



**A Sociological Analysis of Historically Marginalised Seafarers: A Case Study of The Changing Face of South African Seafarers at the Port City of Durban.”**

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**SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE**

**MASTERS IN SOCIOLOGY**

**SCHOOL OF SOCIAL SCIENCE**

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**2017**

## **DECLARATION**

I, Mfanafuthi Mazibuko, declare that this study is my own work; it has not been submitted for any degree or examination at any other university. The sources that I have used have been fully acknowledged.

This study is submitted in fulfillment for the requirements for the degree of Masters in Sociology in the faculty of Humanities, School of Social Science, University of KwaZulu Natal, Howard College, Durban, South Africa.

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**Date:** 26 July 2017

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## DEDICATION

*Khondlo,*

*Mwelase, Nzima,*

*Wena owangena nesikhuni emanzini waphuma naso sivutha,*

*Wena ongaweli ngezibuko, owela ngezihlangu zamadoda,*

*S`gawuli semithi emide nemifushane,*

*Mgabhamafu ohamba ubugwathugwathu emafini,*

*Nzimalamase ngobulandakazi,*

*Obuhlasehlase ithambo elagedla ezintabeni,*

*Okwathiwa ngoba nakhu esevula izibuko lokuwela kwathiwa nguMwelase,*

*Hlathikhulu,*

*Manzezulu, Phuthini,*

*Khuhlase kaMgabhi Nzima waseMzimkhulu, Dunguzela Khondlo weyiZiba Mwelase.*

This thesis is dedicated to my Father, the late Mr Thamsanga Mazibuko, Nzima waseMzimkhulu, Dunguzela Khondlo weyiZiba Mwelase. Your ancestral guidance and teachings stand as a testament of unconditional love and care beyond the grave. To my Mother and heroine Lindiwe “lindi” Mazibuko Sthuli SikaMageba you continue to be my pillar of support and strength. I applaud the role you play in my life; from the famous words of a late poet and musician Tupac Amaru Shakur “there’s no way I can pay you back but my plan is to show you that I understand, You are appreciated”.

To my Siblings, Nomfundo, Siphamandla and Sibusiso Mazibuko you continue to inspire me to do better and lift up our clan name and household. My aunts and uncles, Nonhlahla Makhathini, Thembile, Thobile, Nomusa ‘Pretty’ Khumalo, Simphiwe and Ntokozo Zulu who have been supportive from the beginning of my studies, your love and care as a family is beyond words. To the rest of my family thank you.

Not forgotten my hometown Eshowe, it is imperative to mention, that without the teachings I learnt as a young man growing up in the small town, has led me to this explorative nature of study. This study is dedicated to every young boy and girl in Eshowe; “it’s not what you look at that matters it’s what you see” Henry David Thoreau.

## **ACKNOWLEDGEMENTS**

First and above all, I wish to give praise to Umveliqangi (God), who has been the shining light throughout this study.

Special thanks, to my “Mother” and supervisor, Dr. Mariam Seedat, who has held my hand throughout this study. Dr. Seedat Thank you for believing in my study and me. The nurture and tough love you have given to me. Your support in this study, as a supervisor are truly the result of this thesis I will forever be grateful.

I would love to give praise and thanks, to the South African navy. The naval staff and participants involved in the study were very cooperative. I would like to thank the, commanding officer Dieter Johnnes who was very welcoming to the study and myself, and the naval receptionist Rosemary Squire and warrant officer Lindokuhle Wiston Sabelo who helped me with the, introduction to all the participants. Thanks, to Sibusiso Lungani Hlongwa for the valued assistance throughout my fieldwork.

Specials thanks to Lungelo Biyela for the love and support.

## QUOTATION

“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work, and the only way to do great work is to love what you do. If you have not found it yet, keep looking. Do not settle. As with all matters of the heart, you will know when you find it”.

*Steve Jobs*

## **ABSTRACT**

The advent of democracy in South Africa has brought about fundamental changes in the spheres of governance. One of these changes is the policy transformation in the maritime industry and public service by the South African navy. This study explores the changing face of the South African seafarer. Understanding the context of Employment Equity Act and Affirmative Action policies in the maritime industry and South African navy. This has had an impact on the way gender and race is viewed in light of the political and social transformation in the workplace. This thesis analyses the understanding of these political reforms amongst historically disadvantaged individuals in the South African navy. It will also explore any visible demographic and gender change amongst the occupational ranks of the seafarers. In doing so, the thesis aims to highlight key concerns in reconstructing an educated, reskilled and employable South African workforce for the maritime industry.

## **KEY WORDS**

Seafarers, Officer, Rating, Employment Equity, Affirmative action, Occupational opportunities, Apartheid, Post-apartheid

## **LIST OF ACRONYMS**

**SA-** South Africa

**EEA-** Employment Equity Act

**AA-** Affirmative action

**SAN-** South African Navy

**SAMSA-** South African maritime safety authority

**SANDF-** South African nation defense force

**NP-** National Party

**FOC-** Flag of convenience

**DOD-** Department of defense

**SDF-** South African Sea ward Defense Force

**SANS-**South African naval service

**EMC-**EThekwinI maritime cluster

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## CHAPTER ONE

### 1.1. INTRODUCTION

This chapter seeks to understand the significant impact of policy transformation brought about in post-apartheid South Africa within the maritime industry. Through the implementation process of Affirmative Action<sup>1</sup> and Employment Equity<sup>2</sup> policies in the workplace, both the racial and gender composition in the workplace has changed, to be inclusive of historically discriminated individuals in South Africa. The Durban maritime industry and South African navy transformation creates, a phenomenal possibility in an isolated industry based on the shores of the Durban port. The South African maritime industry can be viewed and defined undoubtedly, as the pillar of economic stabilization and growth through international trade. With the South African navy providing safety and security for South Africa, including various African ports. Consequently, post-apartheid South Africa has opened occupational opportunities for all South Africans, towards a thriving maritime industry, that can be regarded as one of the solutions to combat unemployment; in a country that is, experiencing rising numbers of unemployed individuals particularly amongst the youth<sup>3</sup>. Bengover (2013) Suggests a transformed maritime industry gives South Africa an opportunity to take a step further in redressing social, gender, racial and economic inequalities that exist in the South African maritime industry. The study looks at the South African navy as an apt example of a racial and gender transformative institution and industry. Race and gender are the key markers that provide the basis for a sociological sketch of the changing face of the South African seafarer<sup>4</sup> in the Durban naval port. Recognizing that South African seafarers in particular are not occupationally homogenous, is important in understanding the changing face of the South African seafarers' society (Bonnin *et al.*, 2006). The maritime industry consists of two-tiered employment discrepancies amongst

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<sup>1</sup> Hereafter referred to as AA.

<sup>2</sup> Hereafter referred to as EE.

<sup>3</sup> Youth; refers to members of the society between the ages 18 to 26 years of age who still able to gain entry to the South African navy (Kubu, 2010, p.17).

<sup>4</sup> A seafarer refers to any person employed in any capacity on board a ship (Christodoulou-Varotsi *et al*, 2008).

seafarers; mainly Officers<sup>5</sup> who hold senior ranks and Ratings<sup>6</sup>, These occupational ranks give an insight to the economical discrepancies.

The occupational differentiations for seafarers can be equated to the historical patterns of inequality in the workplace that was based on apartheid policies of segregation and inequality amongst race and gender. Policy in many of the government sectors has shaped the local labor market, which did not favor historically discriminated individuals or [people of colour] in direct relation to the education, training, recruitment, wages and working conditions, received during apartheid in South Africa (Ruggunan, 2005, p. 66). Racial and gender bias implemented by apartheid policies made access to training and employment opportunities in the maritime industry impossible for all black South Africans (Kitada, *et al*, 2015). With the main training institution known as *The General Botha College* for officers, set up in Cape Town in 1921. This institution reserved admission for white male students (Grutter, 1973). The existence of an exclusively white male dominated seafaring industry was inevitable (Ruggunan, 2008, p. 2). This has led to a broad occupational category of seafarers being racially skewed, evidently with the majority of South African officers being white males and ratings predominantly black seafarers (Ruggunan, 2005). The allocation of black workers into semi-skilled positions was not an uncommon practice in South Africa. It is therefore critical that this study looks at all of the above factors alongside race, and gender in order to provide a clear sociological depiction of the changing face of the South African seafarer post-apartheid.

## **1.2. MOTIVATION OR NEED FOR THE STUDY**

The study seeks to observe the empirical evidence of racial and gender transformation in post-apartheid South Africa, with the South African historical patterns of discrimination in a racially and gender skewed maritime industry. The motive of the study is focusing on two timelines in South Africa, from apartheid to post-apartheid. Covering the different occupational opportunities in the maritime industry, FOC registration, foreign vacancy occupation and the South African navy's role in changing the face of the South African seafarer through race and gender.

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<sup>5</sup> Officer; Officers are the senior tertiary educated crewmembers.

<sup>6</sup> Ratings; are semi-skilled with no tertiary education and considered as the "working class" of the seas (Ruggunan, 2005, p.66).

As early as 1910, discriminative apartheid laws on racial and gender based occupation was evident in South Africa (Lipton, 1989). The apartheid government ensured, enhanced education, training and job opportunities for white South Africans. With a superior education, training, and job opportunities white citizens could ensure an occupational hierarchy, with white employees at the top, and the rest of the South Africans of colour at the bottom or non-existent in industries like the maritime and navy.

Since World War 1; under the command of the royal navy (Deane-Peter Baker, 2012). The South African maritime labour market and navy occupational hierarchy; was structured with the captain or master of the ship as the most senior position on the ship, with Officers being the closest to the captain in terms of senior positions. Since officers are regarded as senior tertiary educated crewmembers. At the bottom of the hierarchy is the ratings who are described as the “working class” of the seas; whose duties mainly focused on the cooking, manning and cleaning of the ships.

Bonnin *et al* (2004) described the broad occupational category of seafarers as racially skewed with the majority of South African captains and officers being White. Whilst ratings on the other hand, is occupied predominantly by Black individuals; which he explained as “largely attributable to apartheid education and training regulations for seafarers. Unfortunately, the training and development of seafarers in South Africa has always been highly political and racialized (Kujawa, 1996). These imbalances reinforced the political and racialized demographics of the past apartheid policies. In the post-apartheid South Africa, occupational vacation has witnessed the implementation of the Employment equity Act and Affirmative action legislation in the maritime industry, an indication of a continued vital component towards gender and racial transformation in the workplace (Makgoba, 2013, p. 76).

Ruggunan, (2005, p. 66) highlighted that the market for seafarers is not an occupationally homogenous one. Rather, it is quite diverse, comprising of various components, with the central discriminative apartheid history of racial and gender based occupation in South Africa, verse the democratic post-apartheid government (Bowmaker-Falconer *et al*, 1998). Hence, the study will firstly seek to explore how the industry has transformed post 1994 and how continues to introduce transformative equality and non-discriminative legislation and policy to all South Africans.

The introduction of diversity and social cohesion in the modern South African maritime industry, through policy implementation is obligatory for government towards job creation, social and economic development, in a country famously labelled as the “rainbow nation” by the late and former president of the Republic of South Africa Nelson Rolihlahla Mandela, a global icon for the anti-apartheid revolution (JamaicaObserver, 2013).

The repercussions of an all-inclusive transformative South Africa, has resulted in higher levels of unemployment due to lack of skills, training and education. Banerjee *et al* (2007) argues that unemployment has increased substantially since the African National Congress came to power in 1994, going from 15.6% in 1995 to 30.3% in 2001. Although government continue to inform South Africans that in the second quarter of 2010, the jobless rate increased to 25.3%, and the number of people with work fell by 61,000 to 12.7 million. Is evident that government is in need of a sustainable occupational vacuum to be filled by the increasing number of unemployed individuals. A thriving and growing South African maritime industry can possibly be able to fill this occupational void.

The World Bank (2012) highlighted that South Africa still has high levels of inequality. It acknowledges however that the good level of economic growth in the post-apartheid period has led to a measurable decline in income poverty, but inequality has increased in post-apartheid South Africa with the growing gap between the rich and poor. The government through the policy apparatus in the maritime industry seeks; to reverse and reconstruct political injustices against race and gender and build social cohesion and equality (Cloete and Kotze, 2009, p.50). Over and above the maritime industry is an integrate element of international trade with over 90% of all international trade carried by maritime transport. That translates into about 13000 ship calls that is handled trade through South African ports, which employ about 60000 seafarers. South Africa only has about 3500 seafarers, while the global demand for seafarers is around 250000. The country needs to produce about 720 Officers and 1200 Ratings per year to meet its target of 12000 seafarers by 2019 (HRDC, 2014).

The maritime industry is the lifeblood of any nation’s economic growth and stability, making it a very important, if not a vital industry. Although there is, no study in South Africa today that has looked at the social interactions based on the racial and gender apartheid history of South Africa seafarers and the influences of rapid changes in various parameters such as technology, risks,

policies and strategies. The competitive market conditions have been the cause to seek new approaches in terms of management processes at shipping companies to accomplish the sustainable development in maritime transportation industry (Metin *et al*, 2009, p.1048).

Thus making maritime transport essential to the economic development and a potential vacuum towards creating occupational opportunities for the 20.5 million unemployed South Africans, out of the 36 million South Africans (News24, 2015). With high levels of unemployment amongst the historically disadvantaged groups, occupational absorption is vital by making means to involve all South Africans towards economic development and occupation opportunities. The Durban port being one of the busiest ports in Africa; training and skills development is empirical in this sector to support and encourage inclusive occupational opportunities and sustainable jobs in the country.

The South African maritime industry has occupational opportunities that can steadily reduce the high number of unemployment in South Africa, particularly amongst the youth. While reviewing ship registration under Flag of Convenience (FOC) laws and regulations for foreign shipping companies, employers and their employees. Therefore lobbying for South African owned ships and registration terms is vital in growing the industry independently as a country.

I have not come across a research study, which has focused on South Africa's maritime industry and navy, from a sociological and political cohesive perspective in the contemporary inclusive occupation industry. The study seeks to analyse sustainable occupation means for the large number of unemployed South Africans, comprising of historically discriminated individuals post-apartheid.

### **1.3. LITERATURE PERTAINING TO THE STUDY**

Levy *et al* (2006) defined the literature review as the use of written ideas in the literature to justify the particular approach to the topic, a selection of comparative and relevant methods supporting the development of the topic of study. Literature review is an empirical part of the study, highlighting what accredited scholars and researchers in the field have published on a topic (Taylor, 2010). Although literature reviews have many purposes, they can examine old theories and propose new ones. An effective literature review is one that creates a firm

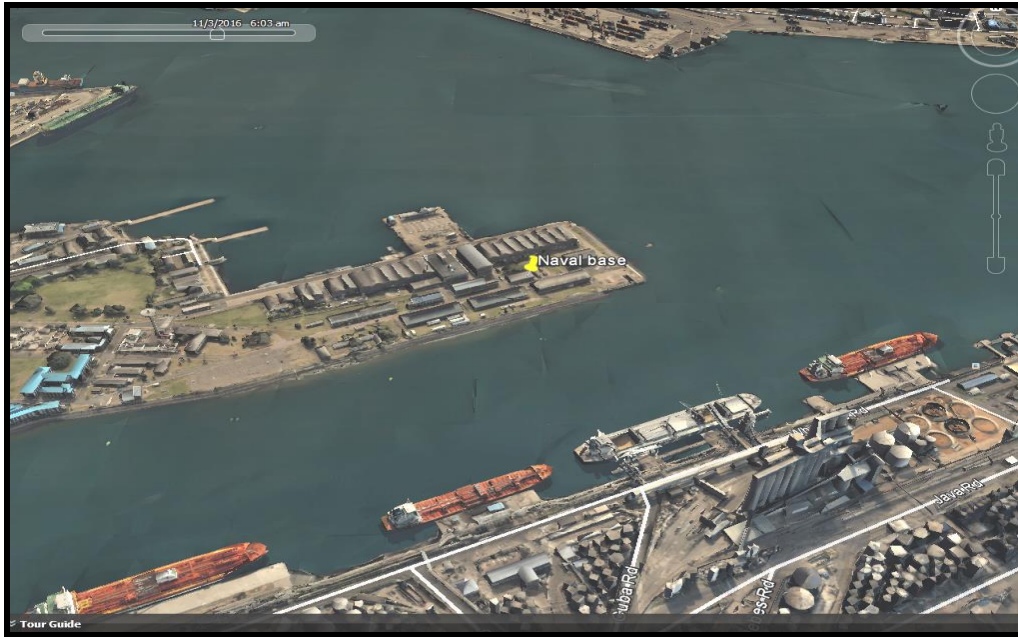


foundation for advancing knowledge of the study (Webster & Waston, 2002). The literature review of the study stems much from examining historic theories and policies and Highlighting literature, mostly from the apartheid legislative regime in South Africa. To avoid deviating careful attention has been made, in selecting which studies to review was made imperative (Levy *et al*, 2006, p. 189). The literature review will focus on enabling the researcher to develop from previous theories on the subject, highlighting gaps in the literature and illustrating how the relevant subjects have been studied previously, adding to the understanding and most importantly assisting, the refining and refocusing of the subject to support the topic (Boote & Beile, 2005).

#### **1.4. RESEARCH PROBLEM AND OBJECTIVES**

This study will explore the racial and gender transformation in the South African maritime industry and navy, which represents the changing face of the South African Seafarer in a post-apartheid South Africa. The central objective is to try to make sense of the impact of the Employment Equity Act, 55 of 1998 and the implementation of Affirmative Action policy in today's South African maritime industry; and the contributions made in the lives of historically discriminated individuals working in the maritime industry and navy. They represent the changing face of South African seafarers. In so doing, it is important to understand the direct implications that these pieces of legislation have had on the continued transformation of the post-apartheid maritime industry. The key objective is to understand how employment inequalities of the past have been addressed, through the implementation of new or amendment policies towards the inclusion and integration of historically disadvantaged individuals in the workplace. The locale of the study is on the Bayhead road in the naval base located at the edge of Salisbury Island in the Bluff area.

**Figure. 1** Locale of the study



*Source: (accessed March 2016, <https://earth.google.com/web>).*

The Durban port and maritime industry is ironically the pivotal point based on its location in the African continent as the biggest and busiest port. The naval base is suited just opposite the entrance to the port, for better supervision and security of ships entering and leaving the port.

**Figure. 2 Locale of study**



*Source: Mazibuko.M (2015)*

#### **1.4. KEY QUESTIONS**

Analysing the changing face of the South African seafarer; does not only look at the racial or gender infusion, but rather the education and training background which distinguishes the rank the individual is suited in the South African maritime industry.

- What racial and gendered transformation have we seen in the South African Maritime Industry?
- What does the changing face of the South African maritime industry mean?
- What is the current racial and gender composition of the maritime industry?
- How has the occupational vacancy changed in the maritime industry post-apartheid South Africa?

- Is there evidence of historically disadvantaged seafarers entering the senior ranks in the industry?
- In Post-Apartheid South Africa how accessible, is education and training in the maritime industry to the public?
- What has the role of EE and AA legislation and its role in transforming the maritime industry?

## **1.5. RESEARCH STATEMENT**

Bonnin *et al* (2006) identified that the maritime labor market could not be viewed as a homogenous entity. The hierarchy that existed categorized seafarers, based on racial and gender propaganda. White males' occupied high officer ranks, while "designated groups" where dominantly employed as 'ratings', the working class of the seas as defined by (Ruggunan, 2005). On the contrary, the transformation of the maritime labour market in a post-apartheid South Africa, observes an integration of a previously excluded demographic South African seafarers. The implementation of the EEA and AA policy <sup>7</sup>(Dikane, 2006, p. 2), in the maritime industry mobilized a diverse racial and gender working class, into the maritime industry, under the democratic regime (Ruggunan, 2008, p. 5).

## **1.6. THEORETICAL FOCUS**

A theoretical framework can be thought of as a map or travel plan (Sinclair, 2007, p.39). The theoretical framework allows analysis to be distinguished clearly from literal similarity statements, applications of abstractions, observations and comparisons (Centar, 1983, p.153). The theory depends only on the syntactic properties of the knowledge representation to draw conclusive theoretical framework.

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<sup>7</sup> Policy; in this context, policy refers to those plans, positions and guidelines of government which influence decisions by government (Monitobe, 2003, p. 2).

The theoretical framework looks to address how the career world is made, through personal constructivism and social constructivism (Brown *et al*, 2005, p. 43). Social constructivism is a perspective, which believes that a great deal of human life exists due to social and interpersonal influences (Gergen, 1989). Apartheid discriminative laws neglected this notion specifically amongst the historically discriminated population of the country, through occupational differential legislations and the availability of individual choices in choosing a career, therefore hindering any social cohesion amongst South African citizens of different races during apartheid. Vygotsky highlighted that the individual exists in a social and cultural context; personal concepts of individuals are modified by interactions with others (Taber, 2011, p. 50).

The racial inferiority complex amongst people of a race who were not white, implemented and practiced by the apartheid government consequently constructed much of the personal constructivism of South African society today. In post-apartheid South Africa, the democratic government has made considerable measure to transform the occupational workplace for all South Africans.

The changing face of the South African seafarer and the impact of the implementation of EEA and AA towards the inclusion of historically disadvantaged individuals necessitates a sociological theory to contextualize this study. Understanding the changing face of the South African seafarer looks at firstly understanding the metaphorical definition and sociological perception of what and who is *the changing face of the South African seafarer*.

The South African Maritime Industry and training institutions have over recent years grown; with the addition of historically discriminated and disadvantaged demographics in South African seafarers society. Hoping to enter the maritime occupational space, through career influence. Based on occupational opportunity. Resulting from transformative political governance. Through policy adaptation and implementation (Pickel, 2001, p. 48), contributing to a continually transforming occupational vacancy by race, age and gender in both the South African maritime industry and maritime academic institutions.

Therefore the study draws emphasis on race, gender discrimination that recognizes that these are two particularly pervasive and entrenched forms of discrimination that have been taken seriously in making sociological attempts on the theorization and understanding of the nature and

significance of this transformation in a post-apartheid South African maritime industry (Ruggunan, 2008, p. 6). ‘Transformation theory’ is “consumed” by a variety of actors, from individuals trying to establish themselves in a rapidly a changing environment for collective actors deciding on their institutional process (Pickel, 2001, p. 3). EEA and AA are the “political implementation” introduced to mobilize, transform and economically empower individuals within designated groups<sup>8</sup> (Pickel, 2001, p. 6). The transformation of a social structure requires the reconstruction of a social stratification of a society (Grusky, 1998, p. 2). It is therefore critical to unpack the reconstruction and transformation of inequality within the occupational hierarchy, amongst South African seafarers after the implementation of EEA and AA policy. The theory will establish if any political implications have spurred any racial, gender and socioeconomic phenomenon for historically disadvantaged seafarers’ in Durban naval base.

## **1.7. RESEARCH METHODOLOGY**

The process of data collection will utilise ethnography<sup>9</sup> methods, during fieldwork. Fieldwork is an essential primary data collection tool. Wolcott (1995) highlighted that, fieldwork, as a form to inquiry requires a researcher to be immersed in the social interaction of the participant sample. The study is guided by the nature of the sensitivity, which requires that a researcher put him-or herself into the research. This means having insight, being able to pick relevant issues, events and happenings in the process of data collection that can help an open-minded researcher towards the authentic development of the study (Corbin & Strauss, 2008).

