantitative elements, combining primary and secondary data for analysis.

3.2.1 POPULATION

The population for the study comprised officials from the Ghana Maritime Authority, Ministry of Transport and recruitment agencies for seafarers. It also included seafarers who are in active engagement and those who had also retired from the profession, and finally students of the Regional Maritime University. The study was limited to the Greater Accra region, particularly Accra.
3.2.2 SAMPLING TECHNIQUE AND THE SAMPLE

Random sample technique was employed to select the sample respondents of seafarers and recruitment agencies. Purposive sampling technique was also used to select the officials of the Ghana Maritime Authority and the Ministry of Transport. This is because the researcher believes the officials were well placed to furnish him with specific data/information needed for the study.

3.2.3 RESEARCH INSTRUMENTS

The survey instruments used for the study were subjected to expert critique (testing) and review before the use. In addition to questionnaires, a check list was used to gather information from respondents of senior officers from the GMA and the MoT to give more clarity on questions that were more relevant to the two bodies. Due to the difficulty in locating the rather small number of the recruiting agencies, the researcher gave out questionnaires to two that were identified and located while one was interviewed on the telephone.

The population, sample size, sampling technique and research instruments used for the various categories of respondents is shown in Table 1.
<table>
<thead>
<tr>
<th>(1) Organization</th>
<th>(2) Rank or Position</th>
<th>(3) Population Size</th>
<th>(4) Sample size</th>
<th>(5) Sampling Technique</th>
<th>(6) Research Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMA</td>
<td>Officers in charge of training examination and certification unit.</td>
<td>5</td>
<td>2</td>
<td>Purposive</td>
<td>Questionnaire &amp; check list</td>
</tr>
<tr>
<td>Min of Transport</td>
<td>Director of Public Affairs /Admin Officer (maritime desk)</td>
<td>6</td>
<td>2</td>
<td>Purposive</td>
<td>Questionnaire &amp; check list</td>
</tr>
<tr>
<td>RMU</td>
<td>Students</td>
<td>70</td>
<td>36</td>
<td>Simple random</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Recruitment Agencies</td>
<td>General Managers</td>
<td>5</td>
<td>3</td>
<td>Simple random</td>
<td>Questionnaire &amp; Interview</td>
</tr>
<tr>
<td>Merchants Association of Ghana</td>
<td>Seafarers</td>
<td>50</td>
<td>30</td>
<td>Simple random</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>136</td>
<td>73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3 DATA COLLECTION

Data was collected through face-to-face administration of questionnaires and one-on-one interviews with some target respondents. This was done with the assistance of one experienced field assistant who had a first degree from a recognized university.

3.4 DATA ANALYSIS

Analytical techniques used to analyze the various research questions are presented in Table 2. Frequencies and percentages were mainly used.

TABLE 2: Approaches of Data Analysis

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Analytical Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will motivate the youth in Ghana to choose seafaring as a life long profession?</td>
<td>Frequencies and percentages</td>
</tr>
<tr>
<td>Is RMU able to train seafarers of international repute?</td>
<td>Frequencies and percentages</td>
</tr>
<tr>
<td>Has RMU got the necessary facilities to take on increasing numbers of students wanting to become seafarers?</td>
<td>Frequencies and percentages</td>
</tr>
</tbody>
</table>
Does the cost of training seafarers in Ghana deter the youth to go into the profession? Frequencies and percentages

What are some relevant recommendations or suggestions that will improve maritime training in Ghana? Frequencies and percentages

Which ministry should be responsible for the training and recruitment of seafarers, Education, Transport or Employment ministry? Frequencies and percentages

Are hiring agencies regulated and properly monitored by GMA? Frequencies and percentages

Is the seafaring profession risky? Frequencies and percentages

3.5 LIMITATIONS OF STUDY

The study was limited in scope by the budget of the student and time frame. It was impossible to cover seafarers who are not members of the merchants association of Ghana. It was also the intention of the researcher to get parents of RMU students comment about some of the research questions, likewise to test the popularity of seafaring as profession in the corridors of other university campuses and some senior high schools. It would have been very appropriate to also get the thinking of some recruiting agencies in Takoradi but there were time and budget constraints.
3.6 NUMBER AND CLASSIFICATION OF RESPONDENTS

Sixty seven people were interviewed in the study. 22 or 33% were seafarers and the remaining 45 or 67% were non seafarers but related to seafaring activities (Table 3).

Table 3: Seafarers and Non-Seafarers

<table>
<thead>
<tr>
<th>Categories of respondents</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seafarers</td>
<td>22</td>
<td>32.8</td>
<td>32.8</td>
<td>32.8</td>
</tr>
<tr>
<td>Non-Seafarers</td>
<td>45</td>
<td>67.2</td>
<td>61.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: From Survey
CHAPTER FOUR: SEAFARERS IN GHANA

4.1 ESTIMATE OF SEAFARERS POPULATION

Most of the respondents could not estimate of the population sea labour force in Ghana. The following Table (4) shows the responses received.

<table>
<thead>
<tr>
<th>Estimated Population</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;5,000</td>
<td>4</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Between 5,000 and 10,000</td>
<td>2</td>
<td>3.0</td>
<td>3.0</td>
<td>9.0</td>
</tr>
<tr>
<td>10,000 and over</td>
<td>4</td>
<td>6.0</td>
<td>6.0</td>
<td>14.9</td>
</tr>
<tr>
<td>Not sure</td>
<td>35</td>
<td>52.1</td>
<td>52.2</td>
<td>67.0</td>
</tr>
<tr>
<td>I don't know</td>
<td>22</td>
<td>32.8</td>
<td>33.0</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey
4.2 EDUCATIONAL BACKGROUND

The spread of the educational backgrounds of the respondents showed that 29 or 43% were holders of GCE/SCE/SSS certificates at the time of the study. The number of first degree holders were 27 or 40%. 5 or 8% of the respondents had had their Masters degree. There were 6 or 9% that had completed various tertiary institutions. The picture is presented in Table 5.

<table>
<thead>
<tr>
<th>Formal Education</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Degree</td>
<td>27</td>
<td>40.3</td>
<td>40.3</td>
<td>40.3</td>
</tr>
<tr>
<td>GCE/SCE 'A' Level</td>
<td>29</td>
<td>43.3</td>
<td>43.3</td>
<td>83.6</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>5</td>
<td>7.5</td>
<td>7.5</td>
<td>91.0</td>
</tr>
<tr>
<td>Other Tertiary</td>
<td>6</td>
<td>9.0</td>
<td>9.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey

4.3 AGE CLASSIFICATION

Respondents less than 30 years constituted 44 or 66%, 14 or 20% were between the ages 30 years and 39 years. Between 40 years and 49 year olds were 4 or 6% of and the age range of 50 and 59 also constituted 4 or 6%. Only 1 respondent was 60 years or above. This is shown in Table 6.
### Table 6: Age Classification

<table>
<thead>
<tr>
<th>Age Group (Years)</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30</td>
<td>44</td>
<td>65.7</td>
<td>65.7</td>
<td>65.7</td>
</tr>
<tr>
<td>30-39</td>
<td>14</td>
<td>20.8</td>
<td>20.8</td>
<td>86.5</td>
</tr>
<tr>
<td>40-49</td>
<td>4</td>
<td>6.0</td>
<td>6.0</td>
<td>92.5</td>
</tr>
<tr>
<td>50-59</td>
<td>4</td>
<td>6.0</td>
<td>6.0</td>
<td>98.5</td>
</tr>
<tr>
<td>60 and over</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey

### 4.4 GENDER

Of the 67 respondents, 49 or 73% were male and 18 or 27% were female as shown in Table 7.

### Table 7: Gender of Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49</td>
<td>73.1</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>26.9</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: From Survey
4.5 EXPERIENCE OF SEAFARERS

On the question of work experience, 22 or 33% of the respondents said they had less than 5 years of experience, 7 or 10% were those who had worked for between 5 and 9 years. Yet 4 or 6% had worked between 10 and 14 years while 8 or 12% were those who had worked for over 15 years. 26 or 39% had no working experience at all.