Applying the political, social and economic nature of the study, sensitivity is necessary and required towards tackling topics on; race, gender, EEA and AA. Having carefully concentrated on the literature, empirical evidence and one-on-one interviews with, no bias perspectives towards how these key concepts interplay between the researcher and participant. An essential element to find the depth and understanding of the study, to help interpret the data accurately as expressed by the participants.

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<sup>8</sup> Designated groups; Blacks, woman and People with disabilities

<sup>9</sup> Ethnography; The term ethnography has come to be equated with virtually any qualitative research project where the intent is to provide a detailed, in-depth description of everyday life and practice (Hoey, BA.2000).

The qualitative research ensures ‘validity, reliability, generalizability and carefulness’ (Stanbacka, 2001, p. 551), which will be very important in this research, to delicately capture data while staying sensitive to issues that are directly and indirectly related to race, gender and socioeconomic status. Qualitative research aims to address questions concerned with developing an understanding of the meaning and experience, with dimensions of humans’ lives the social world (Fossey *et al*, 2002). Qualitative methods will help understand the issues or problems faced by the participants on a one on one basis, removing the participants from their occupation realm on ships and getting to understand them on a more personal and social level.

The study focuses on the changing face of the South African seafarers in the Durban port, concentrating on historically disadvantage and discriminated individuals. That are part of the South African seafarers’ society. Through transformative EEA and AA policy implementation. Directly interviewing historically disadvantaged individuals requires purposive sampling. Purposive sampling is one of the most common sampling strategies, which groups, participants according to preselected criteria relevant to a particular research question (Mark *et al*, 2005, p. 5).

The process of data collection will last approximately take a month (4 weeks), with the first week establishing the adequate sample number of participants, with the remaining three weeks reserved for the formation of interviewers within the sample base of members interested in being part of the research, for the full duration of the study. As mentioned above the method of in-depth interviews, is necessary in assisting the participants explore in detail their own perceptions and accounts. The method is suitable for the research topic since very little is known about the topic of study. Specific tools used to collect and record the data for analysis would be an audio tape recorder; since the port area is a busy place and continuous movement in and out, the area can prove to be difficult to capture each response in writing. Only writing notes might be difficult and certain important data could be lost in translation.

## **1.8. CONCLUSION**

This chapter highlights the background, motivation, research questions and methodology of the study (Paile, 2012, p.1). It takes into account the significant impact of Employment equity Act and affirmative action policies and implementation process and influence, in the post-apartheid South African society. The research statement recognizes that South African seafarer's society in particular is not occupationally homogenous, hereafter supporting the notion of the changing face of the South African seafarers' society worth an explorative study. Noting that education and training institutions, were historically manufactured for white South African citizens during apartheid. Key question addresses objectives that will help to ascertain how racial and gender discrimination has affected education and training amongst historically disadvantaged individuals working in the South African maritime industry.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2. INTRODUCTION**

The study will highlight, the existing relevant literature surrounding the key themes in the changing face of the South African seafarer today. Very limited literature is available on the integration of different racial and gender groups in the South African maritime industry and navy. Literature will critically engage relevant themes for the study, mapping the transformation of the maritime industry and navy from; Apartheid South Africa, Maritime colonialism before apartheid, the history of the South African navy, impact of apartheid education, South African apartheid shipping history and the South African maritime labour market.

The literature review for this study will highlight the occupational opportunities for South African seafarers employed in the Durban port within the maritime industry. This chapter will set forth, the literature framework focusing on the definition of the key concepts of the study, the motivation for the study, literature patterning to the study with a conclusive summary. Subsequently, highlighting areas that have been identified as central to the development of the explorative study, in terms of occupational opportunity and academic development of historically discriminated South Africans. Further explaining the impetus on the foundation using both international, national published/unpublished literature.

The relation of occupational opportunities towards racial and gender discrimination, is fuelled by historical and political agenda. An agenda resonating from the apartheid laws in South Africa. Which had an alarming influence on racial and gender education and training discrimination in maritime institutions and occupational opportunities. A formula or pattern utilised by the apartheid government, was to ensure that non favoured demographics in South Africa were excluded in the maritime industry; they could not gain the academic skills or training through discriminative policy. Reinforcing the lack of occupational interest, knowledge and occupational presumption amongst discriminated demographics in South Africa.

Literature will further ascertain if the assimilation<sup>10</sup> of ‘historically disadvantaged individuals’ working in the South African maritime industry, reflects the notion of the changing face of the South African seafarer post-apartheid, analysing education, training, occupational opportunity and social economic change. With the post-apartheid government promoting racial desegregation, cultural pluralism<sup>11</sup> and gender equality and equity<sup>12</sup> through EEA and AA policy implementation in the South African society and workplace. Transformative policy in a Human-based industry gives various occupational opportunities. It is vital to execute all occupational opportunities issues relevant for job creation. That are inclusive of human resources capital, which needs to be developed and sustained. Namely; labour planning, labour quality, training to personal competency of crew, safety-related precautions, crew performance monitoring, crew insurance policy and payment of wages can be recognized as the critical management processes for ship management companies (Metin *et al*, 2009, p. 1049).

The South African Maritime Safety Authority (SAMSA) an agency of government is pursuing a growth strategy that prioritize the development and retention of quality, critical and scarce skills with the maritime sector. The South African navy and the maritime industry including the private sector are the most important partners for skills development, particularly amongst the historically disadvantaged individuals in the maritime sector (HRDC, 2011, p.2). This study looks to highlight the demographics transformation in the South African navy. The SA Navy as part of the new SANDF was expected to integrate members of the liberation forces those from the homeland structure (Kubu, 2010, p. 46). To not only extend the protection of South African waters but also include other African ports where needed. The South African navy has had a transformative initiative in the racial and gender changing face of the South African seafarer. Therefore, the navy can be viewed, in this study as an imperative platform of the EEA and AA implementation policy process in the post-apartheid maritime industry and South African navy.

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<sup>10</sup> Assimilation; from the Latin, assimilate, to make similar, is the process whereby newcomers to society are encouraged to give up their cultural way of life and accommodate as quickly as possible to values and culture of the host society. It is an ethnocentric, one-way process of cultural exchange, in that only the newcomer is expected to adapt, with the implied promise that group acceptance will be the social reward (Rosado, 1999, p. 3).

<sup>11</sup> Cultural pluralism; which is the recognition that in a cultural heterogeneous society the various racial/ethnic groups have the right to maintain their cultural identity and expression within the framework of the common economic development, political system and achieving social cohesion (Rosado, 1999, p. 7).

<sup>12</sup> Gender equality and equity; denotes women having the same opportunities in life as men, including the ability to participate in the public sphere, Gender equity denotes the equivalence in life outcomes for women and men, recognizing their different needs and interests, and requiring a redistribution of power and resources (Reeves *et al*, 2001, p. 2).

## **2.1. LITERATURE PERTAINING TO STUDY**

This chapter covers themes that are vital to the development and conceptualisation of the literature of the study. These include South Africa; Employment equity Act, Designated Group (Historically disadvantaged individuals), Racial discrimination during apartheid, Gender discrimination during apartheid, Apartheid and adoption of affirmative action, Impact of Apartheid education legacy, The growth and development of Durban port; South Africa's apartheid shipping history, Occupational segregation for men and women in the maritime industry and the establishment of the Naval flag under British colonialism from 1922-1946.

## **2.2. APARTHEID SOUTH AFRICA**

Apartheid in South Africa has its origins in legislative and customary measures, which formed the Union of South Africa in 1910. With each of the legislative policies aimed to develop and protect occupational opportunities for white South Africans in particular, whose forebears had arrived and colonized South Africa from 1652 onwards. Through militant colonization and segregation legislative implementation, resulted in a dominance which established the supremacy over the indigenous African (Bantu), Coloureds and migrant Indians (Lipton, 1989, p. 17). The apartheid government enforced segregation policy as means to ensure White racial supremacy. Apartheid deprived millions of South Africans of a fair and equal opportunity to compete for employment. Until the 1970s, an official policy of job reservation ensured that only those designated by the state as 'White' would be permitted jobs at skilled and better paid levels. Designated groups who were previously discriminated against under apartheid laws were not permitted to participate in any decision making structures of government (Kubu, 2010). These designated groups, were generally barred from jobs and further discriminated against in host of ways (Opprenheimer.M, 2014, p.1).

### **2.3. SOUTH AFRICAN APARTHEID HISTORY AND THE FOUR MAJOR RACIAL AND GENDER SEGREGATION POLICIES**

They are four Acts that stand out as focal policies towards a segregated South Africa, under Apartheid law. They were significant in constructing, maintaining and enforcing racial categorisation during apartheid, namely; The Population Registration Act 30 of 1950, The Group Areas Act, Act 41 of 1950, The Prohibition of Mixed Marriages Act 55 of 1949 and The Immorality Act 23 of 1957 (Mojapelo-Batka, 2008, p.7). These Acts sewed the fabric of racial, economic and social interaction amongst all South African citizens.

The Population Registration Act, Act 30 of 1950, provided the entire population to be classified according to racial groups, which would form the basis for the National Party's policy of separate development (Henrard and Smis, 2009,). The formulation and implementation rose from the white racial anxieties and fears that were running high during this period, consequently the labour market demanded an increase of urban Black population in lawfully considered white spaces/areas by the apartheid government resulting from labour pressures arising from the Second World War.

Henceforth since 1911, several Acts had a definition of race as their constituent part. Many of these definitions were contradictory and thus the Population Registration Act sought to clarify the confusion. Unfortunately, the legislation was not fully able to affect uniformity in the norms of racial classification (Barnard, Cronje&Olivier, 1986).

The Group Areas Act 41 of 1950, enforced residential segregation. Towns and cities made were divided into areas, each reserved for one race only. All blacks living in so called 'white' areas were forcibly removed to new areas, set solely for Black occupation as was done with Coloured and Indian citizens (Jacobs, 1970, p. 46).

Whilst the Prohibition of Mixed Marriages Act 55 of 1949 was an apartheid law in South Africa that prohibited marriages between people of different races. It was among the first pieces of apartheid legislation to be passed following the National Party's rise to power in 1948 (Jacobs, 1970).

In 1957, the government introduced the Immorality Act 23 of 1957, Section 16 of which prohibited all sexual interaction between White and Coloured, Indian and Black persons. The Act further placed the same restrictions on Coloured females, White males and Coloured males since many of Coloured citizens were born into or fathered by White European decedents. For this reason, the Act defined a Coloured person as a Non-European person. In effect, all sexual activity between the races was strictly forbidden (Boberg, 1977).

Hereafter in post-apartheid South Africa, the political thinking was to abolish all the old policies that had been systematically, linked with the apartheid regime and its discriminative policies and to introduce new policies in all the various spheres in the country (Du Plessis, 2009). The study looks to unpack the labour policies and highlight the EEA and AA transformation in the Durban harbour, focusing on racial and gender equalities in the education, training and workplace.

#### **2.4. REDRESSING SEGRAGARIONAL POLICIES IN POST APARTHIED SOUTH AFRICA**

The three spheres of the new democratic government in South Africa, has implemented various policies to redress past apartheid injustices. The creation of townships and homelands also isolated blacks in geographic zones with little or no work, thus creating a large pool of unskilled and unemployed labour (Vivek *et al*, 2006, p. 30). Poor education and resources resulted in, useless qualification or mismatch in occupational vacancy. Post-apartheid South Africa has quite literally, entailed redrawing lines on maps incorporating areas defined as ‘white and black under the groups areas act as single geographical and administrative entities by Redressing the means of education, training and reskilling for all races and gender (Hart, 2002, p.235).

#### **2.5. IMPACT OF APARTHEID EDUCATION LEGACY**

The mismatch between the available pool of employees and the market demand for specific qualifications and expertise that can be attributed to a number of causes, the most prominent being the legacy of the apartheid education system (HRDC, 2011, p.4). Morrow (1986), argues

that schooling is about processes of socialization, acculturation and development of skills that are instrumentally linked to their use in social, political and economic society (Carrim, 2006, p.172).

In post-apartheid South Africa, change attributed to black education on black occupational outcomes found that only 25% could be attributed to education. Blacks dominate both the poor and unemployed segments of the South Africa society. Consequently, South Africa is one of the most unequal societies (Ndleytana, 2014, p. 11). The remnants of this continues to prevail with restrictions for entry into the maritime industry, which persistent to be racked with financial, education and training challenges.

The education system for the non-white population, particularly blacks, constrained the acquisition of skills among the majority of the population (Vivek *et al*, 2006, p. 30). Apartheid schooling was designed and motivated to ensure that “White” South African are schooled in order to take managerial positions in society and be dominant in economic, political and social arenas of South African society, whilst “black” South African were being schooled explicitly to take a menial un/semi-skilled, interiorized positions particularly in the workplace (Morrow, 1986, p. 174).

South African maritime sociologist explains that the fragmented and multifaceted state of seafarer training in South Africa is directly attributed to apartheid based education programs (Trotter, 2008, p.196). The training and development of seafarers in South Africa had always been highly political and racialized (Kujawa, 1996). White South African citizens during apartheid experienced a positive relationship between occupational rank and race (Seefeldt, 2013, p. 17). While the military member service (including the navy) may include proportionate numbers of historically disadvantaged demographics, the institution would merely reproduce traditional racial hierarchy with the rank structure (Seefeldt, 2013, p.27). The ANC government was aware of the training problems encountered by “historically disadvantaged groups in the maritime industry (Ruggunan, 2005, p. 70). Henceforth, this deemed necessary that policy should be in place for transforming the national system of education and training (Mouton *et al*, 2012, p. 1212).

In 1996 the government adopted on white paper; that the national transportation policy as a ‘crisis of skills and basic education in the maritime labour market’. The government concentrated

on programs of education and training, to meet the growing demand of seafarers at both national and global levels. The skills development and EEA Acts were used as tools to assist the assimilation<sup>13</sup> of historically disadvantaged individuals into the maritime. With various arguments about the cause of unemployment in South Africa. Fragmented and fickle poor education system, from the misallocation of resources and funds; by previous government left the South African people in need of sectorial skills<sup>14</sup>, to assist government towards its mandate on skills development and job provision (Muthethwa, 2012, p.1).

## **2.6. MARITIME COLONIALISM BEFORE APARTHEID**

One of the many myths perpetuated in South Africa history subscribes that colonists moved onto an ‘empty land’ or at least only began to settle in the interior of the regions at about the same time as indigenous people (Seleti, 2015). As a consequence of Mfecane<sup>15</sup> should be exposed and discredited. It is clear that wherever the Voortrekkers<sup>16</sup> went, they found African societies that were better organized than they were. It was the balance of power between the African communities and the Afrikaner frontiersmen that determined whether the Africans could retain a large measure of independence or whether the whites could impose their authority and forms of involuntary labour (Seleti, 2015).

According to Koch-Baumgartner (2000), shipping was an intense national affair until the 1970s. Merchant ships and their seafarers were viewed as extensions of their nation states and power. Alfred Thayer Mahan distinguished that the influence of sea power can be distributed as a magnificent highway, with trade routes linking nations through sea lines of communication (SA

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<sup>14</sup> In her budget vote, the Minister of Labour stressed the following: “Alongside our sister departments, we realise the shortage of skills in our economy and are working to make a difference in this field. To this end, we have partnered with South African Maritime Safety Association to enable them to tap into our system for the cadets they want to put through the paces of training. We have also agreed to work with the DoHET to have these cadets placed at FET colleges. As you will hear later, we have also partnered with SETAs to provide training for youth and unemployed people.”

<sup>15</sup> **Mfecane:** also known by the Sesotho name Difaqane (scattering, forced dispersal or forced migration) or Lifaqane, was a period of widespread chaos and warfare among indigenous ethnic communities in southern Africa during the period between 1815 and about 1840 (Unionpedia.org).

<sup>16</sup> Voortrekkers: a member of one of the groups of Dutch-speaking people who migrated by wagon from the Cape Colony into the interior from 1836 onwards, in order to live beyond the borders of British rule.

navy, 2010, p.14). The maritime colonial power initially bypassed South Africa in their quest for power and profit in the east; the Portuguese mapped the coastline but did not establish a permanent shipping dock, as there were no recognisable exploitation resources with the indigenous population appearing hostile. it was only when the advantage of establishing a provisioning station for ships voyaging between Europe and the East Indies were perceived did the Dutch East India company decide to build a port in the Cape of good hope (Cape Town) (Christopher, 1994, p.13).

**Figure A. South African Gazette 26 July 1946. No1550 Apartheid Naval flag from 1946-1951.**



*Source: Image by Martin Grieve, 28 April 2004.*

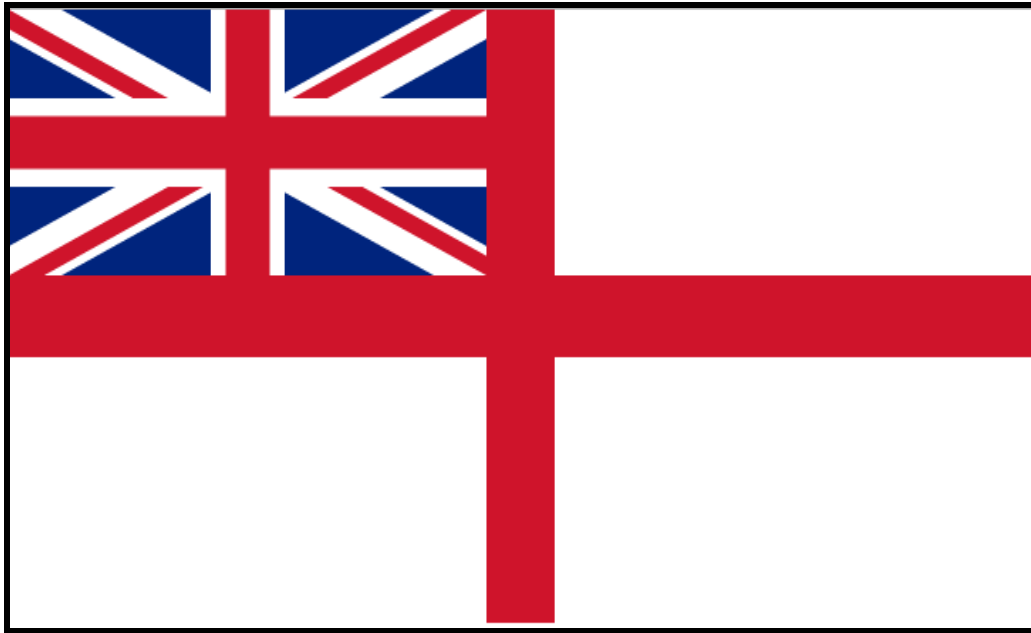
Hereby started it notified general information that the Union Government has decided with effect that the Naval force will adopt as their ensign a plain white flag with the National flag in the upper dexter canton<sup>17</sup>. After World War 2, the South African military discarded the British White Ensign and began to use a solid white ensign with the South African Apartheid flag in the canton.

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<sup>17</sup> Is a subdivision of a country established for political or administrative purposes.



**Figure B. South African Naval Service 1922 – 1946 renamed S.A. Naval Force.**



*Source: Image by Martin Grieve, 28 April 2004.*

## **2.7. THE HISTORY OF THE SOUTH AFRICAN NAVY**

The first officially recognized naval unit formed in South Africa was raised in 1885 in what was then the natal colony (Durban); the unit however served with some distinction as part of the British forces engaged in the second Anglo-Boer, and again during the Zulu rebellion of 1906 (Deane-Peter Baker, 2012, p.146). In 1905, the Cape colonial government (Cape Town) established as a branch of the Royal naval volunteer reserve (RNVR). With the 1910, formation of the Union of South Africa in the aftermath of the second Anglo-Boer war the RNVR unit was extended to include the whole union (Deane-Peter Baker, 2012). Guided by the Unions of South Africa segregation policies, which did not include or cater to people of colour/non-white. In 1912 under the command of the Royal navy<sup>18</sup>. The RNVR mobilized for service in World War 1, by

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<sup>18</sup> Royal navy; The Royal Navy (RN) is the United Kingdom's principal naval warfare force. The British navy became the Royal Navy after the restoration of the monarchy under Charles II in 1660. In 1664, the Royal Marines were set up.

contributing 12 officers and 267 sailors/ratings who between them served in every theater of the war (Deane-Peter Baker, 2012). The experience of the First World War convinced the Union of South Africa of a need for a full-time naval capacity. In 1922 the South African naval service (SANS) was established. The establishment of the SANS brought with it South Africa's first vessels and two minesweeping trawlers on loan from the Royal navy (Deane-Peter Baker, 2012, p.146). Despite the promising start of the SANS the global effects of the great depression led to severe budget cuts for the fledgling SANS, by 1934 all three of the SANS vessels had been returned to the Royal navy. From 1939 after the outbreak of second world war the SANS virtually ceased to exist, the pressing demands of the war stimulated the Union of South Africa to relaunch its full-time naval capacity under a new name; namely the South African sea ward defense forces (SDF). By 1945, the SDF authorized personal establishment had grown to more than 10,000 officers and ratings, with some 89 assorted vessels. The South African navy was again renamed in 1942 as the South African naval forces and in 1944 received its first genuine warships. In the aftermath of the Second World War, the navy underwent a name change once again, becoming well known in 1957 as simply the South African navy (Baker, 2012, p.147).

The period of South Africa's transition to democracy from 1990 to 1994 was a particularly agonizing period for the South African navy. The navy endured massive cuts that resulted to 23% retrenchments of its navy base personal, rather than disarm, demobilize and reintegrate the South African defense force. The South African navy today with the fall of the Apartheid regime led by the African National Congress (ANC) under the leadership of Nelson Mandela came to power since. The South African navy inherited by the new democratic government was in a poor state. The personal occupational cut effected the moral and operational capability with only two support vessels, reduced to one in 2005 (Deane-Peter Baker, 2011, p.147). Raising a concern that the South Africa navy might not survive, given the pressing socioeconomic needs that have been addressed by the new ANC government, with no neighboring threats South African was now at peace.

**Figure. 3 South African national flag alongside the post-apartheid South African navy flag.**



*Source: Mazibuko.M (2015)*

## **2.8. SOUTH AFRICA'S APARTHIED SHIPPING HISTORY**

Historically disadvantaged South African seafarers have not only been plagued by apartheid policies, but also by the international seafaring labour market (Talley, 2012). With disparities that presented barriers to mobility and migration for particularly black South African seafarers in the global market. International policies on South African seafarer's migration barriers were direct, in that they repudiated employment to foreign seafarers on a particular flag such as the indirect terms and conditions, of preferred race, gender, labour conditions and wages, which differed amongst different groups (example being the South African seafarer's you would be described as high wages employee, a less favored candidate) (Talley, 2012, p.327).

Apartheids racial and gender discrimination margins and rationales also influenced the development of the shipping sector. With South Africa's first overseas carrier, incorporated in 1946 only two years before the National party<sup>19</sup> took power. Its extension as an apartheid party's

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<sup>19</sup> National party; elected in 1948 was a 'White Afrikaner' that believed in superiority of the Afrikaner nation (Krantz, 2008, p.290).

ambitions was to gain more autonomy in international trade rather than relying on British shipping (Trotter, 2008, p. 192). From 1948 until the mid-1970s, Blacks<sup>20</sup> were not allowed to serve as officers aboard South Africa ships (Trotter, 2008, p. 196).

*“An older Coloured seafarer who worked on the ships during the 1960s and 1970s reported that they did not find the racial discrimination on ships distressing. It resembled their shore-side experiences, which they had accepted as the horizon of their expectations under the white government”* (Trotter, 2008).