<table>
<thead>
<tr>
<th>Experience (years)</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>26</td>
<td>38.8%</td>
<td>38.8%</td>
<td>38.8%</td>
</tr>
<tr>
<td>&gt;5</td>
<td>22</td>
<td>32.8%</td>
<td>32.8%</td>
<td>71.6%</td>
</tr>
<tr>
<td>5-9</td>
<td>7</td>
<td>10.5%</td>
<td>10.5%</td>
<td>82.1%</td>
</tr>
<tr>
<td>10-14</td>
<td>4</td>
<td>6.0%</td>
<td>6.0%</td>
<td>88.1%</td>
</tr>
<tr>
<td>15 and above</td>
<td>8</td>
<td>11.9%</td>
<td>11.9%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey
4.6 RANKS OF SEAFARERS

Table 9 shows the type of officers and ratings that were part of the study. There were officers of different classes such as captains, 2nd officers and Marine Engineers. Other opinions were also expressed by ratings such as motormen and able seamen.

Table 9: Ranks of Seafarers in Sample

<table>
<thead>
<tr>
<th>Rank</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Officer</td>
<td>4</td>
<td>18.2</td>
<td>18.2</td>
</tr>
<tr>
<td>Third Mate</td>
<td>3</td>
<td>13.6</td>
<td>13.6</td>
</tr>
<tr>
<td>Captain</td>
<td>4</td>
<td>18.2</td>
<td>18.2</td>
</tr>
<tr>
<td>Cadet</td>
<td>1</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Master (1600 Tons)</td>
<td>1</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Second Mate/DPO</td>
<td>1</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Chief cook</td>
<td>2</td>
<td>9.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Third Marine Engineer</td>
<td>1</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Motorman</td>
<td>1</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Second Mate</td>
<td>1</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Able Seafarer</td>
<td>1</td>
<td>4.5</td>
<td>4.5</td>
</tr>
</tbody>
</table>
4.7 CLASSIFICATION OF SEAFARERS

Table 10 shows the classification of people interviewed in the study. They included seafarers, students, staff of MoT, recruitment agencies and GMA.

Table 10: Classification of Seafarers

<table>
<thead>
<tr>
<th>Groups</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seafarer</td>
<td>22</td>
<td>32.8</td>
<td>32.8</td>
<td>32.8</td>
</tr>
<tr>
<td>Student of RMU</td>
<td>39</td>
<td>58.2</td>
<td>58.2</td>
<td>91.0</td>
</tr>
<tr>
<td>Staff, Ministry of Transport</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>92.5</td>
</tr>
<tr>
<td>Staff recruitment agency</td>
<td>3</td>
<td>4.5</td>
<td>4.5</td>
<td>97.0</td>
</tr>
<tr>
<td>for seafarers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff GMA</td>
<td>2</td>
<td>3.0</td>
<td>3.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey
CHAPTER FIVE: TRAINING OF SEAFARERS IN GHANA

5.1 INCREASING NUMBER OF TRAINED SEAFARERS TO REDUCE UNEMPLOYMENT

When respondents were asked if unemployment will be reduced if more of the youth are trained as seafarers, 48 or 72% said yes but 19 or 28% thought otherwise. Table 11 presents the thoughts of the respondents.

Table 11: Effect of Increasing Sea Labour Force on Unemployment in Ghana.

<table>
<thead>
<tr>
<th>Effect on unemployment</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>71.6</td>
<td>71.6</td>
<td>71.6</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>28.4</td>
<td>28.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey

5.2 MOTIVATION FOR THE YOUTH IN GHANA TO CHOOSE SEAFARING AS A PROFESSION

The indicators that have mostly been used either to choose one profession or another have been the reward and the level of risk. To the question whether seafaring is rewarding? Only 1 respondent said it was not rewarding. 33 or 49.25% of the respondents said it is rewarding and the same number said it is very rewarding. On the question of risk, 47 or 70% said the risk is
high, 13 or 19% thought the risk is not too high while 7 or 10% thought the risk is low. The two situations are shown in tables 12 & 13 below.

**Table 12: Opinions on Remuneration of Seafaring Profession**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not rewarding</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Rewarding</td>
<td>33</td>
<td>49.25</td>
<td>49.25</td>
<td>50.75</td>
</tr>
<tr>
<td>Very rewarding</td>
<td>33</td>
<td>49.25</td>
<td>49.25</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey

**Table 13: Assessment of Risk Levels of Seafaring Occupation.**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>7</td>
<td>10.4</td>
<td>10.4</td>
<td>10.4</td>
</tr>
<tr>
<td>Medium</td>
<td>13</td>
<td>19.4</td>
<td>19.4</td>
<td>29.8</td>
</tr>
<tr>
<td>High</td>
<td>47</td>
<td>70.2</td>
<td>70.2</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey
5.3 ENCOURAGING THE YOUTH TO BECOME SEAFARERS

When respondents were asked how the youth could be motivated to take up seafaring as a profession, several responses were given, shown in Table 14.

### Table 14: Motivational Factors for the Youth to Train in Seafaring

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct government support</td>
<td>4</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Proper marketing of RMU</td>
<td>6</td>
<td>9.0</td>
<td>9.0</td>
<td>14.9</td>
</tr>
<tr>
<td>Improving facilities at RMU</td>
<td>17</td>
<td>25.4</td>
<td>25.4</td>
<td>40.3</td>
</tr>
<tr>
<td>Development of maritime policy by government</td>
<td>24</td>
<td>35.8</td>
<td>35.8</td>
<td>76.1</td>
</tr>
<tr>
<td>RMU should liaise with companies in the sector</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>77.6</td>
</tr>
<tr>
<td>Ready employment</td>
<td>4</td>
<td>6.0</td>
<td>6.0</td>
<td>83.6</td>
</tr>
<tr>
<td>Publicity on various media</td>
<td>2</td>
<td>3.0</td>
<td>3.0</td>
<td>86.6</td>
</tr>
<tr>
<td>Upgrading facilities</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>88.1</td>
</tr>
<tr>
<td>Reduction of cost in training or course fees</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>89.6</td>
</tr>
<tr>
<td>Information about RMU should be given to Senior High and Tertiary schools</td>
<td>2</td>
<td>3.0</td>
<td>3.0</td>
<td>92.5</td>
</tr>
</tbody>
</table>
Proper monitoring of the Seafarers by GMA

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>7.5</th>
<th>7.5</th>
<th>100.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey

5.4 RMU ABILITY TO TRAIN SEAFARERS OF INTERNATIONAL REPUTE

All 22 seafarers that responded to the questionnaires indicated that they had received their training in Ghana (RMU). To the question whether the skills they acquired was adequate, all 22 said yes. Answering the question “how do you rate the level of training”, 11 said it was very satisfactory and 11 said it was satisfactory. The tables 15 & 16 below shows the responses received.

Table 15: Adequacy of Skills Acquired

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey
### Table 16: Rating of Level of Training

<table>
<thead>
<tr>
<th>Rating of training</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Satisfactory</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>11</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Very Satisfactory</td>
<td>11</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: From Survey

### 5.5 COST OF TRAINING SEAFARERS AS A DETERRENT

All 67 respondents indicated what they think about the cost of training a seafarer in RMU, that is how much money parents or guardians have to spend to get their wards trained as seafarers. Three (3) or 4.5% of the respondents thought it is low, 11 or 16.4% said it is moderate or average and 53 or 79% thought the cost is high.

### Table 17: Rating of Cost of Maritime Training in Ghana

<table>
<thead>
<tr>
<th>Cost Rating</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>3</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
</tbody>
</table>
Moderate 11 16.4 16.4 20.9
High 53 79.1 79.1 100.0
Total 67 100.0 100.0

Source: From Survey

5.6 FACILITIES OF REGIONAL MARITIME UNIVERSITY

RMU has not seen major expansion in terms of facilities since it became a university some four years ago. There are two main lecture blocks for the entire school of about 500 students. The bulk of the students live in rented houses close to the university because the university has only two blocks for both male and female accommodation. The library can seat less than 100 students at a time. Water and electricity are quite irregular. General infrastructure on the university campus calls for serious and urgent attention.