Even after apartheid recruitment and promotion of people of Colour as officers remained limited. *“Capt. Edward Snyders one of the first Coloured’s to be trained as an officer was offered a ranked position only because the government wanted to continue trading with Australia, which was demanding that South Africa integrate its officer corps”* (Trotter, 2008). Unfortunately, he was denied access to the General Botha College a seafaring training academy that was exclusive to Whites. This discriminative motives opened the door to discriminatory practices within the South African maritime industry, ship-owners could and still do indulge their preferences for particular groups on the basis of skills, nationality and costs (Talley, 2012, p. 328).

## **2.8. SOUTH AFRICAN SEAFARERS OCCUPATION**

From the 1970s South Africa shipping industry employed, on a casual and permanent basis approximately 6,000 seafarers of varying skills (Ruggunan, 2005; 68). Today “Blacks” (African, Indian and Coloured’s) form part of this thriving maritime industry in South Africa. Which currently has 1.25 million seafarers; approximately 25000 of these are women seafarers (Thomas, 2004, p. 309). Whilst officers are predominantly white according to (Lane *et al*, 2002). With the development and employment of seafarers in South Africa being highly political and racialized (Kujawa, 1996). South Africa has a strong seafaring tradition and history, predominantly contextualized by ‘White’ racial dominance in training and seafarer occupation (Ruggunan, 2002, p. 5). South Africa needs to be training about 3000 to 4500 seafarers annually to reach the target, however with no coherent human resource development strategy, programme and plan to capture a share of those jobs unemployment in South Africa will persist (Makhele,

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<sup>20</sup> Blacks; African, Coloured and Indian South African citizens

2013, p. 17). Henceforth equitable participation in South Africa should be claiming a share of 30000 to 45000 seafaring jobs in international shipping (Makhele, 2013, p. 16). Training and development in the South African shipping industry has to take on board the exigencies of global completion, new certification regimes and mostly importantly the pressing need for equity and upward mobility of black seafarers (Ruggunan, 2002). In order to ensure that new recruits fully comply with the definition of the right quality, they are to undergo a civic education programme, which includes instilling the vision, mission and values of the DOD and SANF, A code of conduct and the basic maritime and military professionalism (Kubu, 2010). It is not an unfair practice to provide additional specialised training after recruitment for employees from designated groups. It is, however suggested that training be applied across the board to meet company requirements (Kubu, 2010, p. 40). Democratic government has made legislative measure in trying to include historically disadvantaged individuals as part of the prominent maritime work force. The transformation of defense, which is inclusive of the South African navy, began in January 1994 even before the national elections in April.

**Figure. 4 Ratings come into a dock and tie up at a wharf in the S.A.S ISAAC DYOBHA**



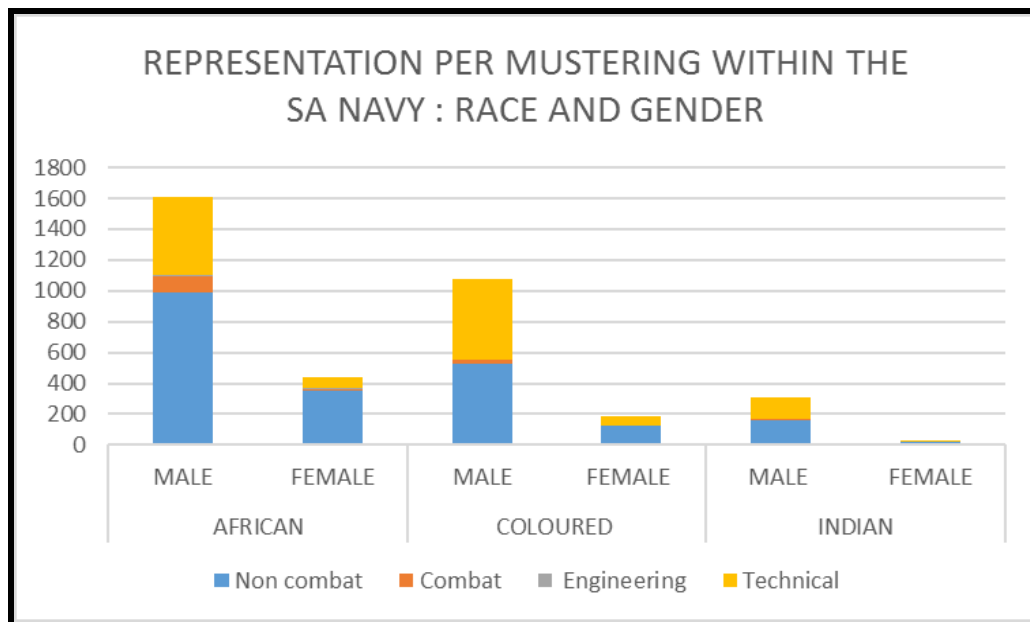
*Source: Mazibuko, M (2015)*

**Figure. 5 Officers and ratings seafarers working together**



*Source: Mazibuko.M (2015)*

**Figure\_ 1 Representation of seafarers within the SA Navy: by race and gender in April 1998**



*Source: (Kubu, 2010, p.60)*

## **2.9. INFERIORITY COMPLEX UNDER APARTHIED**

Under apartheid South Africa, historically disadvantaged individuals experienced both direct and indirect methods of racial and gender discrimination from legislative segregation policies and social racist society. The direct racial and gender discrimination refers to the unequal treatment based on racial gender or related policy criteria (Rafele&Duncan, 2003). While indirect discrimination on the other hand, refers to the tendency to adhere to the equal treatment of different racial groups under systematically unequal conditions, which leads to the creation or perpetuation of patterns of racial inequality (Mojapelo-Batka, 2008, p. 23). Despite all considerable and profound changes in the industry, labour is the primary factor of maritime sector and it is still organized, on the basis of occupation hierarchical structure between officers and ratings aboard ship (Celik, 2009, p. 1049). Occupational hierarchy can still be observed, with officers and ratings occupying different spaces with separate dining and living courters.



**Figure. 6 Officers Television Lounge and dining room**



*Source: Mazibuko.M (2015)*



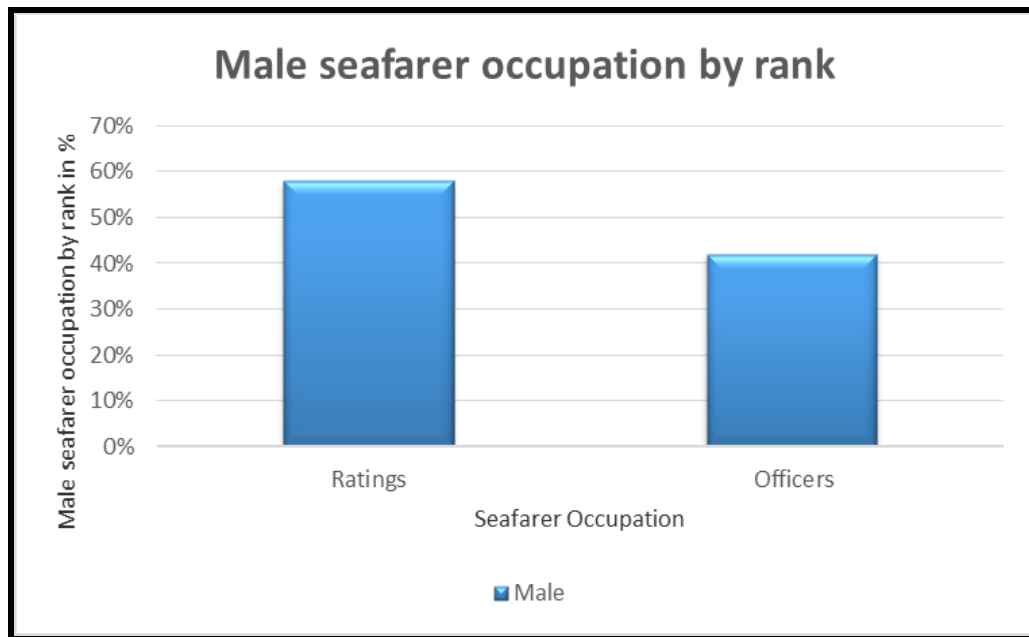
**Figure. 7 Senior and junior ratings dining hall**



*Source; Mazibuko.M (2015)*

During the first few decades of apartheid, the shipping companies followed the governments led policies, especially regarding the rule that Whites South African citizens could never serve under a non-white individual or institution (Trotter, 2008, p. 201). This rule under the white apartheid government reinforced the status of inequality, racial special segregation and creating inferiority complex amongst historically disadvantaged individual working on-board the ships. Status inequality was the norm, as officers and ratings were separated by a caste-like boundary, with members of each group only able to move up within respective castes (Trotter, 2008, p.197). Spatial segregation was also built into the very architecture of ships as, recreation rooms and sleeping quarters were segregated between officers and ratings (Trotter, 2008, p.197).

**Figure\_ 2 Representation of male seafarers by occupational by rank in the SA Navy: June 1995**



*Source: (Kubu, 2010, p.58)*

## **2.10. HIERACHIES OF EMPLOYMENT IN THE SEAFARING PROFESSION**

Officers are perceived as the most valuable human resource professionally, although companies do not manage issues related to their employment application with the same practices (Progoulaki, 2010, p. 580). At sea, sailors are all responsible for different aspects of the ships operation or maintenance. Although Whites seafarers are over-represented in the scarce skills mustering's. Africans also indicate an under-representation in both the support and scarce skills mustering. The implication of over-representation of Asians and Coloureds entails that emphasis should be on the recruitment of Africans in the short to medium term (Kubu, 2010, p. 61). Although officers could not simply treat the ratings as an expendable or interchangeable units of labour because each had his own specific duties in which he/she had been trained and was proficient (Trotter, 2008, p. 201). Each rank characterized by level of education, skill and experience.

### **2.10.1 LOW RANKING**

Low ranking seafarers are all the unskilled workers that are calculated at 16% of the human capital in the sector; these workers are not involved in any work that needs skill or experience with a satisfactory Grade 12 matric result and have passed the 6 months basic training, they are defined as “Ratings” with no specified mustering in the maritime industry. (Jon *et al*, 2006, p. 25)

### **2.10.2. MIDDLE RANKING**

Middle ranking seafarers are all the employees that get paid the average wages or salaries in the maritime industry, in most cases, they are workers that have not received any tertiary education and there for employment is carried by their skill and experience, they make up 60% of the human capital working in the Durban maritime industry (Coller *et al*, 2006, p. 25).

### **2.10.3. TOP RANKING**

Lastly the top ranking officials in a ship, is made up of only 24% of the working force in the industry, these are all the workers that have completed tertiary education and involved in the important functions of the maritime industry and ship/ships which dominantly the ships’ Master/Captain, Including officers’ performing deck or engine watch keeping duties (Coller *et al*, 2006, p. 25). Each of the ranking as listed from lowest to highest will be used as a measuring tape, to understand who occupies which level and how each level has transformed post-apartheid South Africa to include historically disadvantaged individuals as a result of EEA and AA labour policy transformation.

Labour Policy is an umbrella term, that encompasses all labour related Acts. A policy that includes the EE Act No 55 of 1998. A key Act in this study, which recognizes as a result of apartheid and other discriminatory laws and practices, that there are disparities in employment, occupation and income within the national labour market. That cannot be redressed simply by repealing discriminatory laws. Although in post-apartheid South Africa the seas, first decade legislation Act implemented between the years 1994 to 2003 showed no evidence of policy implementation, that is directly directed to the equity and redressing of racial and gender discrimination of South African seafarers (Vrancken, 2004, p. 1).

By virtue of any ship working on the South African shores, the ship must register under the South African shipping registration policy. Which can subsequently force all ships working in South African port to adhere to the EE Act, 55 of 1998, issued in terms of section 25 in chapter 3 of the Department of labour. Which consequently implies the implementation of AA policies, to help redress the imbalances of the past (Regulation Gazette, 2014). This provides the incentive for change and instruct historically white company owned industries to become inclusive of all South Africans. Targeting occupational differences between average annual incomes, Amongst Black, Coloured, Indian and White South African citizens both male and female. Implementing equal pay of equal rank, can remedy the socioeconomic gap amongst different race and gender for South African seafarers.

They has been socioeconomic and political changes experienced after the 1994 first democratic elections in the Republic of South Africa. Mojapelo-batka (2008) states that the transformation from apartheid to democracy has had implications for the identity dynamics as understood in the context of occupational hierarchy by race and gender. Social category and social identity have an evaluative component; that perceives as either positive or negative (Mojapelo-batka, 2008, p. 22). The outcome of this social comparison process is a graduation or grading difference, status and occupational hierarchy. The group perceived to be relatively superior to another. The development of the individuals' necessitates the development of the identity model has a social psychological approach to identity formation that integrates psychosocial understanding of identity. While sociologically, it is based on the global economic and political spheres (Jame *et al*, 2002, p. 574). The democratic governments mandate towards economic transformation in South Africa needs to create jobs and to expend the South African maritime industry to benefit historically disadvantaged South Africans on socioeconomic terms.

## **2.11. SOUTH AFRICAN WOMAN SEAFARERS**

The focus on gender differences provides a series of important empirical results. Globally shipping is considered to be traditionally a male industry and there is still considerable resistance to women workers (Thomas, 2006, p. 172). The South African government notes the need for taking action in critical areas of concern previously identified as barriers towards women's empowerment from poverty, education and economy with institutional mechanisms for the

advancement of women (Cele, 2003, p. 7). In the South African patriarchal society, women are still perceived to be incapable of performing well when compared to the male counterpart and are therefore paid less, although male and female comparative research in the workplace states otherwise (Cele, 2003, p. 4). This patriarchal ideology justified occupational segregation by asserting that men are more adapted in the public sphere such as the shipping industry; while women have remained in the domestic sphere within the home or family environment. A combination of social attitudes and gender inequality in education and training has largely contributed to occupational segregation, resulting in men and women being streamlined into different trades, professions and jobs (Cele, 2003, p. 32). Men and women commonly have different jobs, with different representation in the hierarchy of positions within occupational institutions (Cele, 2003, p. 32.). The South African maritime sector remains a very male-dominated institution, hence integration and participation of women has been slow (Cele, 2003). The maritime industry through the reform initiatives and processes in South Africa, have implemented legislation such as AA as a means towards achieving the empowerment of women in the maritime industry (Cele, 2003, p. 21). The former AU commission chairperson Nkosazana Dlamini Zuma has also made a number of important statements. Calling for the greater participation of women in the maritime industries, especially in the development of Africa's blue economy (The guardian, 2015). AA challenges of gender inequality have been very encouraging with a number of them already showing empirical positive results and consequences. Hence, there have been considerable improvements in the conditions of women in the past years. With significant strides made in towards education where a literacy rate for women has risen with the important observation that there is still a gender gap, but has been narrowing over the years (Cele, 2003, p. 21).

“Ratanang Maremane born and bred in Soweto, Gauteng, has been one of the women pioneers in the maritime industry in her career path as a Diver for South African Navy and Transnet. Maremane is currently a cooperate diver for Transnet and she is also on her final year as a Civil Engineering Student at Walter Sisulu University (WSU). Maramane qualified as a SA Navy Diver in 2007 when she made it as a second black female Diver. In 2011, she obtained her Class III commercial diving qualification from Seadog Commercial Diving School where she was recorded as a first black SA female to qualify at the school. Shortly after that, she qualified to be

a Class III diver. Transnet National Ports Authority – Port of East London in the capacity of a commercial diver, then appointed her. She also made it as a first female diver to work for Transnet”.

**Figure. 8 Ratanang Maremane first female diver to work for Transnet**



*Source: EMC (2016)*

“I still believe it was a *calling* because I wanted to become a fighter pilot, hence I applied for a learner ship programme with the SANDF. I was accepted into the learner ship. However, after the learner ship I received a contract that instructed me to report to the SA Naval Base in Saldanha Bay. I qualified to be a SA Navy Diver in 2007. I resigned from the SA Navy in 2008 and I worked for the South African Heritage Resources Agency (SAHRA) since 2009 as a scientific diver,” Says Ratanang

“We worked on a project to document all Heritage Shipwrecks in the South African Coastline. I converted my SA Navy Diving Qualification to a Class IV commercial diving qualification at UCT (UCT Research Diving Unit). In 2010, I was appointed to work on a project in USA to document the English China Ship Wreck, which lies in the American Coast line. The project was

funded by the George Washington University.” Ratanang Maremane continued to state, “She has also worked on numerous projects and field schools in and around Robben Island Museum in collaboration with Leiden University in Netherlands. In 2011, she obtained her Class III commercial diving qualification from Seadog Commercial Diving School. Shortly after that, she qualified to be a Class III diver. She was there after appointed by Transnet National Ports Authority – Port of East London as a commercial diver”.

“I wanted to become a pilot. This was a calling. I neither planned nor dreamt about it. It happened. When the opportunity presented itself, I grabbed it with both hands and I must say I am still enjoying my career despite it being a male dominated environment,” She says.

Maremane wants to merge her Commercial Diving Qualification with Civil Engineering qualification so that she can specialize on Underwater Structural Designs (harbours and bridges).

“With my experience in commercial diving I saw the gap in the industry and therefore decided to equip myself for the benefit of our country and this is a very rare combination of skills. Normally engineers depend on commercial divers for information about the underwater conditions or construction information for the purpose of designs. I can do both, why not?” Says the absolute ambitious woman. Maremane will also obtain her qualification as a Commercial Diving Class III Supervisor and should be obtaining it in a month time. She describes her current job as a much-specialised field. She says it is mainly civil works. “It entails technical diving, which entails underwater damage control on ship hulls and structures, maintenance and repairs on harbour infrastructures as well as wave rider buoys, sending information to vessel traffic controllers about wave action, current, water temperatures and tidal actions and navigational buoys and guide ship navigation when entering and exiting harbours. This also involves underwater welding, cutting, drilling. This type of work is extremely labour intensive and therefore one needs to be physically fit and 100% medically fit as it’s a dangerous nature of work” She says. She stated that Diving is not one of those careers that one can just undertake for the sake of being employed. She says one willing to become a diver has to have a certain level of an adventurous personality.

“One need to be technically minded and Matric Mathematics and Physical Science are a need, biology is also very advantageous. One needs to be a good swimmer as well,” says Maremane.

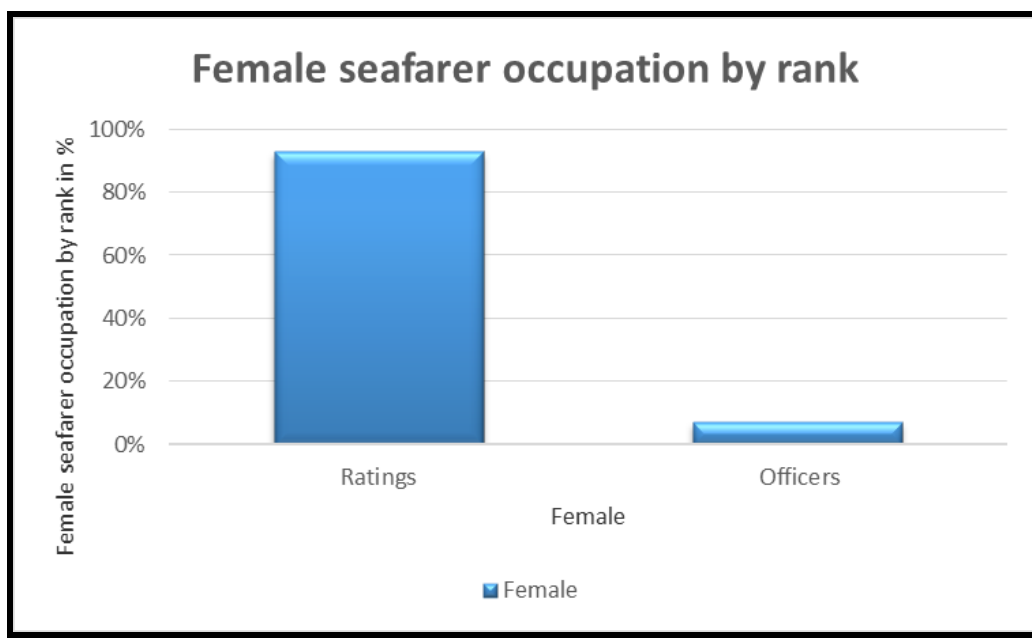
She says there is a great need for women to be exposed to this field.

“Opportunities are there, however I feel that the Youth, particularly from inland are not aware of certain career fields. I was not aware that there is such a thing as commercial diving before I joined the SA Navy. The dangerous nature of the job is also definitely one of the reasons why there are not enough females in the industry. One other challenge to the non-white community is the fear of water and the myths that come with it.” Articulates Maremane.

As a woman who has been a pioneer in some aspects Maremane’s dream is to become one of the country’s first underwater structural engineers.

South Africa profile in the EMC mirrors many of the responses, alluded by the SA navy participants. Racial and gender inclusion in the democratic South Africa. Many of the events experienced by Ratanang Maremane prove to be similar.

**Figure\_ 3 Representation of female seafarers by percentage among Officers and ratings.**  
**Occupational by rank in the SA Navy: June 1995**



*Source: (Kubu, 2010, p.58)*



## **2.12. SOUTH AFRICAN MARITIME LABOUR MARKET**

The function of any market is to bring buyers and sellers together. In the maritime labor market, the demand for seafarers is a derived demand (Talley, 2012, p.328). Seafaring labor is demanded for shipping services which in turn is derived from the demand for the products being shipped the South African seafaring labor force being not being a homogenous entity, has in post-apartheid South Africa associated individuals with different education, training and other characteristics and capabilities (Talley,2012). Historically the South Africa labor market was a distorted one, with access to education, skills, managerial and professional work based on race and ethnicity (Thomas *et al*, 2004, p. 39). Unlike other labor institutions and markets in South Africa, the maritime industry seafarers supply has been influenced by national and international institutions and social factors which are absent in other factor markets (Talley, 2012, p. 321). The South African maritime industry as an emerging important market that can offer promising prospects for shipping especially in Africa (UnitedNations, 2014, p.15). In 2013, South Africa was one of the emerging participants in the market of dry-bulk exports, which includes the steel production, consumption and iron-ore shipment. Evidence of a potential maritime country, which is adapting and growing in the global maritime market. The world's shipping industry has always been multinational and used international crew. There has been a sharp rise in the world seafarers' labor market in the past twenty years due to globalization. The profound transformation caused by the process of globalization of the economy is having a strong influence on the international freight transport sector (Carlos Perez-Labajos and Beartiz Blanco, 2005, p. 553). With an increase of cheap labour from developing countries<sup>21</sup> as a means to reduce the labour cost in the maritime industry (Zhao, 2001, p. 4). The sheer range of new labour sourcing countries that combined with the scale of which new labour markets were being created and marginalized that made this trend historically unprecedented.

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<sup>21</sup> Developing countries; <sup>21</sup> is poor agricultural country that is seeking to become more advanced economically and socially.