The university however has adequate and modern facilities required to train seafarers to work in any vessel.

Table 18 shows responses expressed on challenges of RMU. These are directly related to the ability of RMU to take increasing numbers of students. This was to the question, “In your view, what are some of the challenges that confront the training of seafarers in Ghana?”
<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>unavailability of training ships</td>
<td>36</td>
<td>53.7</td>
<td>53.7</td>
<td>53.7</td>
</tr>
<tr>
<td>High cost of training</td>
<td>2</td>
<td>3.0</td>
<td>3.0</td>
<td>56.7</td>
</tr>
<tr>
<td>Inadequate practical training</td>
<td>6</td>
<td>9.0</td>
<td>9.0</td>
<td>65.7</td>
</tr>
<tr>
<td>Lack of audio visual simulation</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>67.2</td>
</tr>
<tr>
<td>Lack of finance</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>68.7</td>
</tr>
<tr>
<td>High cost of living</td>
<td>3</td>
<td>4.5</td>
<td>4.5</td>
<td>73.2</td>
</tr>
<tr>
<td>Getting Certificate for cooks</td>
<td>6</td>
<td>9.0</td>
<td>9.0</td>
<td>82.2</td>
</tr>
<tr>
<td>Lack of facilities and government support</td>
<td>5</td>
<td>5</td>
<td>7.5</td>
<td>89.7</td>
</tr>
<tr>
<td>Experienced seafarers who want to assist at the Ministry with their expertise are being frustrated</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>91.2</td>
</tr>
<tr>
<td>Satisfactory training but too much bureaucracy in the certification</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>97.2</td>
</tr>
<tr>
<td>Instability of the exchange rate</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>98.5</td>
</tr>
</tbody>
</table>
Delay in documentation processes

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: from Survey

5.7 MINISTERIAL RESPONSIBILITY FOR TRAINING AND RECRUITMENT OF SEAFARERS

Not all those interviewed on this issue agreed that MoT should continue to be responsible for the training and recruitment of seafarers. Officials from the MoT and that of GMA are convinced that taking away that responsibility from MoT will not resolve the challenges that seafarers face. ‘‘……that may only be symbolic nature but will not be of any effect, …..all ministries go to the same central coffers……’’ said one official.

A young manager of one recruiting agency, Mr. Fred Ocloo, holds a different view. To him, “training should be taken care of by the Ministry of Education (MoE), recruitment must be handled by the employment ministry and the MoT should concentrate on sea transport affairs only…….”

Asked if recruitment agencies are receiving any support from GMA, the gentleman’s response was, “nothing”.

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CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This Chapter presents the summary of findings, conclusions made and subsequent recommendations.

6.2 SUMMARY OF FINDINGS

This consisted of information on gender, age, education and experience of the 67 respondents.

The gender make-up was predominantly male (73%) and females 27%.

The age distribution of the respondents indicated that majority were less than 30 years (66%), followed by 21% who were between 30-39 years, 6% for those between 40-49 and 50-59 years. Only 1% was 60 years or more. Thus, the majority of the respondents were fairly young mainly from the student and seafarers groups.

The educational characteristics of the 67 respondents indicated that all were literate. 8% were second degree holders, 40% had first degrees, 9% were graduates from other tertiary institutions like the polytechnics and some specialist institutions such as information technology training institutions. Majority, 43% however were holders of either the GCE A’level or SSS certificates and these were mainly students undergoing training as seafarers. Thus, the majority (57%) of the 67 respondents were people with good educational background.

Respondents’ years of experience in their various occupations were varied. 22 or 33% had less than 5 year experience, 10% had worked for between 5 and 9 years. 6% had worked between 10 and 14 years while 12% were those who had worked for over 15 years. At least 39% had no
working experience at all. Again the suggestion is that 61% of the respondents had various numbers of years’ working experience and therefore were definite about their responses.

From their backgrounds and working experiences, the knowledge of the majority of the respondents is not in doubt. 22 of the respondents were active seafarers of officers and ratings. There were 4 captains, 3 marine engineers and another 4 second officers of the officer ranking. Others were ratings of different grades such as able seafarer, cooks, motorman, second and third mates. Their deep knowledge was amply displayed in the challenges they face on the job and the suggestions and recommendations that they made. They for instance confirm that the profession is rewarding though it can be risky. Majority think that the cost of training is high but at the same time acknowledges that the training received from RMU is adequate and very satisfactory which places them high on the international labour market. In the view of the seafarers, lack of training vessels in Ghana is a major headache since fresh graduates cannot have adequate practical knowledge before going to sea.

MoT and GMA looked mostly at issues from the policy making angle. Both acknowledge some teething problems such as lack of training vessels for both graduates and students, inadequate facilities at RMU and the lack of exchange programmes as issues worthy of consideration. Respondents from MoT and GMA are both in agreement that a lot of the challenges are due to budget limitations. They don’t believe that placing training of seafarers under different ministries will ensure better management. In an interview GMA officers indicated further that the maritime industry and in particular seafarers will benefit immensely should Ghana ratify the STCW convention of July 1995, LI 1790 and also submit itself to the voluntary audit under the IMO voluntary audit scheme including that of the European Union. This according to the officers will engender confidence in Ghana's maritime activities.
The student respondents were mainly concerned about lack of facilities, high cost of training ageing staff and trainers, inadequate practical work and lack of exchange programmes.

Recruiting agencies were of the view that GMA is not doing enough for the seafaring profession and that they barely play any role in looking for jobs for seafarers yet they always take fees from them when they secure jobs. Certification process is a big challenge and the communication gap between the professionals and the authority is very huge.

6.3 CONCLUSIONS

The following are conclusions from the result of the data analysis.

1. Majority of Ghanaian seafarers are trained by RMU. 100% of respondents

2. Training received from RMU is adequate and satisfactory. 100% of seafarers agree.

3. RMU is able to train seafarers of international repute.

4. 98% of respondents agree that seafaring profession is rewarding.

5. Seafaring is a risky profession

6. The cost of receiving training as a seafarer is high and deters potential seafarers from taking up the profession.

7. There are fewer women seafarers

8. GMA has inadequate statistics on Ghanaian sea labourers.
9. Increasing the number of seafarers through appropriate training will reduce unemployment in Ghana. 72% of the respondents agree on this.

10. Ghana has no maritime policy to regulate the training and certification of seafarers.

11. Decisions regarding training are taken by RMU. GMA only endorses certificates.

12. GMA does not monitor the performance or well being of Ghanaian seafarers.

13. There is a desk in the MoT for maritime issues.

14. There are very few recruiting agencies for seafarers but they are not well structured.

15. Collaboration between GMA and recruiting agencies is low or almost nonexistent.

6.4 RECOMMENDATIONS

The study has made important findings which demand a collaborative effort from stakeholder involved in the training and certification of Ghanaian seafarers. If training of seafarers is to be used as an effective means of reducing unemployment in Ghana, then the following recommendations which are made based on the findings of the study should be given adequate consideration by all stakeholders. In Table 19 is a summary of recommendations and suggestions from the respondents.
### Table 19: Recommendations to Improve Maritime Training