**Figure. 9 The Durban port in early 2016, was expecting the arrival of a 366-meter long, super container ship The MSC FABIOLA.**

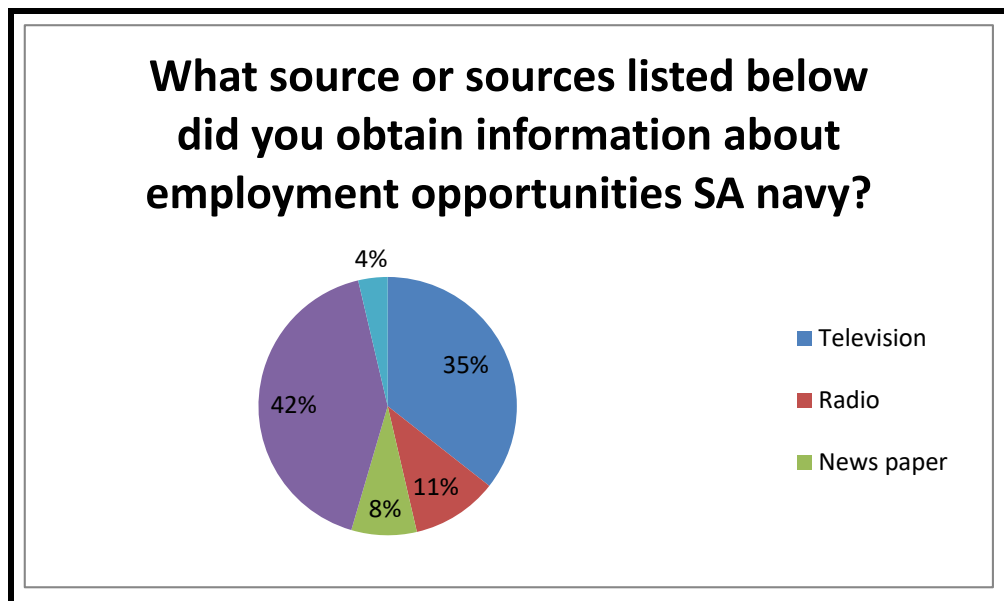


*Source: EMC (2015)*

The formation of the new maritime labour market in a post-apartheid South Africa resulted in the creation of the working class under a democratic regime (Ruggunan, 2008, p. 5). (Bonnin *et al*, 2006) identified that this labour market could not be viewed as a homogenous entity, there was a hierarchy that existed that defined seafarers, based on “rank” level, which was undisputed categories by race, with the ‘white male’ viewed as superior; by race and rank and other racial groups viewed as inferior. Historically disadvantaged seafarers’ occupation ranked as “Ratings” as the “working class” of the seas. Dominantly white males’ occupation constitutes of ‘Officer’ ranking. Skill and experienced by these seafarers was intertwined with their nationality and race (Ruggunan, 2005, p. 66). While the ‘working class’ or ‘ratings’ are categorized and labeled as ‘designated groups<sup>22</sup>’. Post-apartheid labour market has focused on redressing the racial and gender inequalities in order to redress past imbalances (Ruggunan, 2006). The EE and AA are two critical pieces of legislation that the South African labour market and government through promoting democratic policies has made it, its mandate to implement and transform South

African seafarers (Tladi, 2001). One of the challenges in the South African maritime industry and SA Navy is to ensure that the dissemination of the required information is fast tracked to ensure quicker transformation of the institution.

**Figure\_ 4 Representation of male seafarers by occupational by rank in the SA Navy: June 1995**



*Source: (Kubu, 2010, p.22)*

Furthermore, the labour market has focused on the racial demographic quotas set in the *Defence Review of 1998*, which stipulated that Africans should be set at 64 percent, Whites at 24 percent, Coloureds at 11 percent and Asians 1 percent. Based on the total strength of the SA Navy as indicated above which was set at (4720) in 1998. Africans need to increase by 21 percent, Asians 6 percent and Coloured by 15 percent respectively. The above graph indicates that Asians and Coloureds are over-represented mostly

Labour Policy is an umbrella term, that encompasses all labour related Acts. A policy that includes the EE Act No 55 of 1998. A key Act in this study, which recognizes as a result of apartheid and other discriminatory laws and practices, that there are disparities in employment, occupation and income within the national labour market. That cannot be redressed simply by repealing discriminatory laws. Although in post-apartheid South Africa the sea first decade

legislation Act implemented between the years 1994 to 2003 showered no evidence of policy implementation that is directly directed to the equity and redressing of racial and gender discrimination of South African seafarers (Vrancken, 2004, p. 1).

By virtue of any ship on the South African shores, registered as a South African ship. Should be forced to adhere to the EE Act, 55 of 1998, issued in terms of section 25 in chapter 3 of the Department of labour and implement AA policies to redress the imbalances of the past. This provides the incentive for change and instruct historically white company owned industries to become inclusive of all South Africans. To target occupational differences between average annual incomes, between Black and White South African citizens. Implementing equal pay of equal rank, to remedy the socioeconomic gap between Black and White South African seafarers.

Economic and political changes experienced after the 1994 first democratic elections in the Republic South Africa. Mojapelo-batka (2008) states that the transformation from apartheid to democracy has had implications for the identity dynamics as understood in the context of occupational hierarchy and race and gender. Social category and social identity have an evaluative component; that perceives as either positive or negative (Mojapelo-batka, 2008, p. 22). The outcome of this social comparison process is a graduation or grading difference, status and occupational hierarchy. The group perceived to be relatively superior to another. The development of the individuals' necessitates the development of the identity model has a social psychological approach to identity formation that integrates psychosocial understanding of identity. While sociologically, it is based on the global economic and political spheres (Jame *et al*, 2002, p. 574). The democratic governments mandate towards economic transformation in South Africa needs to create jobs and to expend the South African maritime industry to benefit historically disadvantaged South Africans on socioeconomic terms.

## **2.12. CONCLUSION**

This chapter contextualized the literature review, which sets off, with the apartheid South African history. This sets the scene for the discriminative policies and experiences of the historically disadvantaged South Africans throughout apartheid to post-apartheid South Africa. Highlighting the legislative development of apartheid South Africa to post-apartheid.

Consequently, stressing the four major gender and racial segregational policies implemented during apartheid. Describing the importance of introducing EEA and the adoption of AA in the workplace, two both vital policies and legislations in the department of labour document. Understanding the impact of apartheid education has been empirical in unfolding the education and skills/training backlog, dominantly amongst the historically disadvantage individuals. The chapter has further illustrated the importance of education towards occupational opportunities specifically in the maritime industry.

Apartheid shipping history is well defined in it purposes of construction and development of the South African navy from the 1800's up to the early 1900's. Analyzing the selective legislative laws during this time, contributes to the occupational structure, witnessed during and after Apartheid in South Africa, specifically in the maritime industry. The redressing of post-apartheid legislation opened up doors for individuals previously discriminated in the industry. This meant entering the seafaring society posed well-defined inferiority complexes for difference individuals hoping to be part of the transforming maritime landscape post-apartheid. The limited education and training/skills during apartheid amongst historically disadvantaged individuals has made transformation move slower than anticipated.

The impact of apartheid education legacy towards the, compulsory education required in the maritime industry makes finding occupation very difficult. The South African labour market has been analyzed to understand the occupational regulations for South African seafarers on a global scale. South Africans who qualify to be South African seafarers' under today's labour market regulations, face occupational competition, with the nature of occupational conditions between the South Africans registered vessels and the circumstantial of registered ships under South African flag of convenience registry. Consequently, the background of the South African seafarer occupation, particularly the officers and ratings when measured globally, puts South African on the back foot. With a small, number of ships owned by South Africa on our shores, results to a limited occupational preference. However, the adoption of affirmative action and the rise of South African women seafarers gives a perspective of a reformed South African maritime labour market for all racial and gender in South Africa. The final goal of the South African

maritime industry is a well-managed transformative workspace, where it should not be possible to distinguish between race and gender based academic or training background.

## **CHAPTER THREE**

### **3. CONCEPTUAL FRAMEWORK**

This chapter defines and covers various key conceptual themes that support the changing face of the maritime industry in a post-apartheid South Africa. Defining; (a) Apartheid (b) Designated/Historically disadvantaged individuals (c) Education (d) Race (e) Employment equity Act, 55 of 1998 (f) Affirmative action (g) Maritime (h) Seafarers (i) officers (j) Rating (k) Mustering.

The chapter's structure gives a cohesive, holistic overview and understanding of how the political policy, legislation and regulation contribute to the social transformation and interaction of a particular society of seafarers' representivity amongst the different demographics in the Durban naval base. Representivity refers to the racial and gender composition of public service. The South African White paper on the transformation of public service Act 47 of 1997 and Employment Equity Act 55 of 1998, require the legitimacy of the South African navy as an empirical arm of public service (Kubu, 2010, p.46). This part of the study will define and contextualise the relative sociological concepts that are critical to the development of the study. Illustrating conceptual themes that shape the policy and sociological world with each contributing to the other, understanding how legislative policy implementation can result to social change<sup>23</sup> in any society.

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<sup>23</sup> Social change is defined as the alteration of social interactions, institutions, stratification systems, and elements of culture over time, and with relatively important consequences (Chisaka, 2016, p.2).

### **3.1. DEFINITIONS OF KEY CONCEPTS**

#### **a) APARTHEID**

*“If nothing is done to change social relation and equality to historically disadvantaged individuals to gain access to resources and the means to overcome economic marginalisation of the past the patterns of control, ownership and management that have been produced by historical apartheid policies and the apartheid system would remain unchanged even in a non-racial, non-sexiest democratic South Africa (Adams, 1993, p.11)”.*

Apartheid is generally said to have started after the 1948 elections of the National Party (NP), as an implemented and operational policy mandate (Davenport, 1991, p. 519). The aim of apartheid was to maintain White racial dominance while extending racial segregation. (Henrard and Smis, 2009,) highlighted that apartheid was characterised by its central policy of ‘divide and rule’ a notion ensuring white survival and hegemony by dividing the non-white population along racial and ethnic lines (Kashula, 1995, p. 98). Consequently, apartheid was suitably described as a pervasive system of affirmative action for the white population (Sech, 1992, p. 98).

#### **b) DESIGNATED GROUP/HISTORICALLY DISADVANTAGED INDIVIDUALS**

For the purpose of the study, the definition of historically disadvantaged individuals should be viewed as an extended notion under the designated group conceptualisation, within the South African labour department constitutional document Procurement policy schedule, 2012). The document defines historically disadvantaged individuals South African citizens, who had no franchise in national elections prior to the introduction of the constitution of the republic of South Africa; namely female and individuals with disabilities. Therefore, to designated group of individuals as black people, women and people with disabilities. This definition is inclusive of a wider demographic range of historically disadvantaged individuals that can be categorised as the designated group in today’s franchise enterprise and workplace.

#### **c) EDUCATION**

Studies of apartheid education in South Africa have been informed centrally by the experiences of racism and abject authoritarianism (Kallaway, 1986). Ranging from racial segregation of schools, the patent inequality towards educational provision and the banning of educational



organisation and information misconnection, with no recognition of black views and experiences in the construction of knowledge (Nkomo, 1990). South Africa lacks equal academic standards in terms of sourcing of sufficient youth to work in places like the maritime industry and SA Navy. Although much of the black youth is available and interested, in respective careers. In post-apartheid South Africa, the window of opportunity brought about by a change policy transformation and the population age structure (Lehohla, 2011, p.28), requires that the quantity and the quality of education to be improved (Keswell, 2004, p. 35).

#### **d) RACE**

The idea that race is socially constructed is a widely accepted within social science discipline (Obach, 1999, p. 252). Burr (1995) suggests that our identity originates not from inside the person but from the social realm. Race functions in our society as a social category with meaningful consequences, which are both material and intangible. Henceforth race must be viewed, as a social construction that is human interaction rather than natural differentiation as the source and continued basis for racial categorisation (Lopez, 1994, p. 196).

#### **e) EMPLOYMENT EQUITY ACT, 55 OF 1998**

EE Act, 55 of 1998, issued in terms of section 25 in chapter 3 of the Department of labour document. “An employer must implement affirmative action measures for “designated groups” to achieve employment equity” (RSA, 1998a, p. 1). Designated groups are ‘black people, women and people with disabilities that have historically been marginalised and discriminated against during the apartheid era in South Africa’ (Mswela, 2016, p.74). Legislative policy to help redress the imbalance of the past.

#### **f) AFFIRMITIVE ACTION**

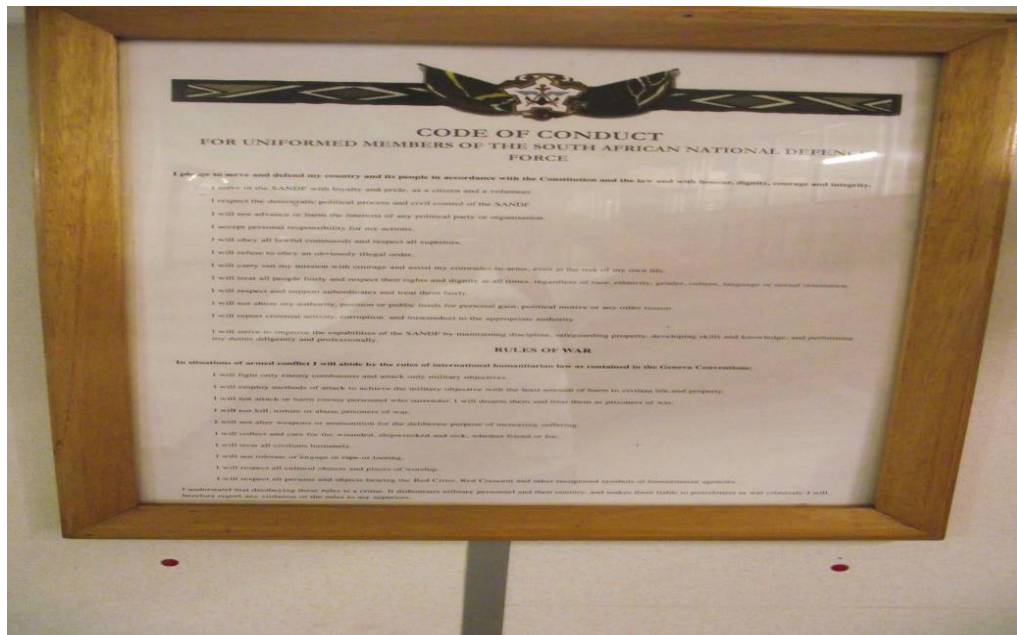
In the post-apartheid South Africa, compensatory justice is at the heart of our legal system, and it demands that individuals who have been victims of Apartheid should be provided with compensation. The implementation of black economic employment and affirmative action in reducing inequality was necessary. Hence political constituents, in the ruling party post-apartheid South Africa; argued that ‘race’ and ‘gender’ must be used as a proxy for disadvantaged individuals who have experienced state racial and gender injustices in the past. Since race and

gender where the main proxy of occupational discrimination in the workplace during apartheid. Direct preferential treatment to 'Black 'men and women in South African is necessary to remedy and redress occupational discrimination. The post-apartheid democratic government aims to continue this transformative process until every level of employment compliant with the policies mandate (Opprenhimer, 2014, p.1).

There is also an important role for government in facilitating career development, not only to support the development of a knowledge economy but also to avoid the consequence of some people being excluded from having careers in any meaningful sense (CEDEDOF, 2008, p 14). Affirmative action implementation and programmes compliments equal employment opportunities. Where a certain race group or sex dominate the workforce, certain level of discrimination should be exercised to level the playing field, in order to ensure equal representation in the workforce (Kubu, 2010, p. 41). Affirmative action has a meditating function to ensure that inequalities are addressed; it therefore has a profound effect on the public agency procurement (Kubu, 2010, p. 45). It is based on social equity and the constitutional imperatives of the country.

*“According to (Pretorius, 2001, p. 403) AA are measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer”.* AA seeks to implement the broad equality objectives of the constitution of the republic of South Africa in the field of employment by prohibiting all forms of unfair discrimination in the workplace (Pretorius, 2001).

## SANDEF CODE OF CONDUCT



Source: Mazibuko, (2015)

When entering the South African naval base in its main foyer, has hung a visible code of conduct for all seafarers in the naval base and uniformed members of the SANDEF. The code of conduct require all uniformed seafarers “to pledge to serve and defend their country and its people in accordance with the *constitution* and law with honour dignity courage and integrity. Evidence of EEA and AA is noted under the 8<sup>th</sup> code of conduct regulation pledge. Which reads as follows, *“I will treat all people fairly and respect their rights and dignity at all times, regardless of **race**, ethnicity, **gender**, culture, language or sexual-orientation”*.

### g) MARITIME

Maritime industry consequently composes of shipping and the ports dimensions. This is the most globalised industry, with assets present in every market (Rodrigue, 2010, p. 3). The maritime shipping is highly globalised industry in both operation and ownership (Rodrigue, 2010, p. 7). With operation demanding a competitive and skewed labour market, while ownerships seek for the cheapest and well qualified and skilled labour to work on their shipping.

## **h) SEAFARERS**

The seafarer is the archetypal international worker, employed on board vessels registered under differing FOC's owned and operated by citizens of many countries (Talley, 2012, p. 321). Seafarers have been defined in the context of globalization and international labor migration as transversal circulators at the peripheries of transnationalism (Borovnik, 2005, p. 135). A seafarer is any person who is employed, engaged in or works in any capacity on board a ship (DepofTransport, 2006). Those include ship officers and ratings manning the ships, cadets, service providers and company representatives. The world views seafarers as one of the first truly international, mobile and global workforce. Comprising of individuals from disparate geographic and cultural backgrounds. They are part of the international labour pool of workers. That includes those employed by multinational companies; networking, production, immigrant workers, transient migrant workers (Transport&Communication, 2012, p. 3). Seafarers work on a range of different vessels, operating different trades with a diverse range of work conditions (Thomas, 2010, p.59).

## **i) OFFICERS**

Officer seafarers refer to tertiary educated shipping crew. Officers can be deck or engine Officers, a deck Officer duly licensed in the deck department performing navigational watch, whilst engine Officer in the engine department performing engineering watch and lastly depending on the type of vessel, officers can be found in high ranks/positions in the industry. (DepofTransport&Communication, 2012, p. 3).

## **(j) RATINGS**

Rating refers to a ship's crew; ratings are the highest labour cost based on the mass occupation needs for ship owners (Ruggunan, 2008, p. 2). Available literature on rating describes them as 'general workers' who are relatively unskilled and have less training than officers. They are commonly found in developing countries and underdeveloped countries such as South Africa, India and Philippines (ILO, p. 1996).

## **k) MUSTERING**

Any field of specialisation with the DOD, mustering includes combat, technological, driving logistics and many other specialisation with the SA navy (Kubu, 2010, p.17).

### **3.2. RACIAL DISCRIMINATION DURING APARTHEID**

*“When we treat people differently, we must do so for morally relevant reasons. Sexism is wrong because it arbitrarily discriminates against people on the morally irrelevant basis of their sex. Similarly, treating people unequally because of their language, religion, or sexual orientation is unjust because none of these factors provide. Morally relevant reasons for different treatment. Race is no more morally relevant than any of these other attributes (Oppenheimer. M, 2014, p .2)”*. It is common to ascribe South Africa’s inequality and racial discrimination to apartheid (Van der Berg, 2010). Racial discrimination under first British colonial rule and then apartheid distributed the spoils of economic growth along racial lines, which laid the foundation for patterns of further development and privilege in a society stratified by race (Van der berg, 2010, p. 3). During this era in South Africa, in the absence of special ministerial permission, officer training was only available at white technical training institutions. These technikons were not open to blacks. After 1988, some universities began to openly defy government policy and admitted black students with ministerial permission. However, both the technikons offering officer training only granted access to black students in 1996 (Bonnin et al, 2006, p. 82). Some of the biggest misconception of applicants racially in the navy today is that the majority of the African race think you cannot join the SA navy if you cannot swim. Which is not true, swimming is a recruitment for divers. So it is with White race group believe thatg they will not be considered for the SA navy. The South African navy belongs to the citizens of South Africa and reflects the demographics of the country and all race groups are welcomed (4 November. Available at.[www.bbc.co.uk/podcasts/series/jpl](http://www.bbc.co.uk/podcasts/series/jpl) (Accessed 11 Feb 2016). Today’s recruitment and hiring in terms of recruitment and selection police agencies have the potential to reduce racial bias by hiring officers who can police in an unbiased way, and by hiring a workforce that reflects the community’s racial demographics.

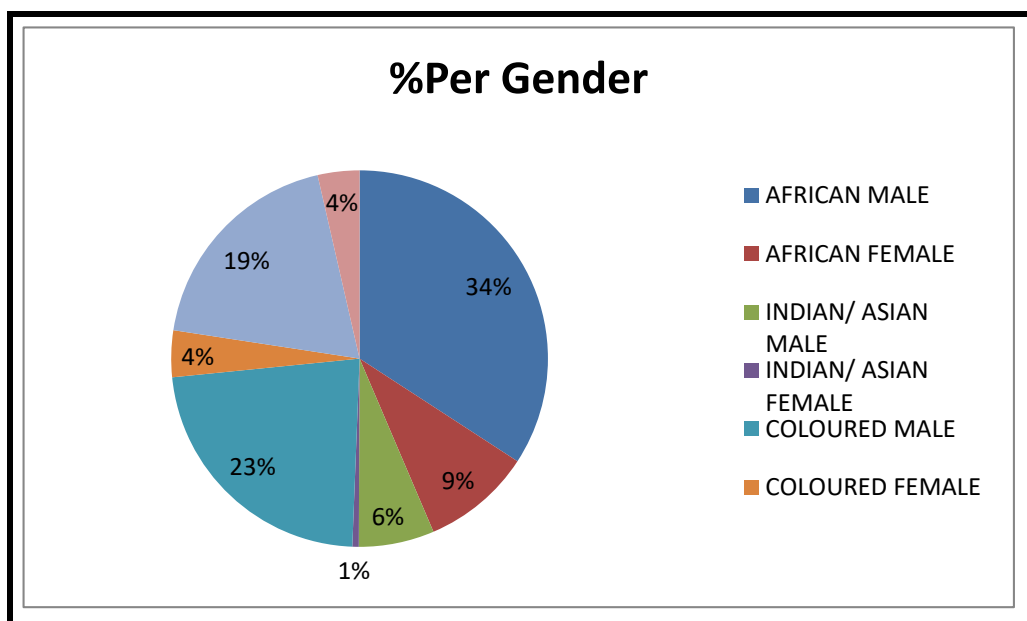
**Figure. 10** multiracial occupation representation of the navy post-apartheid



*Source: Mazibuko, M (2015)*

### **3.3. GENDER DISCRIMINATION DURING APARTHIED**

**Figure\_ 5** Representation of seafarers within the SA Navy: by gender in April 1998



*Source: (Kubu, 2010, p.87)*

The male and female population distribution confirmed that males are the most dominant group, with Africans evidently being the biggest group amongst male participants. The study indeed confirmed that there are sufficient Africans to fill respective naval career opportunities within the SA Navy, even the most critical ones. The target ratio of 64 percent can be easily achieved as expected and confirmed in the *Defence Review of 1998*. This could only be achieved on condition that rural schools are targeted in terms of marketing and recruitment throughout the various provinces in the RSA. Feminists' re-examination of gender socialization and labour market policy creates a phenomenon of socialization in general and gender role. With special reference to the relevance of the formation of gender, highlighting that gender is a learned attribute, which is transmitted to the individual through the process of (sexiest) socialization, which reinforces male domination, and the oppression of women in society and the workplace process (Sunderland, 2006, p. 105).