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase facilities</td>
<td>9</td>
<td>13.4</td>
<td>13.4</td>
<td>13.4</td>
</tr>
<tr>
<td>Acquire training vessels</td>
<td>12</td>
<td>17.9</td>
<td>17.9</td>
<td>31.3</td>
</tr>
<tr>
<td>Liaise with Marine companies for jobs</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>32.8</td>
</tr>
<tr>
<td>Make fees affordable should help practically</td>
<td>2</td>
<td>3.0</td>
<td>3.0</td>
<td>35.8</td>
</tr>
<tr>
<td>Development and introduction of new courses.</td>
<td>3</td>
<td>4.5</td>
<td>4.5</td>
<td>41.8</td>
</tr>
<tr>
<td>Reduce student lecturer ratio</td>
<td>2</td>
<td>3.0</td>
<td>3.0</td>
<td>44.8</td>
</tr>
<tr>
<td>Infrastructural development</td>
<td>2</td>
<td>3.0</td>
<td>3.0</td>
<td>47.8</td>
</tr>
<tr>
<td>Replace ageing lecturers</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>49.3</td>
</tr>
<tr>
<td>Encourage exchange programmes between maritime institutions in the region</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>50.8</td>
</tr>
<tr>
<td>Strengthen students/management relationship</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>52.3</td>
</tr>
<tr>
<td>Improve training facilities on campus</td>
<td>3</td>
<td>4.5</td>
<td>4.5</td>
<td>56.8</td>
</tr>
<tr>
<td>recommendations</td>
<td>strength</td>
<td>frequency</td>
<td>importance</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Encourage female enrollment</td>
<td>1</td>
<td>1.5</td>
<td>58.3</td>
<td></td>
</tr>
<tr>
<td>Providing sponsorship to brilliant students</td>
<td>1</td>
<td>1.5</td>
<td>59.8</td>
<td></td>
</tr>
<tr>
<td>Year abroad exchange programmes</td>
<td>2</td>
<td>3.0</td>
<td>62.8</td>
<td></td>
</tr>
<tr>
<td>GMA should have agreement with other countries that have vessels to employ Ghanaian seafarers</td>
<td>1</td>
<td>1.5</td>
<td>64.3</td>
<td></td>
</tr>
<tr>
<td>RMU must encourage the government to buy a National vessel</td>
<td>3</td>
<td>4.5</td>
<td>68.8</td>
<td></td>
</tr>
<tr>
<td>Lecturers must be sponsored outside(UK) for upgrading</td>
<td>4</td>
<td>6.0</td>
<td>74.7</td>
<td></td>
</tr>
<tr>
<td>Organize more field trips</td>
<td>1</td>
<td>1.5</td>
<td>76.2</td>
<td></td>
</tr>
<tr>
<td>Proper marketing of the school</td>
<td>3</td>
<td>4.5</td>
<td>80.7</td>
<td></td>
</tr>
<tr>
<td>Library facilities should be improved</td>
<td>2</td>
<td>3.0</td>
<td>83.7</td>
<td></td>
</tr>
<tr>
<td>Each department should have a library of its own</td>
<td>1</td>
<td>1.5</td>
<td>85.2</td>
<td></td>
</tr>
<tr>
<td>Increase salary of staff/lecturers</td>
<td>1</td>
<td>1.5</td>
<td>86.7</td>
<td></td>
</tr>
</tbody>
</table>
Consequently recommendations that this study suggests are that:

1. The government must urgently improve accommodation, teaching and learning facilities on the campus of RMU.

2. Government should equip RMU with the necessary facilities to offer more effective training to Ghanaian seafarers particularly for the country’s oil and gas industry.

3. To reduce the cost of training borne by parents and guardians; government must consider including RMU on the list of GETFUND beneficiaries.

4. Government should enhance the capacity of RMU through recruiting and training of more professional lecturers.

5. GMA and RMU should jointly develop training modules and curricula for the training of seafarers in Ghana.

6. GMA and RMU should explore opportunities to train Ghanaian seafarers to meet the emerging demands from the oil and gas industry.
7. GMA should seek bilateral agreements with some major flag states such as Korea, Australia, Singapore, Hong Kong, Norway and Sweden for recognition of Ghana’s certificates.

8. Though Ghana has ratified the STCW convention of July 1995, LI 1790, GMA must look for means of motivating and attracting the European Maritime Safety Agency (EMSA) to sign an MOU with Ghana with the sole purpose of securing more jobs for Ghanaian seafarers on foreign vessels.

9. GMA must submit itself to the voluntary audit under the IMO voluntary audit scheme including that of the European Union in order to engender confidence in its activities.

10. GMA should undertake promotional trips abroad to market Ghanaian seafarers to shipping companies.

11. Promotional strategies such as printing of brochures, documentaries and infomercials should be considered a regular activity to promote the maritime industry in Ghana.