There is sufficient evidence that demonstrates that women in similar job position who display equal education and experience do not earn as much as men in comparable tasks (Maseko, 2013, p.68). (Gutex, 1985, p. 85) state that one of the negative apartheid policies towards gender discrimination for women was the "wages Act" that influenced the gender/sex discrimination. The wages Act permitted differentiation between categories of employees on the grounds of sex and race and laid the basis for discriminating wage determinations (McGregor, 2007, p. 20). As mentioned in the above statement, the wage Act, classified the amount and position an individual was paid, which was determined by the individuals' gender. Disregarding any qualifications, experience or skill the individual had acquired. Henceforth the introduction and implementation of AA was to do away with these past injustices.

### **3.4. DESIGNATED GROUP (Historically disadvantaged individuals)**

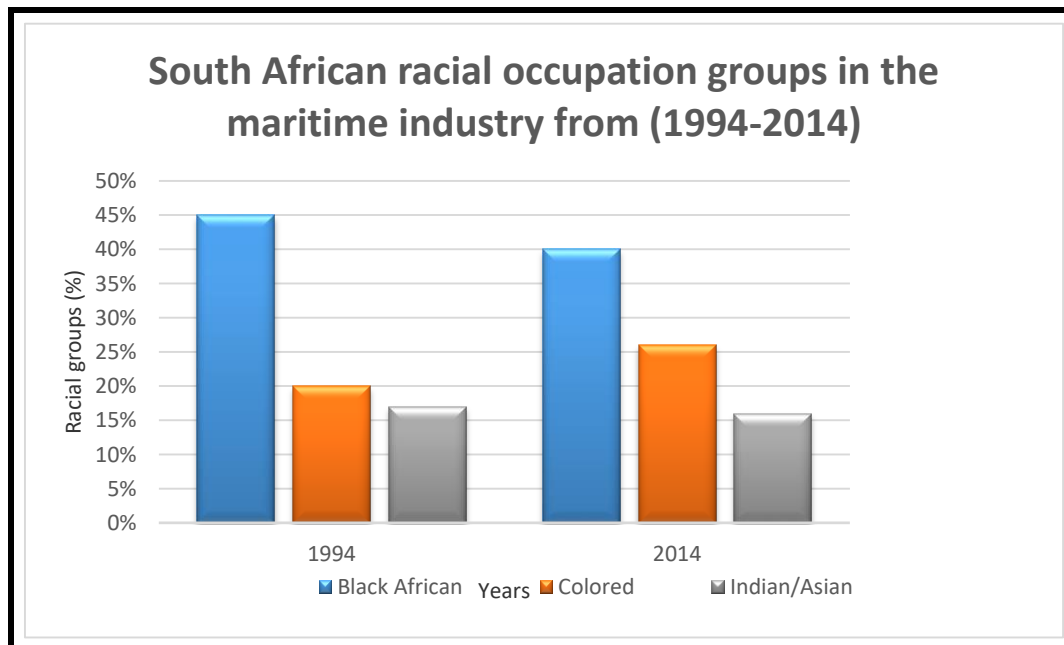
Designated group as defined, in the South African Employment Equity act amendment bill, states that "Black people comprise", of any women and people with disabilities", who are citizens of the Republic of South Africa by birth or descent (EE amendment bill, 1998(b), p.3). South Africa's job distribution within the labour market was historically reinforced by social practices, which perpetuated discriminations against the designated group (Tladi, 2001, p.42).

The promotion of equal opportunity in employment implies that after the skills of designated groups have been developed, AA will be a temporary intervention to get rid of unfair discrimination (Tladi, 2001, p. 63). “Equal opportunity includes the full and equal enjoyment of all rights and freedoms”. To promote the achievement of equality, legislative measures designed to protect or advance persons or categories of persons, disadvantaged by unfair discrimination (Thomas *et al*, 1999, p.160).

### 3.5. APARTHIED AND ADOPTION OF AFFIRMITIVE ACTION

*“According to the South African White Paper on Affirmative Action in the Public Service of 1998, the goal of affirmative action is to speed up the creation of a representative public service and to build for an environment that supports and enables those who have been historically disadvantaged by unfair discrimination, to fulfil their maximum potential (Kubu, 2010, p. 27).”*

**Figure\_ 6 Representation of seafarers within the SA Navy: by race from 1994-2014**



*Source: (Kubu, 2010, p. 63)*

The rise in the representation of historical disadvantaged demographics was consequently experienced in the same year the EEA policy was implemented. Since much of what has



happened in the past forms the basis of actions taken in the present. South Africa as a country was controlled and ruled under a racial and gendered discriminating political system called “Apartheid”. Apartheid was based on the policy of the segregation of races and gender through legislation in the social and work lives of all South Africans (McGregor, 2007, p. 7).

To specifically target the redressing of race and gender equality, AA policy was the underlying legislation in creating social cohesion in society and the workplace. South Africa, unlike the United States in its adaptation of the AA legislation, was faced with a fundamental transformation from apartheid, colonialism to a non-racial, non-sexist and democratic society (Nzimande, 1996, p. 15). AA in South Africa with much of the liberation struggle was focused on ending the discrimination against and exclusion of the majority of South Africans from many spheres of life, including the economy (Jordan, 1997). It was therefore to be expected that attempts to reverse the legacy of such discrimination would be on the agenda of a democratically elected government, which was listed as second on the list of ANC policy objectives. Adopted at the National Conference in May 1992 with the focus of addressing inequality (Pretorius, 2001, p.403). Consequently, the term AA is quite new in the African context, its acceptance and adaptation is a reflection of current power balance and relations of forces in South Africa (Nzimande, 1996, p.26). “The term ‘affirmative action’ first made its way into the ANC lexicon in the organisation’s 1988 constitutional guidelines. AA was given a central position as a means of overcoming inequalities created by past race and gender discrimination, as mentioned by ‘the late Nelson Mandela’ A Business Users’ Guide (September, 1993, p. 8). As noted by Edigheji (2007), it is not lightly that, “Twelve years after multiparty, non-racial and non-sexist, democratic elections, many South Africans are still not familiar with the term AA in the workforce. Edigheji (2007, p. 1) further added that this is because, some sections of our society either do not genuinely understand AA or they deliberately distort the notion, to achieve certain social, political and economic objectives of their own.

Affirmative action can be defined as “measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a “designated employer” (Pretorius, 2001, p. 403). Much of the liberation struggle in South Africa was based on ending the

discrimination against and exclusion of the majority of South Africans from full economic participation, and political affiliation given the right to vote. Historically disadvantaged “black” South Africans were not permitted to vote, prohibited by prohibition of political interference policy of 1968 Act No.51, the Act prohibited interference by one population group in the politics of any other population group.

The act also prohibited any other racial groups besides “white” to contest in national voting or be part of the voting citizens; hence, most of the policies made prior to a democratic South Africa only favoured the ‘White’ minority, while oppressing the majority/designated group. Affirmative action refers to the purposeful and planned placement or development of competent or partially competent persons in or to positions from which they were debarred in the past, in an attempt to redress past disadvantages and to render the workforce more representative of the population on either local or nation level. The purpose of affirmative action is thus to ensure that not only are such persons no longer subjected to discrimination, but past imbalances, arising from discrimination be eliminated (Bendix, 2001, p. 435).

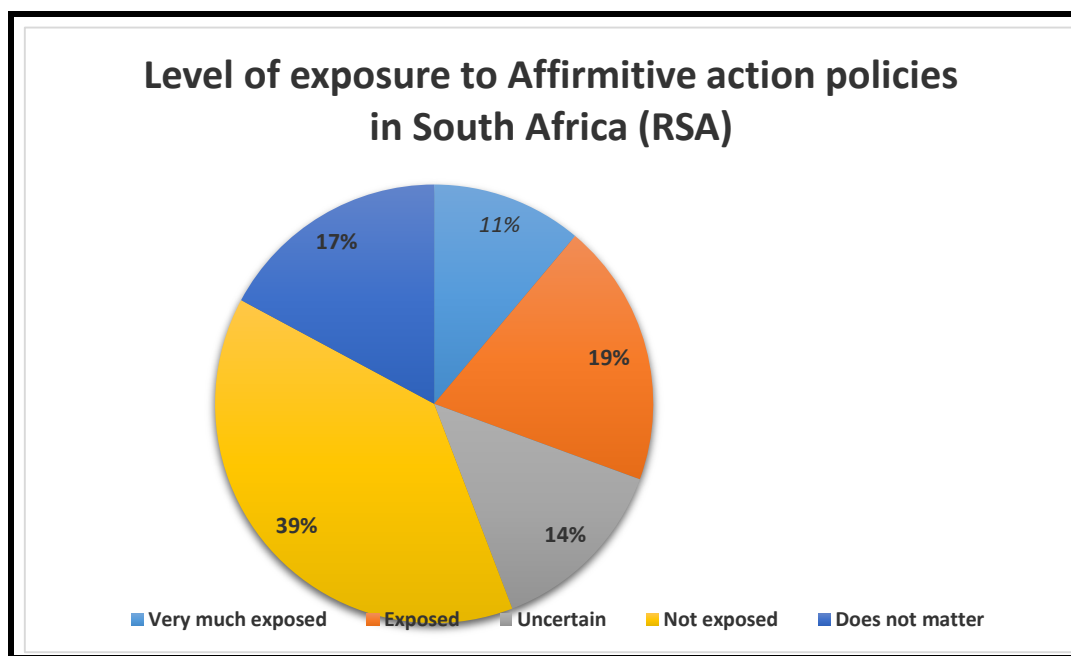
Race-based affirmative action employment maybe aimed at correcting g past injustices, but it is fair to achieve this objective; instead, it generates both present and future injustice by requiring a host of discriminating practices (Oppenheimer.M, 2014, p.9). In practice, the bulk of its benefits are reserved for a relative elite within the “black” group, who are able to rely on blanket racial set-aside that overlook prejudice or bias against a person on any arbitrary grounds. Affirmative action policy accelerates the advancement of designated groups and, as such, includes specific plans involving preferential treatment in appointment and promotions and accelerated development and advancing strategies along with other human resource policies and practices that is aimed at promoting workplace equity (Thomas & Robertshaw 1990: 5).

Affirmative action could therefore, be described as a systematic, planned process whereby; the effects of colonialism and racial discrimination are addressed. Only through proactive programmes, affirmative action provides opportunities not previously available to black people (Kubu, 2010, p.26). With the change of government in 1994 from apartheid to democratic governance mandatory changes had to be done to accommodate, the previously discriminated.

From 1970s, South Africa shipping industry employed, on a casual and permanent basis approximately 6,000 seafarers of varying skills (Ruggunan, 2005, p. 68).

Today “Blacks” (African, Indian and Coloureds) form part of this thriving maritime industry in South Africa. Whilst officers are predominantly White according to (Lane *et al*, 2002). With the development and employment of seafarers in South Africa being highly political and radicalized (Kujawa, 1996), it is important to test the knowledge of the Affirmative action policy (Kubu, 2010, p.89). In the study by Kubu, 2010, it was clear that the majority of the Black youth were not aware of the existence of these policies in the republic of South Africa illustrated in the chart below.

**Figure\_ 7 Representation of affirmative action awareness in the SA navy: June 1995**



*Source: (Kubu, 2010, p.90)*

The South African navy as presented above represents a mere 19% of candidates that were exposed or had knowledge of the affirmative action policies. The public departments need to amend their recruitment, selection or promotional policies and practices until percentages of minorities and women are addressed to achieve equity targets. The legal idea is proportional representation, which evidently demonstrates that all people have equal opportunity to be

considered for positions, regardless of race, gender, religion, sex, age or handicap (Kubu, 2010, p.27). Most of the controversies and problems surrounding affirmative action arise not from the principle as such but from the manner in which the concepts are implemented. Wrong implementation occurs because organisations see affirmative action as political action with which to comply, and not a business objective that needs to be sustainable within the organisational objectives in total (Bendix, 2001, p. 435). Affirmative action is thus not fully accepted by all the players in the economy and the public sector (Kubu, 2010, p.28). White South African citizens tend to be ambivalent towards affirmative action as they sought to differentiate between various ethnic groups within black community (Africans, Indians and Coloured) causing confusion and tension between these groups.

Despite this, there is no doubt, however, that of the three groups, Africans were treated the most harshly in comparison with the other racial groups. Therefore, the affirmative action initiatives that are implemented without proper consultation cause distrust and fear, leading either to disregard of the initiative or, at worst, to constant sabotage. Existing employees need to be given all the information necessary to understand the objectives and business logic and to receive the necessary assurances regarding their own security (Bendix, 2001, p. 439). Institutions should make its AA policy known to its members, not for the purpose of canvassing but to gain support and understanding particularly when certain employees are being developed into positions of promotion or racial and gender transformation mandate (Kubu, 2010).

The mere fact that dominantly rural youth does not understand the concept of AA and equal employment opportunities, towards occupational hierarchy and salary or wage differentiation according to race and gender. Could imply that they still believe that most opportunities are still reserved for white candidates. Consequently, black rural youth are still under the impression that careers at sea are meant for White people (Kubu, 2010, p. 90).

In an environment such as the maritime industry, other staff/seafarers' might treat new employees with distrust, as a contempt to undermine AA initiatives. Hence, AA direct oversight and implementation is necessary in the workplace. To bring employees into contact with each other on both the business and social levels, to create appreciation of 'sameness' as well as understanding for the perceived differences in perspective and approach (Bendix, 2001, p.438-447). Affirmative action should be subjected to joint decision making by management and

established workforce forums. The purpose of affirmative action is, therefore, to ensure that not only persons previously subjected to previous discriminatory laws are afforded equal employment opportunity, but that past imbalances arising from discrimination are eliminated (Kubu,2010, p.30).

### **3.6. MARITIME EDUCATION AND RELATION TO OCCUPATION**

Education and training are essential components of a comprehensive strategy to reduce racially biased policing and perception thereof. They can be used to convey new information, provide and refine critical skills, encourage compliance with policies and rules, facilitate dialogue or convey a commitment to addressing the problem. There is a gap between schooling or formal training structures and what is being demanded in the workplace (HRDC, 2011). The lack of correlation between training institutions curricula and employability has been attributed in part to the lack or incompleteness of information on the demand and supply dynamics of the South African labor market, as well as poor collaboration between the private enterprise and the education sector in determining optimal content for curricula (HRDC, 2011, p.4).

Education and training is the only guarantee of success of AA initiatives. In measuring the organization progress in the sphere of affirmative action, its efforts with respect to education and training should weigh as heavily as, or even more heavily than, the representivity of its human resources (Kubu, 2010, p.30). The SA maritime education need to provide quality education that produces internationally competitive and life journey graduates (Eloundou-enygue, 2013).

Secondary education, tertiary education and vocational training need to be expended and made relevant in order for youth to develop the skills required for productive employment (PPD, 2011). The South African navy integrates both the respondent's education qualification with the navy compulsory training for enrolment. To be in line with their profession they are matched to muster in the navy.

In respect of demand for skills development challenges within the maritime industry, concerns of inadequate capacity and infrastructure are amongst the challenges. The lack of training berths<sup>24</sup> as an impediment to achieving equity employment, and skills development in relation to their academic credentials (Ruggunan, 2002, p.71). In relation to the development of historically disadvantaged individuals, education and training of South African seafarers is one of the main concerns. South Africa is a signatory to the IMO<sup>25</sup> convention and SAMSA<sup>26</sup> which implements authority that presides over seafarers qualifications (MSSTTT, 2014, p. 8).

While most South Africans hold a basic education certificate in terms of the national qualification framework (NQF) that recognizes the South African qualifications authority (SAQA) which supervises overall qualification issued in South Africa (Sekimizu, 2010, p. 3). The SAMSA realizes the potential of the international and domestic maritime industry in assisting with the creation of employment that is sustainable (Makhele, 2013, p. 17). This notion of the levels of recognition of qualification creates a problem issue, since employers usually prefer to employ this in possession of SAMSA accredited qualification. This conflict may have impacts on skills development in the maritime industry, particularly for South African historically disadvantaged individuals who commonly hold a (SAQA) qualification.

Department of basic education (DBE) has now recognized the importance of maritime studies. The department has included the maritime subjects at high schools. Maritime studies in a growing industry, which is inclusive of all South African citizens, maritime studies form part of the key strategic areas for skills development, particularly for historically disadvantaged individuals that were previously excluded and discriminated on the basis of race and gender in the country and subsequently the maritime industry (MSSTTT, 2014).

Currently there about three high schools that offer maritime studies at the basic education level. Maritime training at a basic level proves to be an important entity towards the growth of historically disadvantaged individual's occupational opportunities in the maritime industry. Basic

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<sup>24</sup> Berths; A place for securing a vessel, to secure a vessel at a berth. A berth in which a vessel may swing at anchor without striking or fouling another vessel or an obstruction.

<sup>25</sup> IMO; International maritime organization.

<sup>26</sup> SAMSA; South African Maritime Safety Authority.

education level presents a huge skills development potential and has assisted in awareness creation about the industry (MSSTTT, 2014, p. 1).

Education at basic education level, establishes a good foundation for further maritime related studies at higher education level. Unfortunately, currently only two public institutions namely; Cape Peninsula University of technology (CPUT) and Durban University of technology (DUT) presently offer undergraduate studies that present candidates with an opportunity to further qualify as a seafarer (MSSTTT,2014).

Developing maritime education and training near ports is vital for the growth of the community targeting unemployment and treating occupational opportunities. Transnet also holds the belief that progressive and sustainable ports are ones that context and evolve with the communities where the commercial ports are (Vallihu. R, 2005, p. 1).

The National Port Act of 2005 (TNPA), further mandates the TNPA to collaborate with education institutions but also to coordinate our activities with port cities and port communities they are cognizant of the fact that ports are not only a source of employment but they are the gateway to South Africa and global trade and also contribute the country's GDP (Vallihu, 2005, p. 1). Moreover, the resurrecting of the SABC education programs, such as Ispani on TV and radio to expose the youth of South Africa to a myriad of careers offered by this exciting growing maritime industry (Vallihu, 2005).

### **3.4.1 EDUCATION AND OCCUPATION RELATION AMONGST HISTORICALLY DISADVANTGED SEAFARERS**

*“Even if other pre-military exogenous variables such as education or income could be included and controlled, it is important to remember that race is not separate or significant from such predictors, historically disadvantaged demographics might be denied promotion because of poor educational attainment, and we must not forget that race and educational success have an intimate relationship (Seefeldt, 2013, p.27).*

As early as 1800-1860 Black seafarers in the northern states of America, recognized seafaring as one of the few jobs readily available to them in the racially restricted employment market in the late eightieth and early nineteen centuries (Bolster, 1990, p. 1174). With the introduction of steam shipping in the 1840's new skills were required (Rose, 2011, p.52), Black Seafarers became fireman and stokers to feed the furnaces, trimmers to bring coal from the bunkers and still cook and serve passengers and crew members (Talbot, 2003, p. 5).

The Black men's occupational segregation and mobility in merchant ships in the early nineteenth hundred in the Northern state of America is evidently can be mirrored by the early South African Union government which heightened segregated occupations, on merchant ships like the Northern state of America for Black seafarer, on merchant ships were only employed as cabin boys, servants, steward and cooks (Cobley, 2007, p. 59).

An inferiority occupational pattern based on racial characteristics and nothing more. Resulting with black seafarers always been rooted at the bottom barrel of the maritime industry, creating and perpetuating stereotypes of incompetents, inferiority and racial discrimination and depriving them from academics and skillfully gaining experience in higher rankings in the maritime industry. There is a distinct impression in the shipping industry that 'Black people' are not suited to seafaring as "officers" feeding the idea that older 'white' cadets were more suited and experienced to work in maritime industry (Ruggunan, 2005, p. 66).

A perception confirmed by the Transport Education and Training Authority (TETA), which has been a widespread ideology among shipping companies and served as an obstacle to amongst senior officers and junior officers and aspiring ratings in the training and workplace. In theory all officer qualifications that meet both national and global standards should be viewed as equal value (Ruggunan, 2008.p. 123).

The operation of merchant navy vessels in necessity is crewed by more 'ratings' than officers, resulting in ratings being the higher labor cost based on the mass occupational needs for the ship owners. With the global demand of goods and services in the maritime industry a new labor market, that is shifting from domestic labor recruitment to include international prospectus,



specifically for ‘ratings’ as the highest human capital labor demand. Cost effective means in recruitment of cheap skilled labor in the maritime industry, has resulted in continued marginalization of South Africa’s domestic seafarers in the domestic and international labor market (Ruggunan, 2008, p. 2).

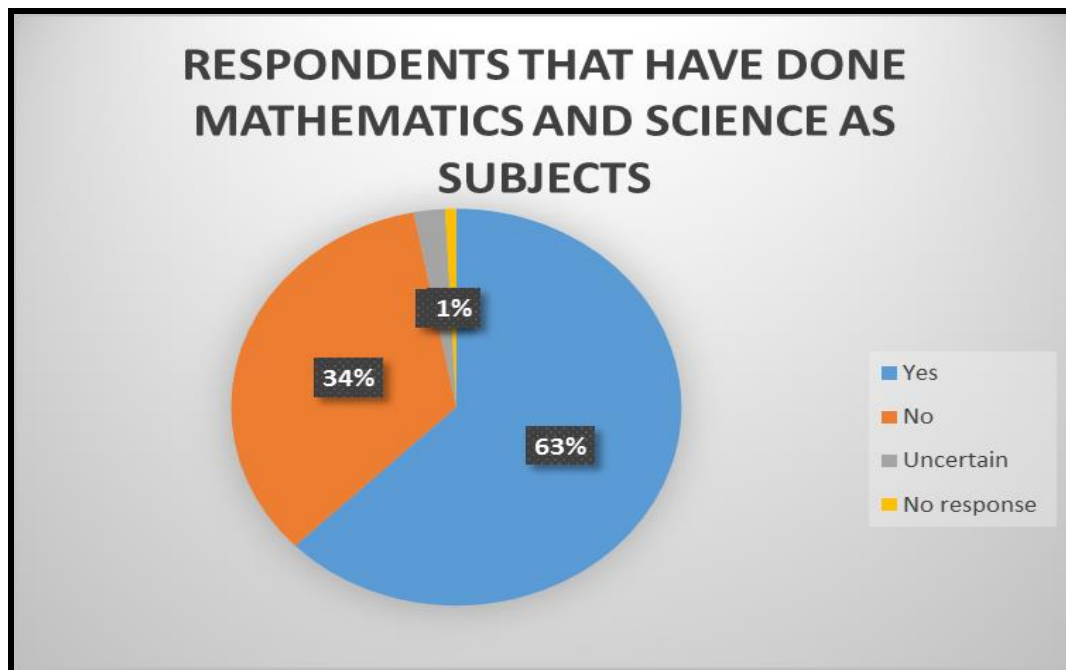
Marginalization experienced in the South African maritime industry resulted in a displacement of its seafaring jobs of all skill levels, displaced by foreign labor mainly Filipino crewmembers. The change in the composition and location of the labor market between the years 1980 to 1987 resulted with one of the highest rise of employment of Filipino seafarers working as ‘ratings’ in European owned ships (Bonnin, 2001. p. 64).

The preference of ratings of Filipinos meant the displacement of “ratings” from traditional maritime nations. According to the MSSTTT<sup>27</sup> (2014) report South African maritime industry contributed about 13, 6% (55 billion) to the gross domestic product in 2013 and according to the World Bank, about 60% of the country GDP generates through trade in the maritime industry. The maritime industry has huge potential to contribute to the economic growth and development through, job creation and building an inclusive society, which targets the triple challenges of poverty, joblessness and inequalities for South Africa seafarers (MSSTTT, 2014). The bringing together of higher education institutions, further education and training colleges and the sector of education and training authorities, into a single ministry of higher education and training providing a powerful basis for addressing skills development in an integrated educated and skilled labor for the industry (HRDC,2011, p.2).

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<sup>27</sup> Maritime Sector Skills Technical Task Team (MSSTTT), Advancing skills development in the maritime sector (2014).

**Figure\_ viii Representation of citizen who have mathematics and science in their subjects in the SA navy: June 1995**



*Source: (Kubu, 2010, p.89)*

South African navy require applicants with exceptional symbols in Mathematics and Physical Science. From the sample, it is apparent that the majority of the respondents have undertaken Mathematics and Physical Science at high school. Approximately 62 to 69 percent of the respondents are currently doing science related subjects. The majority of the critical mustering occupational opportunities require Mathematics and Physical Science as subjects in Grade 12. The lack of candidates with Mathematics and Physical Science has a huge deficit towards the recruitment of the majority of the South African youth without employment. The lack such of skills across the South African maritime industry in South Africa suggest that in terms of technical skills there is an explicit ability deficit that needs to addressed (HRDC, 2011, p. 4).

*‘On the filling of critical skills such as combat, technical and engineering fields. Black youth after a decade and more ago, did not take Mathematics and Physical Science seriously as subjects in Grade 12. The results of this practice were that the majority of black youth were only*

*recruited in support mustering's in the SA Navy. It is due to this that whites still continue dominating critical and scarce mustering's within the SA Navy' (Kubu, 2010, p. 89).*

The statistics indicated in the above pie graph statistics which have proven that the majority of blacks have an interest in Mathematics and Physical Science and can be recruited to fill critical skills within the SA Navy to ensure a representative institution in all the mustering's. Black seafarers are utilised more in support mustering than within the scarce skills domains. The SA navy should market and recruit from rural areas by putting in place effective recruitment drivers. Identifying that there is a significant need for artisans and technical experts to meet the rigorous demands of new products and innovation and technical and developments (HRDC, 2011, p.5).

### **3.7. EMPLOYMENT EQUITY ACT**

Policies and procedures enacted by the democratic government to promote employment equity arise from the necessity to eradicate the deep inequalities still inherent in the South African labour market today (Tladi, 2001, p. 37).

Internationally, unfair discrimination according to race and gender historically appears to be a feature of the workplace (Haberfield, 1992). In South Africa, in order to redress historical workplace discrimination, the EE Act no.55 of 1998 was introduced, largely modelled on the Canadian Federal EE Act of 1986 (Thomas et al, 2004, p. 38). South Africa and Canada are part of the commonwealth nations, democratic government intervention in the prevention and elimination of unfair discrimination in employment against racial groups, woman and people with disabilities.

The EE Act assented on the 12th of October 1998 was one of the policies implemented to better combat EE. To provide for matters incidental thereto, EEA is an essential legislation under the labour policy, which is crucial to the development of the study (Kennedy-Dubordieu, 2006, p. 5). "The purpose of the Employment Equity Act is to ensure workplace equity (Fasset, 2011, p.71). It prohibits unfair discrimination in the workplace and guarantees equal opportunity and fair

treatment to all employees. However, it recognises that, given the historical disparities, simply removing discrimination does not; in itself result in substantive equality (Fasset, 2011).

The Act therefore imposes an obligation on certain employers ("designated employers") to implement affirmative action measures to advance "designated groups" (Bhoola *et al*, 2002, p.14). One of the challenges of the EEA; has been addressing fairness in employment practices, in both developed and less developed economies. The implementation of all these issues are applied in both operational level and responsibilities of managers who have positions in shore-based management organization of the ship management companies (Celik, 2006, p. 1049). In order to create a work environment in which employees can experience job satisfaction and optimally achieve company objectives (Becker, 1971). The starting point for appointment is the existing and future manpower<sup>28</sup>/human capital plan of the organization. If the position is vacant, the demography in the job category should be studied, in conjunction with the demography of the organization and surrounding community as a whole. It may then be decided to give preference to a person from a previously disadvantaged group for appointment to this position.

Unfortunately, this can never be absolute imperative since someone from that grouping with the adequate competencies may not be available to fill the position. Henceforth the inherent requirement of the job, therefore remain central to the selection procedure and require consideration (Kubu, 2010, p. 29).

### **3.5.1. EMPLOYMENT OPPORTUNITIES AND CAREER AWARENESS**

With over 30,000 vessels, passing South Africa's waters every year and 13,000 vessels dock in South African ports every year (Makhele, 2013). South Africa only serving maintenance on 5% of the fleet (Makhele, 2013). Occupational capacity of South African maritime industry needs to be training about 3,000 to 4,500 seafarers annually to reach the target. Applying the notion of illiterate equitable participation, South Africa needs to be claiming a share of the 30,000 to 45,000 seafaring jobs in the international shipping industries (Makhele, 2013, p.16). Henceforth, the South African maritime safety authority realizes the potential of the international and

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<sup>28</sup> Manpower; the number of people working or available for work or service

domestic maritime industry in assisting with the creation of employment that is sustainable (Makhele, 2013, p.18).

Global occupational opportunities for South African seafarers are highly favored due to the fact that South Africa is a multi-cultural, English speaking nation. In order for affirmative action and equal employment opportunity initiatives are to be implemented with success, there is no doubt that sound career management practices should be enforced in any institution, specifically for previously disadvantaged communities (Kubu, 2010, p. 41).

Regarding the current state of affairs as far as career management in South Africa is concerned there are social-political factors that impact on sound career management process in South Africa (Kubu, 2010, p.111). Owing to the history of segregation and discrimination in both the maritime training and education institutions under apartheid law. Henceforth in post-apartheid South Africa the majority of Black youth are not aware of available career opportunities within the SA Navy. A concerted intervention should be put in place to ensure that youth obtains the required information about naval careers throughout the nine provinces (Kubu, 2010, p.100).

A key obstacle towards employment opportunities in the South African maritime industry is the career knowledge and the limited number of training berths. The training of both the officers and ratings faces the issue of inadequate sea time or training berths, which requires 6 weeks of training for ratings and a minimum of 12 months for officers, which is a compulsory qualification in order to be a certified rating or an officer (Ruggunan, 2002, p. 71). It is apparent that the majority of the respondents from the sample are not aware of available careers in the SA Navy. Approximately 54, 38 percent confirmed their lack of knowledge on possible career opportunities in the SA Navy prior occupation (Kubu, 2010, p.99). The figures imply that the SA Navy should drastically do something to ensure that the required information is available to black youth. In terms of race and gender demographics in the maritime industry and SA Navy in the broader, sense (Kubu, 2010, p. 93).

**Figure\_ 9 Representation of citizen career awareness in the SA navy: June 1995**



*Source: (Kubu, 2010, p.99)*

### **3.5.2. OCCUPATIONAL SEGREGATION FOR MEN AND WOMEN IN THE MARITIME INDUSTRY BY RACE AND GENDER**

Since the early nineteenth hundreds seafaring wages have always been a strong drawing card for black seafarer/Afro-American men and women in the global maritime labour market. Very much, like the apartheid government in South Africa who followed suit when it came to wages for historically disadvantaged seafarers in South Africa. Not only did apartheid construct racial and gender discriminative mechanisms in the South African society, apartheid government applied occupational segregation as means to further protect and preserve jobs for white South African citizens.

Gender and racial inequalities found in the South African societies are particularly magnified with the African men and women constituting a majority of the marginalized groups from the total population (Buchann&Powell, 2004). Occupational segregation in South Africa institutionalized apartheid and exacerbated inequalities in the labor force, not just between

various races, but also between the sexes (Crankshaw, 1994). The outcome of occupational segregation is significant in pay differences between men and women workers. Identification of gender differences in job separation rates is infeasible without simultaneous information about employees and work places because of labor market sorting (Frederiksen, 2008, p. 9). Labor market sorting takes place when matches between employees and workplace are non-random, employees make directed search when looking for a job and employers are selective in their choice of workplace. Henceforth, there are no significant gender differences in the job separation rates from employees working in similar workplaces. The South African government is in the process of taking action in the critical areas of concern previously identified as barriers to women's empowerment of poverty, education, and economy with institutional mechanisms for the advancement of women (Cele, 2003, p. 7). Post-apartheid government through legislative and policy implementation and amendments in the labor market recently incorporated the principle of equal remuneration for equal value of work (Cele, 2003, p. 33).

### **3.8. BACKGROUND OF THE SOUTH AFRICAN SEAFARER (Officers and Ratings)**

The Cape Town based Submarine<sup>29</sup> company initially staffed its ships with white officers and black ratings (Trotter, 2008, p. 195). Safmarine company seafarers in Cape Town were only coloured ratings. While White seafarers were not allowed to hold positions of equality or subordination to their colleagues by law. Therefore, the national representation of officers in the maritime industry during apartheid in South Africa was largely white males (Ruggunan 2008, p.2). This occupational differentiation and discrimination against all others, sought to favour white males based on their race. White males were direct beneficiaries of high paying jobs and were perceived as the more favoured employment under the apartheid regime, with specific reference to the maritime industry. Their presence grew to the exclusion and rejection of Black South Africans, introducing new patterns of discrimination through inequalities of recruitment, wages and working conditions for historically disadvantaged seafarers (Bonnin *et al*, 2006).

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<sup>29</sup> Safmarine; is an international shipping business offering container and break-bulk shipping services worldwide. Formed in 1946 by South African industrialists and American ship owners, Safmarine is now widely known as a north/south trade and African specialist (Lighthouse, 2017).

Given the lack of opportunities to become officers most, black seafarers were ratings (Trotter, 2008, p.196). Below is a formula illustrating what “Favoured Employment” means in the maritime industry. All Employees = (E), Males= (M) and Females= (F), however Favoured Employees= (FE) which are males and within the favoured employees are white males= (WM) are more favoured than Other Males= (OM). (Below is a formula that works out how the “white male” proves to be the “favoured employee” in the maritime industry).

**Therefore:  $FE = F + M$ ;**

**But  $M > F$**

**Thus  $FE=M$ ; Therefore,  $M = OM + WM$ ;**

**But  $WM > OM$ ; Thus  $FE = WM$**

The birth of democracy witnessed a transformed maritime labor market; the industry was forced to adhere to the EEA legislation. In a post-apartheid South Africa, all occupations were opened to people of all races and gender; this was inscribed in the law. The shackles of job reservations were untied and all South Africans were provided with equal opportunities in the eyes of the law. Apartheid racial selective policies could result to key issues that face the recruitment figures of seafarers, which are favorable at the global level for ratings. However, there is a substantial shortage of ship officers (Thai et al, 2013). The constant growth of the world fleet will result in a greater demand for both ratings and officers in the coming years (BIMCO/ISF, 2010).

Post-apartheid South Africa’s policy position of privileged White race was being dismantled. In post-apartheid South Africa EE Act plays an important role in the changing shape and face of seafarers in the Port City of Durban. This provided the impetus for change and forced historically white industries to become inclusive of all South Africans.

### **3.6.1 SEAFARERS RATING AND OFFICERS**

Seafarers work ranges from different vessels, operating different trades, with a diverse range of work conditions, not surprisingly; length periods of contracts are a significant factor that shapes the experience of being a seafarer (Thomas *et al*, 2010, p.62). The most widely quoted estimates



of the developments in the demand and supply come from the studies commissioned by BIMCO/ISF<sup>30</sup>. Undertaken every 5 years since 1990, calculated the total demand for seafarers in 2005 as 1,062 million; consisting of 476,000 officers and 586,000 ratings (Glen, 2008, p.848). The BIMCO/ISF study estimated that the growth factors were taken as projection points. The demand for officers was projected to grow to 449,000 in 2015, which is a 4.7% over 10 years. Ratings demand will experience growth too, from 586,000 in 2005 to 607,000 in 2015, which is a 3.5% growth over the same years (Glen, 2008, p.849). There are two principal officer classifications. Deck and engineer. Deck officer training to operate and direct the vessel. Whilst the engineer train to manage and maintain the engines and equipment vital to take safe operation. There are a number of other officer departments such as radio officer, pursers or hotel managers, which is limited to cruise ships. The most significant are the deck and engineer officer (Glen, 2008, p.847).

### **3.9. SOUTH AFRICAN SHIPS REGISTRATION**

Shipping is a key industry within the maritime sector and it is this industry that underpins the international economy. South Africa is positioned to exploit emerging shifts in the patterns of global trends and challenges that include, launching maritime awareness campaigns, creating and nurturing international partnerships between maritime training institutions and industries (HRDC, 2011, p.2). With at least 80% of ship operation globally conducted tax-free, during apartheid the government in South African gave incentives in the form of accelerated depreciated allowances on ships for many years allowing ship-owners to avoid paying income tax (Ndot, 2011, p. 11).

Notwithstanding the adoption of ship registration Act of 58/1998 intended to render ship registration in South African attractive to ship owners. The adoption of tonnage tax as an

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<sup>30</sup> BIMCO/ISF(Baltic International Maritime Council/International shipping) is the study methodology essentially used to derive projected numbers of seafarer demand from estimates of the size, number, ship type and age composition of the world's merchant shipping fleet. They assumed that substitution between labor and capital is zero, and in effect, used a fixed coefficient production model (Glen, 2008, p.847).

alternative tax regime for South African ship owners and operation (Ndot, 2011, p. 3) with an allowance equal to 20%<sup>31</sup> (Siyavula, 2011). Even though South Africa is a maritime trading country, it does not currently have any ships on its registry and thus makes the country a consumer of international maritime transport, which represents a significant expenditure in the country (MSSTTT, 2014).

Today, approximately 1220 deep-sea trading vessels, trading vessels regularly call at South Africa parts per annum to carry internationally bound cargo. These vessels are foreign owned and crewed by foreign seafarers they do not contribute in creating wealth for South Africa; instead, they create wealth through transporting South African produce in the jurisdiction where the vessels are registered (Safmarine, 2004, p. 3). The ship registration Act 58 of 1998 which highlights issues addressing international policies on seafarers' labor market, which applies in the South African territory and has extraterritorial application, regardless of whether the territory of another state is involved. The ship registration Act provides that in order for a ship to be a South African ship and have a South African nationality that ship must either be registered in South Africa or be entitled to be registered under a South African (FOC) flag of convenience (Vrancken, 2004, p. 117).

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<sup>31</sup> 20% is a five-year straight-line basis which is the depreciation and compound decay also be referred to as reducing-balance depreciation a straight-line method that reduces the constant amount of the purchase of the asset each year, which is calculated on the principal amount (<http://www.everythingmaths.co.za>, viewed 15 April 2016)

**Figure. 11 The Ever Deluxe, exporting cargo from the Durban harbour**



*Source: Mazibuko. M (2015)*

### **3.7.1. SHIPS REGISTERED UNDER FLAG OF CONVIENCE COMPANIES (FOC)**

In recent decades and despite the attempts by some shipping companies to move beyond the reach of regulatory-efficient nations by resorting to flag of convenience a powerful countervailing trends towards world-regional and global regulation has occurred, partly because of a long and still continuing sequence of much-publicized environmental disasters attributes to shipwreck (Alderton, 2002, p. 35). By the late 1990's, more than 50 percent of the global merchant navy fleet, which is equivalent to 80 000 vessels had flagged out (Koch-Baumgartner, 2000). By flagging a ship out to another country's flag, shipping companies circumvent the labour and maritime laws of the country where the shipping is based.

The ownership of fleets<sup>32</sup> as of 1 January 2014; highlighted that South Africa had 60 number of fleets, 49 sailing under national flag (FOC's), with 97,81% foreign flag ownership (United Nations, 2014, p. 32). Flag of convenience (commonly known as FOC's in the maritime

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<sup>32</sup> Fleet: A group of ships sailing together, in similar activity and ownership.

industry) refers to the practice of ship owners registering their vessels in countries other than those in which they are owned, this practice is usually more financially advantageous for ship owners. FOC shipping companies are able to escape the national fiscal regulations of their government and pay less tax. The owner or charterer of a ship who is a non-resident and who embarks passengers, loads, livestock, mails or goods in South Africa will be deemed to have derived taxable income equal to 10% of the amount payable to him/her (Taxation in SA, 2015/16, p.44). (FOC) registration also allows ship owners to circumvent the prohibitive labor legislation and unionization of their seafarers. Creating a more flexible and global labor market (Ruggunan, 2008). In traditional maritime states, there have historically been some restrictions on labor, both in terms of their nationality and pay and conditions (Alderton, 2002, p. 35).

A strategy that helps shipping companies facilitate means to reduce overall operating costs by sourcing and hiring cheap unregistered and unionized labor mainly from ‘developing’ countries such as the Philippines, South Africa and Brazil. FOC, by contrast have few such restrictions and the crews aboard vessels flagged to these states are often labelled ‘crew of convenience’.

Crew of convenience, tend to be less developed countries of the world secondly and partly because of lower levels of union membership and recognition, are subject to inferior working condition. The industry has also been in the forefront of new development in new technology, containerization and extensive computerization of shipboard operating functions which have significant effects upon skilling, personal and industrial relations issues. All of these factors taken together, have intensified work and increased stress level for seafarers of all nationalities working aboard all vessels, but it is particularly the case for seafarers from the developing nations working aboard FOC vessels (Alderton, 2002, p. 37).

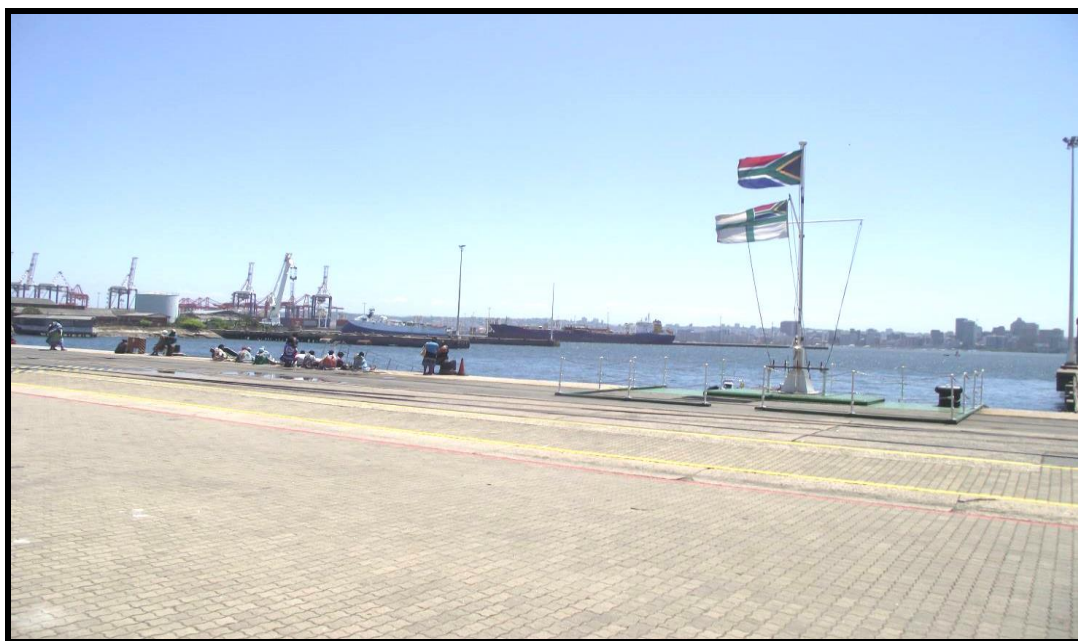
### **3.10. THE GROWTH AND DEVELOPMENT OF THE DURBAN PORT**

The port of Durban is regarded as a premier cargo and container port with strong growth prospects for containers motor vehicles and dry-bulk cargoes (George, 2003, p.45). The

opportunities currently presented to the industry in the Port of Durban are vast and require exploitation (George, 2003, p. IV).

*A group of Xhosa women, who looked between 60 to 80 years of age, visited the naval base on the 3<sup>rd</sup> visit of my fieldwork days at the Durban port. The group of women, dressed in beautiful bright traditional clothing, got off the ferry after an hour's boat trip not more than 2 kilometers from the shore. They were accompanied by navy junior recruits or otherwise known as rating. The recruits continued to give a tour of the naval base for the women. In the picture below, we can see women freely seating around the permitted visitors pick up zone at the naval base. Looking out at sea and ecstatically discussing the scenery and the motion experience felt on their boat ride.*

**Figure. 12 Visitors enjoying the sunshine and sea breeze at the naval base**



*Source: Mazibuko, M (2015)*

**Figure. 13 Buses leaving with visitors at the naval base**



*Source: Mazibuko, M (2015)*

The port of Durban has experienced significant growth over the last 10 years in terms of volumes and number of vessels calling, which inevitably places pressures on all activities and industries within the part (George, 2003, p.1). Boasting a coastline of around 3,000 Kilometers, the country has the potential to offer enormous maritime economic opportunities (MSSTTT, 2014). Durban is one of the biggest and busiest on the African continent. A study, according to Van Coller *et al* (2007) revealed that approximately 25000 workers form part of the ports workforce. The port generates a significant amount of employment, particularly for unskilled and immigrant workers (Padayadee, 2012, p. 32).

Although the ports workforce is predominantly comprised of migrants from surrounding townships in rural Kwa-Zulu Natal (Mlazi, KwaMashu and Ntuzuma). As early as 1824 Durban harbor was a tiny settlement of a few wattle houses and a scattering of sailing ships anchored off the point, used by the first Europeans as landing docks with the intention of setting up trading post the harbor was ruled by the white Europeans that had settled there. Leaving very little for the indigenous people to aspire in terms of marine life and business (Thomas et al, 2010, p. 25).

Today, South Africa's port cities are becoming the seafaring center in Africa because of its location to both the Indian and the Atlantic seas (Thomas et al, 2010, p. 59).

The Durban port being one of the busiest and most productive harbors, ranking 100th position in the world in 2009, in cargo volume shipping 37,419 "metric tons" (metric tons is a unit of weight equal to 1,000 kilograms) and in container traffic ranking 41 in "teus" (is an inexact unit of cargo capacity often used to describe the capacity of container ships and container terminals). It is a market that is making more than 50 billion each year from the international and local labor market. Durban has proven to be an important city for both South Africa and Africa. The Durban port is the busiest on the African continent and the biggest in terms of container capacity (Baker, 2012). The port plays host to seafarers from all corners of the globe. These seafarers are diverse in terms of their race, gender and nationality.

*"The Worlds seafarers can be seen as one of the first truly international and global workforces, comprising of individuals from regions and geographically and culturally disparate as Western Europe, Russia, South America, South Africa, India and the Philippines"* (Thomas et al, 2003, p. 59).

It is this specific social interaction of both race and gender diversity, that has provided the impetus for this study. Race, gender and nationality are two crosscutting drivers of inequality that reflect how individuals and communities are able to access and safeguard resources, both concrete and intangible (Frye et al, 2008. p. 280). The growing learner ship and employment interest in one of the busiest ports on the African continent poses questions on the social and political transformation of the country and the maritime sector. While historically, poverty and inequality have had a clear racial bias because of the colonial and apartheid policies of racial discrimination and deliberate improvement (Frye et al, 2008.p. 279).