12. RMU must consider exchange programs with other maritime institutions in the world.

13. Government, through GMA must identify some of the occupational risks and contribute to minimize them.

14. Government should consider special incentives for women seafarers in order to attract more women into the profession.
REFERENCES


APPENDIX

APPENDIX 1: QUESTIONNAIRE

I am a graduate student of the Regional Maritime University, Nungua, Accra conducting research into the “Training of seafarers as a strategy for reducing unemployment in Ghana.” This research is in partial fulfillment of the award of a Master of Arts Degree in Ports and Shipping Administration. Based on your knowledge/contribution to the field, you have been selected to assist the study by providing candid answers to the following questions on the subject. Your responses will be used solely for the intended purpose and will be treated with utmost confidentiality. Thank you.

Please circle the appropriate answer

1) Gender of respondent.
   a) Male   b) Female

2) Age
   a) Less than 30yrs   b) 30-39yrs   c) 40-49yrs   d) 50-59yrs   e) 60 and over

3) What is your highest level of formal education?

............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................

4) Which of the following groups do you belong to?
   a) Seafarer
   b) Staff, Ghana Maritime Authority
   c) Student of RMU
   d) Staff, Ministry of Transport
   e) Staff recruitment agency for seafarers
   f) Lecturer – RMU
   g) Other (indicate)............................................................................................................................

5) Are you a seafarer?
a) Yes    

b) No

6) How many years of working experience do you have?
   a) Less than 5 years  
   b) 5 – 9 years  
   c) 10 – 14 years  
   d) 15 and above years.

7) If you are a seafarer, indicate your rating.

.................................................................
.................................................................

8) In your opinion is the seafaring profession rewarding?
   a) Not rewarding  
   b) Rewarding  
   c) Very rewarding

9) How do you assess the risk level of the occupation
   a) Low  
   b) Medium  
   c) High

10) Did you receive your training in Ghana?
    a) Yes  
    b) No

11) If yes, are skills you acquired adequate?
    a) Yes  
    c) No

12) If your answer to question (10) is yes, how do you rate the level of training?
    a) Not Satisfactory  
    b) Satisfactory  
    c) Very Satisfactory

13) How would you rate the cost of maritime training in Ghana?
    a) Low  
    c) High

14) What is the estimated population of the sea labour force?
    a) 0 > 5,000  
    b) Between 5,000 and 10,000  
    c) 10,000 and over
    d) Not sure  
    e) I don’t know
15) In your view, what are some of the challenges that confront the training and certification of seafarers in Ghana?

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16) Increasing the number of sea labour force through appropriate training can reduce unemployment in Ghana. Do you agree?

a) Yes  

b) No

17) How can the youth be encouraged to train in seafaring? (Tick all appropriate answers)

a) Direct government support  
b) Proper marketing of RMU

c) Improving facilities at RMU government  
d) Development of maritime policy by

Others.................................................................................................................................................................................................
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18) If you were to make recommendations to RMU on what would they be?

a) .................................................................................................................................................................................................

b) .................................................................................................................................................................................................

c) .................................................................................................................................................................................................

d) .................................................................................................................................................................................................

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APPENDIX II: Check List of questions for Ghana Maritime Authority

1. How does GMA facilitate the training and certification of seafarers in Ghana?

2. Is there a policy regulating the training and certification of seafarers in Ghana?
   a) Yes  
   b) No  
   c) Do not know

3. In your view, what are some of the challenges that confront the training and certification of seafarers in Ghana?

4. How effective are skills acquired in relation to job opportunities-internally and externally?

5. What is the number of seafarers working:
   Locally ___________________ Externally ___________________

6. What is the total number of seafarers trained and employed? ___________________

7. What are some of the constraints of gaining employment after training as a seafarer?
   Locally……………………………………………………………………………………
   ………………………………………………………………………………………………..
   ………………………………………………………………………………………………..

Thank You
APPENDIX III:  Check List of questions for Ministry Of Transport

1. Is there a desk/department in the Ministry of Transport for maritime issues?
   a) Yes   b) No

2. In your view, which Ministry should take oversight responsibility for the training and certification of seafarers in Ghana?
   a) Ministry of Education
   b) Ministry of Transport
   c) Ministry of Employment

3. Is there a budget line for the Maritime Industry?
   a) Yes   b) No

4. If yes, how much was allocated?
   a) 2008............................ b) 2009.............................
   c) 2010.............................