## CHAPTER FOUR

### 4. THEORETICAL FRAMEWORK

#### 4.1. INTRODUCTION

One of the key aims of the study is to understand the impact of political legislation on racial and gender transformation in the South African Maritime industry. In so doing, this study seeks to provide a sociological explanation of the changing face of the South African seafarer. The theory will establish if any political implications have spurred any racial, gender and socioeconomic phenomenon for historically disadvantaged seafarers' in Durban port. The study amongst various relevant theories is influenced by the work of theorist (Guichard, 2005).understand in particular the *career construction theory* in specific relation to South African seafarers. Theoretically conceptualise work as human occupation for this thesis, the theoretical framework provides a way of thinking about how individuals choose and use work in their everyday lives. The theory presents a model for understanding behaviour across the life cycle of a South African seafarer's career. The theoretical framework seeks to provide a comprehensive analysis of the changing face of the South African seafarer. This is realised by utilising three perspectives to offer a theoretical understanding of the occupational differential (race and gender), development and implementation of Employment equity Act and Affirmative action towards education, training and social dynamics of a historically disadvantaged South African seafarer. In order to understand the life cycle of a seafarer in their respectful rank, one cannot negate the history of racial classification and gender oppression. Experienced by all non white South Africans under apartheid governed law. The central theme of this theory is that it assists the researcher for a descriptive examination of the changing face of the South African Seafarer. The chapter will unpack the concepts of changing face, race, gender, officer and rating differential of seafarers within the context of the study. Ruggunan (2005) and Guichard (2005) define career construction theory in an attempt to explain the social constructionism<sup>33</sup> and psychological perception for South Africa seafarers. Henceforth I present how this theoretical framework in particular can be

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<sup>33</sup> Social constructionism; the essential tenet of social constructionism is that people are not simply passive recipients of it (Brown, 2002, p.13).



utilised to understand the social phenomenon of the changing face of the South Africa seafarer under democratic law and policy. Sociologists have been and still are vitally concerned with career choice making and development. Sociologists have focused on the antecedents to status attainment, which include the socioeconomic status of the family, academic background, race and gender of the individuals chosen as favourable for the employment (Hollingshead, 1949, p.6). Sociological analyses to career choice has already considered the family influence on education and occupational aspirations in the context of the status attainment model. The thesis highlights, the various means historically discriminated individuals utilised to gain interest or knowledge, of a career opportunity in the maritime industry post-apartheid South Africa.

Post-apartheid South Africa has been able to build/rebuild various institutions such as the Naval base and maritime industry, as necessary for a democratic and transformative state (Carrim, 2010). The democratic constitution enshrines a rights-based approach and envisions a prosperous, non-racial, non-sexist democracy to the entire people in all workplaces.

Notwithstanding the improved economic growth performance in South Africa since the end of Apartheid, unemployment remains high and poses a significant social and economic policy challenge (Arora *et al*, 2006, p.23), hence the need for the EEA and AA policies in the South African labour market. In 2004, the official rate of unemployment stood at 26% of the labour force, roughly the same as in 1994 (Vivek *et al*, 2006). Unemployment is particularly concentrated among historically disadvantaged groups and is higher among the rural and township settlements.

## **4.2. UNDERSTANDING HUMAN WORK IN POST-APARTHEID SOUTH AFRICA**

Racial and gender transformation in the post-apartheid raises the identification of work in South African naval workplaces for historically disadvantaged individuals, who previously could not be part of the maritime workforce. The maritime industry appears to constitute a shift in theorising about human occupation<sup>34</sup> in South Africa. Understanding that human occupation is always both

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<sup>34</sup> Human occupation; what humans do and do not do every day.

embodied by the individual/agency and embedded in the structure (Joubert, 2010). The selection panels should be sufficiently diverse/representative across a range of criteria such as gender and race and function, to capture the potential that the prospective candidate may have to offer the South African maritime industry (Kubu, 2010, p.40).

#### **4.3. SELF-CONCEPT THEORY OF CAREER DEVELOPMENT**

Among the many of career choice and development, Super (1990) theorised that the career choice and development is essentially a process of developing and implementing a person's self-concept. According to Super (1990), 'self-concept' is a product of complex interactions among a number of factors, including physical and mental growth, personal experiences and environmental characteristics and stimulation (Super, 1990, p. 120). Consequently, resulting in social constructionism in an democratic transformative society of South Africa. Effective social construction and career development guidance will assist the development of a knowledge economy and benefit individual, employers and society. Effective career development support is important not only for individuals but also for the organisations that employ them (CEDEOF, 2008). Effective career support by employers to their employees in the workplace meets both business and individual needs. It will only be sustainable if the mutual benefit is clear to both parties (CEDEOF, 2008, p.7). There seems to be little convergence in theorizing in the area of career development and occupational choice. With the emergence of social constructionism as available force in vocational psychology, convergence among theories and the development of an integrated theory (Brown, 2002, p. 15). The policy transformation and implementation in the South African maritime industry post-apartheid; can be viewed as a mutual beneficial change for South African naval/maritime industry and its seafarers a vital focal point of this thesis.

#### **4.4. DEFINING THE CHANGING FACE OF THE SOUTH AFRICAN SEAFARER**

“A change of heart” is an English expression, which means ‘*a move to a different opinion or attitude*’ the study attempts to mirror this mien as stated ‘the changing face’ of South African seafarers. The South African maritime industry from apartheid government, to post-apartheid government has undergone some changes in terms of labour policy, social interaction spaces and employment choices. With different social, racial, gender and economic attitudes within the South Africa post-apartheid society. The changing face of South African seafarers does not necessarily specify if the change is positive or negative but rather change noun the least. The sociological study into the notion of the changing face of the South African seafarer, through sociological analysis of the South African government applied policy, social concepts in the maritime industry. The perception of the changing face of South African seafarers is explored.

#### **4.5. DEFINING THE CAREER CONSTRUCTION THEORY**

Guichard (2005) examines the perspective of individual psychology, looking at how the individuals’ background is shaped towards the individual’s career<sup>35</sup> opportunity in relation to the choices available. Considering at what different people prefer to do when compared to their current career occupation. The developmental psychology, examines the process of psychological adaptation of the historically disadvantaged individuals that occupy the occupational vacancy in the post-apartheid maritime industry. Examining how these individuals deal with development training, occupational transitions, cultural, racial, and gender cohesion.

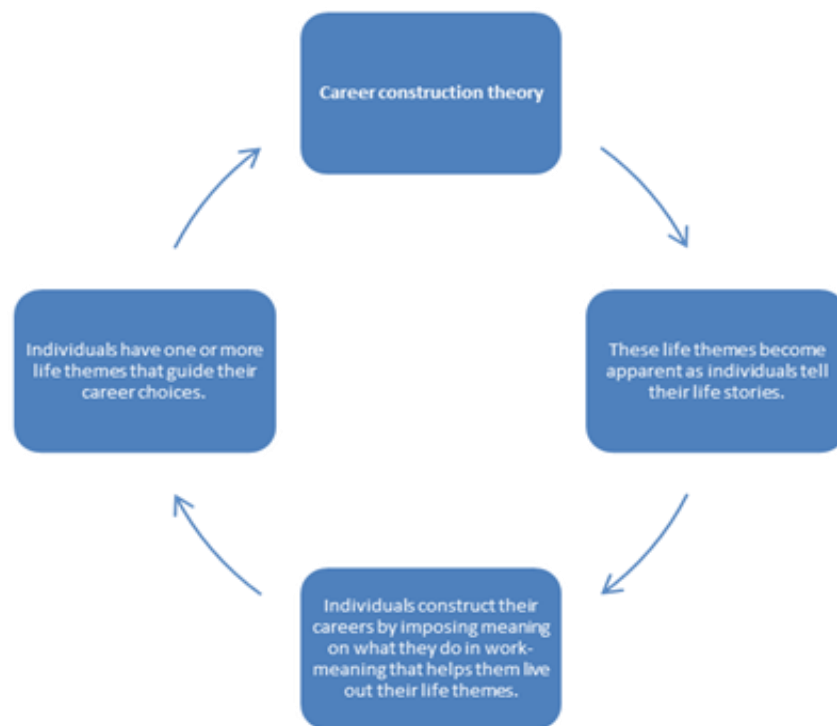
Guichard *et al* (2005) highlight the dynamics by which life themes such as; education opportunities, policy implementation, racial and gender transformation in the workplace, that impose meaning on behaviour and why individuals fit work in their lives in distinct ways. Especially historically disadvantaged individuals that are part of the seafarers in the South African maritime industry. The three theoretical concepts, perspectives enabled the researchers to survey how individuals construct their careers. Using life themes to integrate their self-

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<sup>35</sup> Career; is a multifaceted concept it can be about meaning, sense of purpose and direction (CEDEOF, 2008, p 13).

organization and self-extension of career adaptability into a self-defining whole that animates work, direct occupational choice and shape occupational adjustment (Guihard, 2005, p. 5).

### **CAREER CONSTRUCTION THEORY (Model below)**



*Figure: Career construction theory (Guichard et al, 2005)*

#### **4.6. CAREER CONSTRUCTION/DEVELOPMENT**

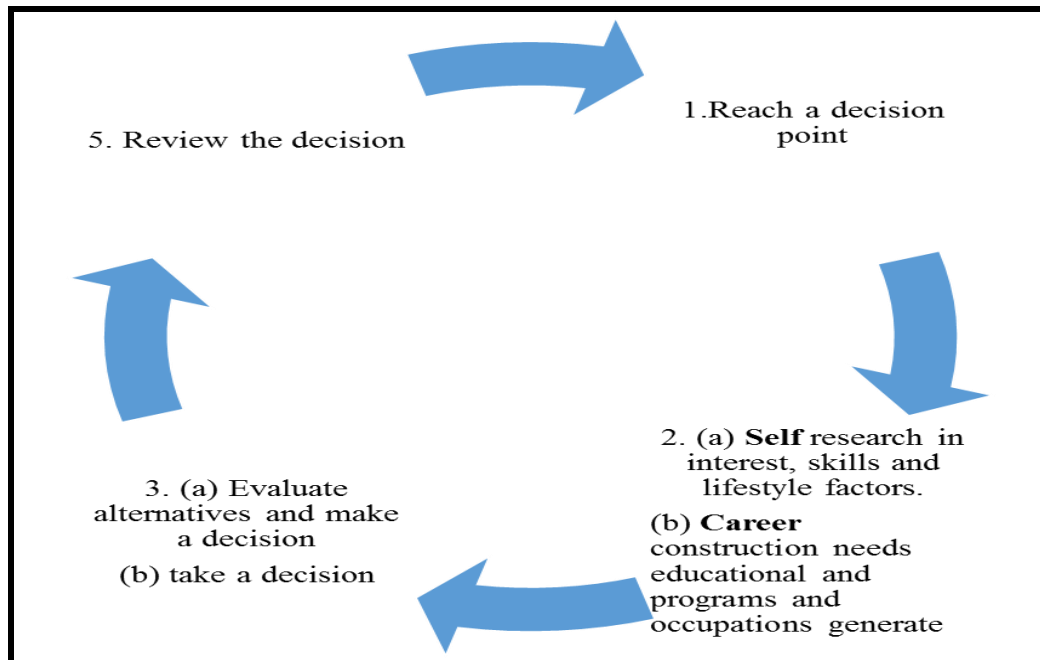
It is important to establish the necessity of career construction for South African seafarers post-apartheid. To help inspire or gain interest amongst current and future generation in South African. According to Baer et al (2008), an individual's career development is a lifetime process of childhood, the formal career education at school, and the maturational processes that continue throughout a person's working adulthood and into retirement. Career planning and development

in all organisations is one facet of human resource. Planning is succession planning and career development of previously disadvantaged persons from both inside and outside the organisations (Kubu, 2010, p.30). Employee career development is a challenge; companies have to come across in order to continue growing from within. Capitalizing on employees is one principle that the Ethekewini maritime cluster (EMC) abides by sustain growing on different layers of the company. EMC provides employees with all resources required to continuously develop their skills and extend knowledge base throughout their careers in the maritime workplace.

#### **4.7. MAKING A CAREER CHOICE**

According to Stead and Watson (2006), career knowledge relates to the knowledge base that the individuals have about career alternatives that are available to them (Kahn.S & Louw. V, 2013, p.13). Career decisions need to be made throughout the lifespan because a career has a major bearing on individual lifestyle (Beukes, 2010, p.46). South Africa has not been immune to the global changes that are happening in the world off career and work with the introduction of migrant work particularly in the South African maritime industry. The technological advancement and general changes in the global market is changing the perspective of the South African labour market, in terms of boundaries and extension of work, and its effect of career decisions (Barker & Kellen, 1998).Parallel processes in the global market is the outcomes of deregulating or flexibilizing labour occur in high seas in the global market, where states/governments who practise an open and second registry privileged experience under the Flag of convenience registry, which demands capital over that labour (Chin, 2008,p.114). Resulting in rapid changes in the labour market that have caused increased uncertainty and instability in people's careers working at sea. Henceforth, the career choice amongst historically segregated South Africans is an essential tool towards career awareness and development (White, 2007).

**Figure\_10 CAREER CHOICES MODEL**



*Figure: A model construction of making career choices (Guichard et al, 2005).*

#### **4.8. LIFE THEMES**

Proliferation of occupations and the diversification of paid jobs that arose at the beginning of the 20th century became one of the most characteristic consequences of industrialization. To work at sea was advertised as one of the paying jobs in the 20<sup>th</sup> century as a way to attract labour (Chin, 2008, p.112). The South African maritime industry opened up to the global labour force, transforming the global labour market. The Labour market has opened up to different races and gender. In South African, specifically you can evidence of black women ship captains. Historically disadvantaged individuals exist in all hierarchies of the maritime industry, with numbers varying amongst the ranks. This new social arrangement of work brought about the need to help people find and negotiate paid employment in an industry with a potential of vast employment. The pioneering practices of vocational guidance, considered as a “micro-tool for the Industrial State” promoted the notion of hierarchical dependence and stable relationships. Consequently, loyal and dedicated workers could aspire to a job for the rest of their lives, and the organization would respond by offering job security.

During the 20th century, social norms and expectations circumscribed occupational careers in that the social order provided predetermined paths from which the individuals were to make fitting choices (Arthur, Inkson, & Pringle, 1999, p. 163). Transformation in the maritime industry can be understood as the patterned relationships, prescribed roles, legislative rules that govern the individuals' social behaviour towards other seafarers. With fitting prescribed qualification and skill requirements in the post-apartheid South Africa through modified and implemented legislation, hence a career as a seafarer was made available to all. The South African Maritime Industry and training institutions have over recent years grown; with the addition of historically discriminated and disadvantaged demographic society of seafarers entering the industry (Pickel, 2001, p. 48). The thesis emphasis on race, gender discrimination recognizes that these are two particularly pervasive and entrenched forms of discrimination that have been taken seriously in making sociological attempts on the theorization and understanding of the nature and significance of this transformation in a post-apartheid South African maritime industry (Ruggunan, 2008, p. 6). Transformation theory' is "consumed" by a variety of actors, from individuals trying to establish themselves in a rapidly a changing environment for collective actors deciding on their institutional process (Pickel, 2001, p. 3). EE and AA are the "political implementation" introduced to mobilize, transform and economically empower individuals within designated groups (Pickel, 2001, p. 6). The transformation of a social structure requires the reconstruction of a social stratification<sup>7</sup> of a society (Grusky, 1998, p. 2). It is therefore critical to unpack the reconstruction and transformation of inequality within the occupational hierarchy, amongst South African seafarers; after the implementation of EE and AA policy.

#### **4.9. INDIVIDUAL PSYCHOLOGY**

Job reservation, sustained the notion to priorities white males, sustaining the notion of individual psychology supremacy as a race. Such that they became direct beneficiaries of high paying jobs under the apartheid regime, in all sectors (Tladi, 2001, p. 16). This concept perpetuated racial stereotypes within an apartheid state; as well as enabling notions of patriarchal supremacy for White people in the workplace. Job reservations damaged the choices that black people could have made and limited their access to employment opportunities and career advancement.

With the introduction of historically disadvantaged individuals in post-apartheid South Africa and the lifted measure of job reservation, Career construction theory responds to the needs of today's maritime mobile workers who may feel fragmented and confused as they encounter a restructuring of occupations, the transformation of the labour force, and multicultural imperatives (Guichard, 2005). Global job opportunities of South African seafarers are highly favored globally due to South African seafarers being an English speaking multi-cultural nation.

#### **4.10. DEVELOPMENT PSYCHOLOGY**

A South African marine sociologist explains the situation, saying 'the fragmented and multifaceted state of seafarer training in South Africa is directly attributable to apartheid based education programs (Trotter, 2008, p. 196). Racist and gender bias apartheid policies made access to training and employment opportunities in the maritime sector impossible for all black South Africans. Four major shipping companies in South Africa found that "*Black African officers were not perceived to be natural seafarers*" (Ruggunan, 2005, p. 72). This racist, antagonistic environment relegated Black seafarers to the bottom rungs of the industry. Perpetuating these racist stereotypes of incompetence, inferiority and racial discrimination, further isolating all black people. This led to a broad occupational category of seafarers being racially skewed, with the majority of South African officers being white males and ratings predominantly black seafarers (Ruggunan, 2005). The allocation of black workers into semi-skilled positions was not an uncommon practice in South Africa. Instead of measuring personality traits as realist concepts and trying to prove construct validity of the apartheid legacy, the theory concentrates on how individuals use what they have.



#### **4.11. CAREER DYNAMICS**

Career construction theory emphasizes the interpretive and interpersonal processes through which individuals impose meaning and direction in the occupational behaviour. It is the uses of maritime society transformation and social constructionism as a metatheory with to reconceptualise occupational personality types. Thereafter the essential meaning of any career choice is revealed in the self-defining stories, education, training, occupational transitions and work traumas. Career dynamics can be used to best transform, develop and sustain a growing institution such as the maritime industry in South Africa.

Career development can be viewed as process by which employees obtain knowledge about themselves and information about the working environment (Kubu, 2010, p. 13). A crucial transformative initiation in the historically racially and gender segregated working environment. Important facets of human resources development in succession, which involves planning and career development. Offering an ideal route for the development of previously disadvantaged individuals from both internal and external persons aspiring a career in the maritime industry in filling more senior/important positions in the future of the development and transformation of the Durban harbour (Kubu, 2010, p.30).

#### **4.12. CAREER PLANING**

Career planning can be defined as the process by which employees obtain knowledge about themselves and information about the working environment (Kubu, 2010, p.18). It is a process by which an individual determines his/her short and long term career goals (Schreuder & Thevon, 1997, p.13).

#### **4.13. OCCUPATIONAL PERSONALITY TYPES**

Occupational personality refers to an individual's career-related abilities; needs, values and interests. Occupational interests are simply resemblances to socially constructed clusters of attitudes and skills. Viewing career construction as a series of attempts to implement a self-

concept in social roles focuses attention on adoption of a series of transitions from school to work. At each transition approach individuals can adopt more effectively if, they meet the change with growing awareness, information seeking followed by informed decision-making.

#### 4.14. CONCLUSION

In a proposed assimilating society, the study identifies that the *career construction theory* is the most relevant theory in analyzing transforming occupational society in post-apartheid society. The theory tries to holistically describe the social stratification<sup>36</sup> of historically disadvantaged individuals.

The study provides a theoretical framework that supports the social, racial, and gender expansion towards seafaring as a career of choice or opportunity for historically disadvantaged individuals in South Africa to grow in the maritime industry as seafarers. The theoretical framework adapts the career construction; the theory examines the perspective of individual psychology, development, psychological, life themes, career dynamics and occupation personality types. Life themes examined the social arrangement of work in a labour market of proliferation of occupation and the diversification of paid jobs. That promotes the notion of hierarchical dependence of stable relationships in the workplace. The career dynamics illustrates the interpretive and interpersonal processes. Highlighting the individuals' choice or opportunity to impose direction towards the occupational behaviour and attitudes in the workplace. While the occupation, personality types relate individuals career abilities through established needs, values and interests. Understanding the self-concepts of individual's transitions from school or training to the work environment.

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<sup>36</sup> Social stratification; is a society's categorization of people into socioeconomic strata, based upon their occupation and income, wealth and **social** status, or derived power (**social** and political).

## **CHAPTER FIVE**

### **5. METHODOLOGY**

#### **5.1. INTRODUCTION**

This chapter of the dissertation will focus on the methodological approach that was applied in the study. The study has used purposive methodology, to interview individuals from historically disadvantaged background as a similar characteristic of the population and the objective of the study. The chapter will discuss the research methodology and design applied. Included in the sampling selection method and the system used for analysing data that was collected during the interviews. The chapter will also discuss the research experience in its entirety, specifically looking into the challenges and obstacles of the nature of research and the importance of using purposive sampling for the study.

#### **5.2. QUALITATIVE RESEARCH DESIGN**

According to Burns and Groove (2001, p. 374), exploratory research is defined by a research conducted to gain new insights, discover new ideas, and for increasing knowledge of the phenomenon, with the goal being to formulate problems and clarify concepts. Exploratory research seeks to create a hypothesis rather than test them. Qualitative attributes have labels or names rather than numbers assigned to their respective categories such as; skin color, gender identification, level of education and occupational rank can be all viewed as qualitative variables. Qualitative variables are used extensively in observational oriented studies. The categories of qualitative variables analyzed in this study will be labelled using numbers rather than names (Bailey, 1987, p. 61).

Qualitative research ensures validity, reliability, generalizability and carefulness (Stanbacka, 2001, p. 551) which will be very important in this research for delicately capture data while

staying sensitive to issues of as race and gender. Qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds (Fossey *et al*, 2002, p. 717). Qualitative research will help understand the issues or problems faced by the participants on a one on one basis with the researcher and removing them from their institution and getting to understand them on a more personal and social level in their work space.

Qualitative study validity is traditionally understood to refer to the correctness or precision of the research (Ritchie *et al*, 2003, p. 356). In an attempt to uphold the studies, valid evidence of how well participants' meanings have been captured and interpreted. While reliability will rely on the nature that might be expected to be consistent, dependable or replicable generated by the participants and meanings that they have attached to them (Ritchie *et al*, 2003, p. 358). Like the social and occupational perspective of historically disadvantaged individuals that might still perceive white seafarers as dominant, academically with more skills and experience than their Black seafarer counterparts in the maritime industry. In qualitative work, participants are selected by means of theoretical sampling, for their ability to provide information about the area under investigation, which is the sailor's society, which is an industrial occupational area for seafarers. Generalizability in qualitative research refers to the extent to which theory developed within one study to provide an explanatory theory for the experiences of other individuals who are in comparable situations (Popay *et al*, 1998).

### **5.3. SAMPLE**

Participant sample seeks to complete the combination of cases that meet a designated set of criteria (Polit and Beck, 2004, p. 289) where as a researcher, I could form a generalizations of the sample base. The study was conducted at the South African naval base in Bayhead road, located 3.3 kilometers from the city of Durban via Margaret Mncadi Avenue. With a measurable distant from the busy Durban city. The maritime industry is able to cater for the needs of seafarers working in and around the port. It is a safe and relaxed environment away from congested traffic or city noise and pollution. Visitors are requested to carry access cards assigned at the gate for safety and security measures. It providers' seafarers to socially interact away from

the ships. Integrating gender and race as means towards social respect and tolerance amongst seafarers in the rapidly changing South African maritime industry.

**Figure. 14 The view of the city from the harbour, located 3.3 kilometers from the city of Durban**



*Source: Mazibuko, M (2015)*

#### **5.4. SAMPLING METHOD**

The researcher used purposive sampling method; The target sample exclusive historically disadvantaged individuals in the South African context working in the South African maritime industry, chosen out the convenience or recommendation of the study, it is only conclusive the method of sample only interprets the results of the population under study (Palinkas, 2013 p. 154). Considering the locale of the study, purposive sampling was convenient and useful in documenting events at the sailors' society since it is remote and exclusive from the rest of the city and surrounding areas and not everyone can attend or witness the lives of South African seafarers (Zelditch, 1962). Despite the inherent bias suspected in a purposive sample, the method does deliver a reliable and robust data from the perspective of a historically discriminated and excluded demographic in the maritime industry (Barnard, 2002).

## 5.5. SEMI-STRUCTURED ONE-ON-ONE IN-DEPTH INTERVIEWS

I decided to use semi-structured interviews in order to provide some structure to encourage focus on the research topic (Raeisi, 2013, p.84), whilst permitting scope for exploration of new insights (May, 1993). Due to the nature of the study, meeting with the participants can prove to be difficult hereafter semi-structured interviewing, according to Bernard (1988), it is best used when you will not get more than one chance to interview the participants. According to (Ritchie *et al*, 2003) semi-structured interviews include drawing up a topic guide, which is a list of topics the interviewer wishes to discuss. The guide schedule does not restrict the interview, considering all sensitivity with flexibility that does not prohibit follow up points for the interviewer or interviewee. Particularly in an explanatory study of a remote area such as the international sailors' society that might have different social, cultural and traditional way of life away from ashore norms and values of the general populace.

**Figure. 15 Preparing semi-structure interviews in the naval boardroom**



*Source: Mazibuko, M (2015)*

## **5.6. ETHICAL CONSIDERATIONS**

According to Jones & Kottler (2006), ethics have become a cornerstone for conducting effective and meaningful research. Whether a researcher is a psychologist, educator or an anthropologist the primary responsibilities to participants is clear; obtain consent, protect from harm and ensure privacy (Jones & Kottler, 2006). The study ensured a direct method to obtain consent from the person to be involved. The research involves a potentially marginalised and vulnerable population group, which requires diligent attention to ethical principles such as integrity, respect and sensitivity. The demographic profile of participants in the study is reflective of a relatively designated group in the occupied in the maritime industry who have been classified as historically disadvantaged and marginalised group, with psychological and social implications. Physical implication presents inherent stereotypes of incompetence based on physical attributes like skin color or gender. Social factors increase vulnerability may include isolation, absence of individuals or small social groups based on shared social issues.

## **5.7. INFORMED CONSENT**

While at first glance informed consent appears a relatively straightforward issue involving the provision of appropriate information to enable people to make informed decisions about participation in a research project, a closer examination of the issues involved reveals that the process is far from straightforward (see Alderson & Goodey, 1998). A vital component of the ethical discourse of research involving human subjects is the process of informed consent, which recognizes the autonomy of research subjects by sharing the power of decision-making with them (Frankel and Siang, 1999). In this study, it was made clear to participants that their participation is voluntary. Three elements must be present for an effective consent informed consent approach: capacity, information and voluntariness (Draw&Hardman, 2006). Capacity is the person's ability to acquire, retain and evaluate information. Rending all employed seafarers competent based on the Basic Conditions of Employment (BCE) Act 75 of 1997(Mahery & Proudlock, 2011, p.12). Section 43<sup>37</sup> legal qualification for employees, which is regarded in

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<sup>37</sup> No-one may employ a child under the age of 15 or under the minimum school-leaving age. In terms of the Schools Act, the minimum school-leaving age is the last school day of the year the child turns 15 or the age at the end of the ninth grade; whichever comes first (Mahery and Proudlock, 2011, p.12).

terms of age. Henceforth all participants through purposive sampling are 18 years and older (Field & Behrman, 2004). The field and nature of study assured that no participants were deemed incompetent to give consent on their own or legally too young.

## **5.8. CONFIDENTIALITY AND ANONMITY**

Comber (2002) noted that the use of signed consent forms may compromise issues of confidentiality and anonymity which are important issues where participants are in need of protection. Individuals may want to protect their identities from the researcher and expecting them to divulge it runs counter to other ethical principles. The first step in the process of fieldwork participation was the reading and signing of the informed consent highlighting participants' confidentiality. The study maintains the privacy of research study participants. The questionnaire study, basic confidentiality procedures have been prioritized including; the use of replacing participants' names and surnames with numbers.

## **5.9. DATA COLLECTION**

Data collection provides the researcher time to consider the theoretical and objective aim of the study (Hakim, 1982), utilizing interviews, focus groups and observation method as tools for an effective qualitative method for data collection. Focus groups combine elements of both interviewing and participant observations (Frechtling, 1997, p. 9). Focus groups dynamics and technique inherently allows observation groups dynamics, discussion and first hand insight into the respondents' behaviour concerning social interaction amongst other seafarers in the remote area of the sailors' society. While observation is the method, by which the researcher gathers first-hand insight data on the participants' occupational processes while providing an opportunity to collect data on a wide range of behaviour capturing the social essence of the study. Underlining social interaction, that explores the evaluation of the changing face of the South African seafarers. The observation approach allows the researcher to learn about issues participants may be unaware of or they are unwilling or unable to discuss in an interview or focus groups (Bennett, 2011, p. 53).



## **5.10. INTERVIEW PROCESS**

Data collection through interviews is a face-to-face, one-on-one process. Following the interview schedule. The entire interviews were conducted at the international sailors' society in the Durban port. All the aims and objective prior the interview were highlighted while the participant read through the consent form. All participants interested in being interviewed were required to sign the consent forms, with all interviews thereafter conducted with the full knowledge and acceptance of the participants. With in-depth interview and focus groups conducted for the study, the interviews were verbally led in both English and Zulu. With all writing translated into English. Using both Zulu and English allowed for the historically disadvantaged Black African seafarers to be accommodated and respected as part of the study, while the English language as the medium of communication will accommodate other racial groups.

### **5.10.1. DATA ANALYSIS**

Thematic analyses is a systematic that is often used to analyze data in primary qualitative research (Thomas & Harden, p. 2). Thematic analyses is not another qualitative method but a process that can be used in most. The analyses is the formation, identification and development of themes (Thomas & Harden, p. 5).

Polit and Humber (1999, p.699) refer to data analysis as the systematic organization and synthesis of research data, and the testing of a research hypothesis using those data. This research study was exploratory study of nature and therefore explorative statistics were calculated. Explorative statistics enable a researcher to reduce summaries and describe qualitative data obtained from observed evidence (Polit & Beck 2004, p. 716). The process of data collection will be approximately a month's process, with the first week establishing the adequate sample number of participants, and the remaining three weeks reserved for the formation of a focus group within the sample base of members interested in taking part in the research for the full duration of the study. As mentioned above the method of semi-structured interviews, assist the participants explore in detail their own perceptions and accounts. The method is suitable for the research topic since very little is known about the topic of study.

Specific tools used to collect and record the data for analysis, would be an audio tape recorder, since the port area is a busy place and continuous movement in and out the area can prove to be difficult to capture each response in writing, writing notes might be difficult and certain important data could be lost in translation.

This research focuses on historically disadvantaged individuals in the Durban Maritime industry, particularly in South African registered ships, since these ships are more accountable to South African laws and regulations of “AA and labour policies. With an overview and opinioned measure from schools or school, that offers Maritime study in the city of Durban. The study was conducted at the seafarers in the sailors’ society in Umbilo and Bayhead that is located at the Port city of Durban.

#### **5.10.2. LIMITATION OF THE STUDY**

Due to the remote locale of the study, gaining gatekeepers approval proved to be difficult with officials being in and out of the office or away on work related issues acquiring appointment proved to be most difficult. Concerning the study itself was the model of adopting a purposive sampling methodology (Berrios *et al*, 2016). With a small sample size and the non-random nature of the sample that place severe constraints on the ability to generalize findings to the general population. Although this phenomenological approach was centered on gaining knowledge and understanding through the explication and illumination of the lived experience of those involved in the study rather than generalization to the wider population. Time and space proved to be difficult for the seafarers. The time limit proved difficult since the seafarers are only available during six o’clock until ten o’clock in the evening. Time for interviews was less exciting for the participants after a long day’s work. Getting transport to the area was hard since public transport ends at seven o’clock in the afternoon.

## **5.11. CONCLUSION**

In this chapter, the research methodology was adopted to conduct the ethnographic component and purposive sampling method of the study. From the research design, sampling method, participants, ethical consideration, data collection, analysis, and limitations of the study outlined and explained in detail. Purposive sampling is a relatively innovative methodology in the area of race and gender involving employees in their workplace. This methodology has been an effective strategy in conducting research into a potentially sensitive topic. Purposive sampling was selected for the study because of the uncertainty involved in determining the response to an invitation towards participants in a study about the changing face of the South African seafarer. The study also used in-depth interviews that generated valuable data from the perspective of the historically disadvantaged individuals or designated group within South African seafarers. Therefore, necessitated targeting members of the population of interest. In the process, a number of ethical challenges were addressed, including informed consent, ethical clearance, confidentiality and voluntary participation. Word of mouth was the most successful strategy that depended on the commitment of friends and colleagues to assist in the recruitment process by acting as the source of referral between the researcher and potential participant. Using contacts within international sailors' society definitely assisted in the recruitment process. The participants were free to withdraw at the time of interview. Each component well described with direct relevance to the study of the changing face of the South African seafarers.

## **CHAPTER SIX**

### **6. FINDINGS AND ANALYSIS**

#### **6.1. INTRODUCTION**

This chapter discusses the key findings and analysis of the qualitative data captured in the semi-structured schedule. Systematic thematic data analyses themes are reviewed in the analysis section include exploring themes in the occupational seafaring profession, capturing the lived experiences and challenges from officers and ratings, highlighting political policy implementation and social interaction in the workplace. Underlining AA and EEA legislative implementation and racial and gender transformational process with the changing face of South African seafarers. The data findings involved 20 participants, all historically marginalised individuals who all hold position in the South African Department of Defence under the navy occupation. All interviews were conducted at the South African navy on the Bayhead Road Naval station. Interviews were smooth with a tasked warrant officer and officer secretary who gracefully assisted in the identification of interested participation identified through purposive sampling. Conducting scheduled interviews was made easy, since seafarers in the navy work in units of +- 65, varying rank occupations per ship. Each interview was conducted over a period of 30 minutes to an Hour. The interviews were piloted from 8h30 until 12h00 and break for lunch from 12h30 until 1h30. No interviews were conducted after lunch, since most of the participants proved to be less attentive to participate in the interview on the 1<sup>st</sup> day. The participants preferred to rest or recover from morning exercises and naval duties.

## 6.2. DEMOGRAPHIC OF RESPONDENTS

**TABLE 1 PARTICIPANTS' DEMOGRAPHICS**

| Participants | Race         | Gender | Age   | Training period   | Rank    |
|--------------|--------------|--------|-------|---|---------|
| 1            | African      | Female | 26-34 | Basic 6 months training +core 3 months officer training           | Officer |
| 2            | African      | Female | 18-25 | Basic 3 months Military training + 9 months officer core training | Officer |
| 3            | Coloured     | Male   | 26-34 | Basic 3 months navy training + 9 months officer core training     | Officer |
| 4            | Indian/Asian | Male   | 18-25 | Basic 6 months navy training                                      | Officer |

|    |              |        |       |   |                    |
|----|--------------|--------|-------|---|--------------------|
| 5  | Indian/Asian | Male   | 47-54 | Basic 24<br>months navy<br>training                                     | Senior<br>rating   |
| 6  | Indian/Asian | Male   | 26-34 | Basic 6<br>months navy<br>training                                      | Rating             |
| 7  | Indian/Asian | Male   | 47-54 | Basic 12<br>months navy<br>training                                     | Patty<br>officer   |
| 8  | Indian/Asian | Male   | 47-54 | Basic 6<br>months navy<br>training                                      | Warrant<br>officer |
| 9  | Indian/Asian | Male   | 47-54 | Basic 9<br>months navy<br>training                                      | Rating             |
| 10 | African      | Male   | 26-34 | Basic 6<br>months navy<br>training                                      | Rating             |
| 11 | African      | Male   | 26-34 | Basic 6<br>months navy<br>training                                      | Rating             |
| 12 | African      | Female | 26-34 | Basic 6<br>months navy<br>training + 9<br>months<br>officer<br>training | Watch<br>officer   |

|    |          |        |       |   |                              |
|----|----------|--------|-------|---|------------------------------|
| 13 | African  | Female | 18-25 | Basic 6<br>months navy<br>training                                      | Public<br>relation<br>rating |
| 14 | African  | Female | 26-34 | Basic 6<br>months navy<br>training                                      | Officer                      |
| 15 | African  | Male   | 26-34 | Basic 6<br>months navy<br>training + 9<br>months<br>officer<br>training | Officer (A)                  |
| 16 | African  | Male   | 18-24 | Basic 6<br>months navy<br>training + 9<br>months<br>officer<br>training | Officer (E)                  |
| 17 | African  | Male   | 26-34 | Basic 6<br>months navy<br>traing  | Rating<br>(CC)               |
| 18 | Coloured | Female | 26-34 | Basic 6<br>months navy<br>traing  | Rating (J)                   |
| 19 | Coloured | Female | 26-34 | Basic 6<br>months navy<br>traing  | Rating (J)                   |

|    |        |        |       |   |                |
|----|--------|--------|-------|---|----------------|
| 20 | Indian | Female | 35-40 | Basic 6<br>months navy<br>training + 9<br>months<br>officer<br>training | Rating<br>(PO) |
|----|--------|--------|-------|---|----------------|



## BIOGRAPHICAL INFORMATION OF PARTICIPANTS

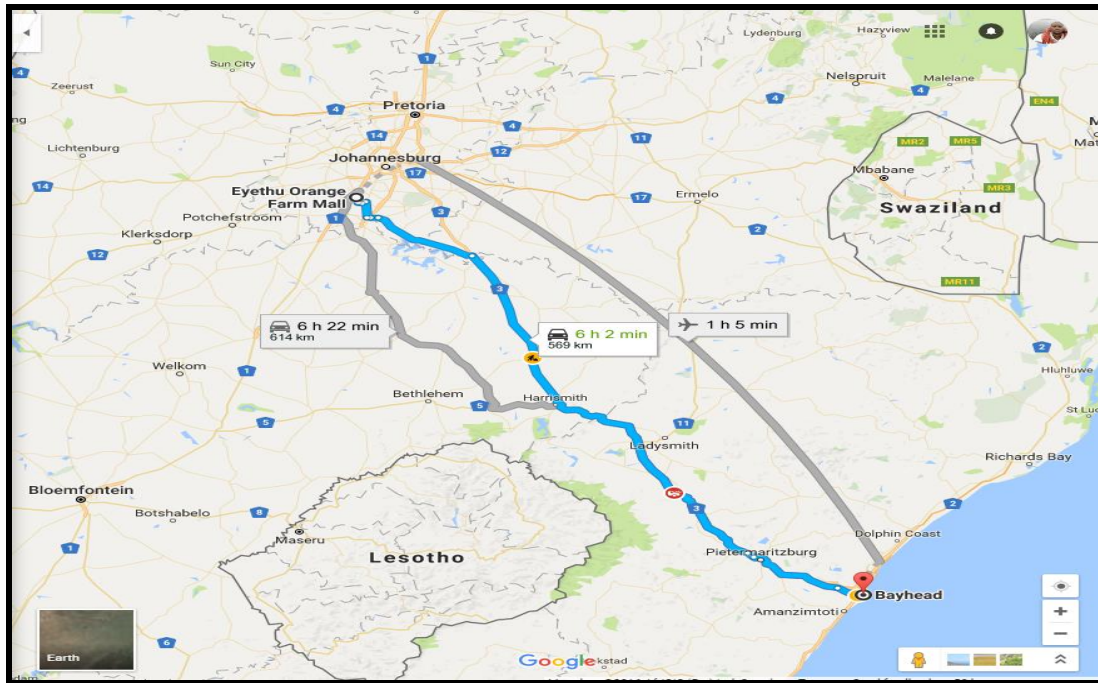
- 1) **Participant one** is a 27-year-old, African female. From Gauteng Orange farm township. Her current education level is a 3 years Maritime Studies Diploma from Cape Peninsula University of Technology. With additional 6 months' basic navy training, with additional 9 months' officer core training with the South African Navy. An officer who takes pride in her work and like most seafarers in the navy well dressed in the formal white navy officer uniform. The participants did not have any friends or relatives in the Department of Defence or South African Navy, her choice of employment can be accredited to her curiosity to explore new horizons and adventure that comes with the nature of travelling in different line of occupation compared to most on land.

**Picture. 1 Participant One outdoor interview.**



*Source; Mazibuko.M (2015)*

*Participant One Locale from Bayhead naval base:*



**Gaining employment access as a seafarer:**

The participant was introduced to the nature and occupational opportunities in the maritime industry and South African navy station from the SA navy school visits and career exhibitions where she also further learnt about opportunities particularly as part of the South African navy. Training for employment as a seafarer, where means to obtain employment towards furthering her studies from the officer navy salary occupation. Becoming an officer in the SA navy was through rigorous training and dedication and most importantly aligned education matriculate and tertiary results.

- 2) **Participant two** is a 23-year-old, African female. From the mid-sized farming and trading rural area of Matatele in the Eastern Cape. Her highest education achieved is a Diploma from Mangosuthu University of Technology, her parents paid her tuition and residential fees. The diploma took her 3 years with one year for practical's. The

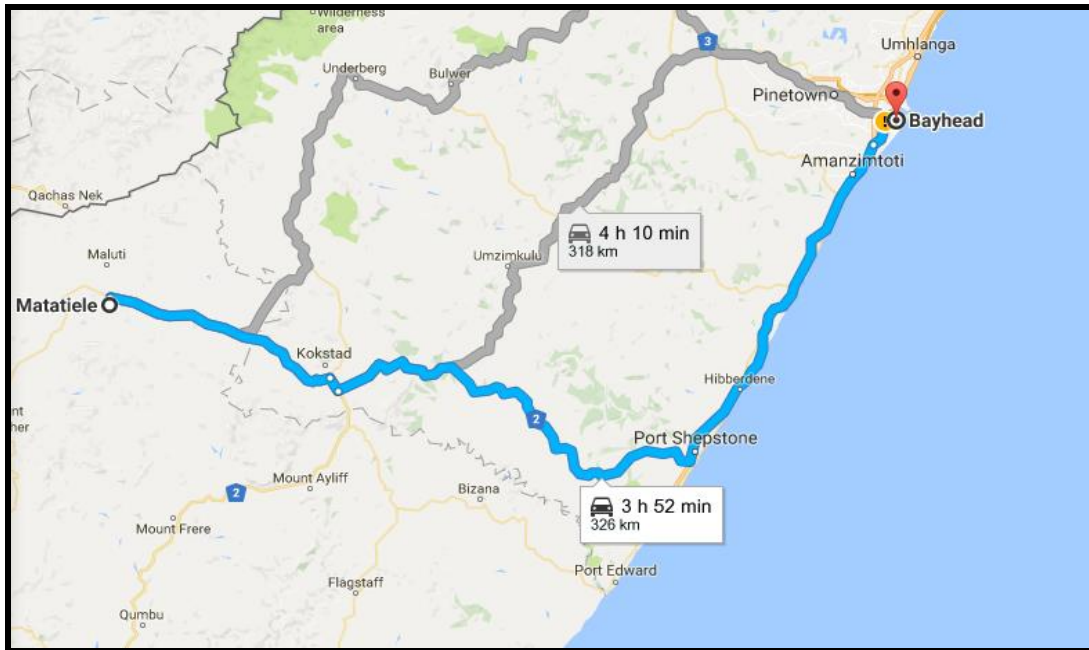
SA navy attained her academic qualifications with the completion of SA navy's 6 months basic training, with an additional 9 months' core officer training as part of the requirements for the sub-lieutenant officer rank.

**Picture. 2 Participant Two outdoor interview, on the naval ferry 30 minutes ride, sailing across the naval base towards Durban city.**



*Source: Mazibuko.M (2015)*

*Participant Two Locale from Bayhead naval base:*



### Gaining employment access as a seafarer:

Working at sea has always been the participant's childhood dream. Her father, who worked in a shipping company and still works at sea, influenced much of the interest in working at sea. Her father use to take them to the harbour for boat rides, which opened her up to the experience of sailing. The participants followed her dream of working at sea, after completing her electrical engineering diploma applied for the navy.

- 3) **Participants three** is a Coloured Male, 27 years old. He comes from the small town of Paarl in the Western Cape Province, the name Paarl is derived from Parel, meaning pearl in Dutch symbolising of the “riches” from Dutch ships that passed the cape in the early 1960s. The participant has a three-year Bachelor’s Military degree in Technology and defence management from Stellenbosch University in Cape Town. He expressed that requirements for enrolment to Stellenbosch University required him to receive an E symbol (Higher Grade) or a D symbol (Standard Grade) in both Mathematics and

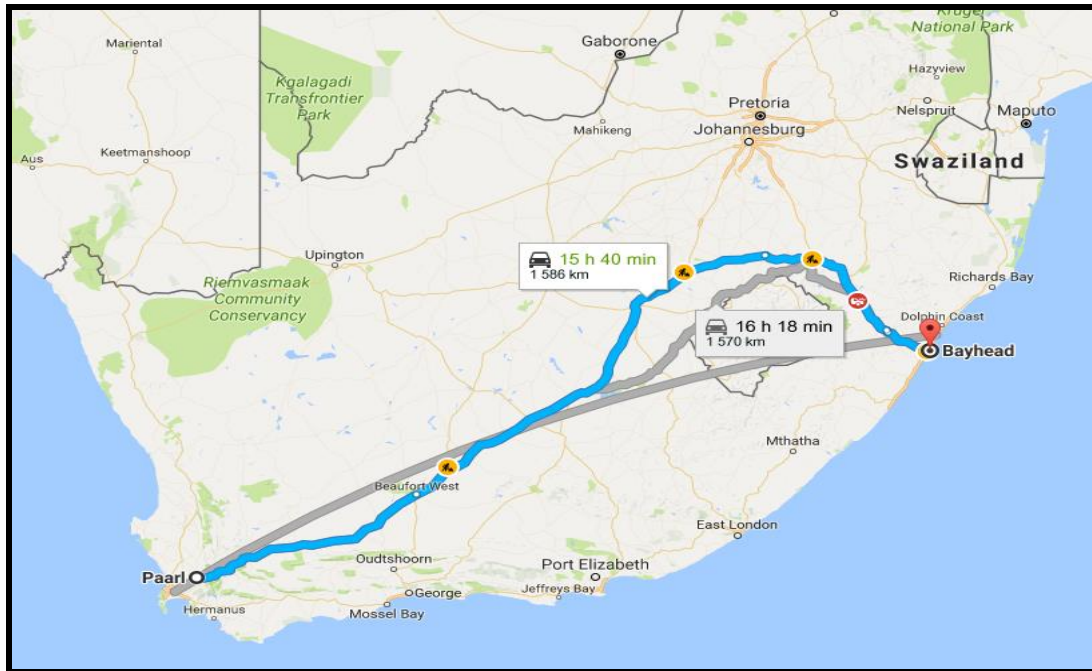


Physical Science for the final matriculation examination, which he achieved comfortably. The participant completed his basic and core SA navy over a 12 months' period and is a qualified Ensign Officer (Junior Officer).

**Picture. 3 Participant Three indoor interview, on the naval base boardroom.**



*Participant Three Locale from Bayhead naval base:*



**Gaining employment access as a seafarer:**

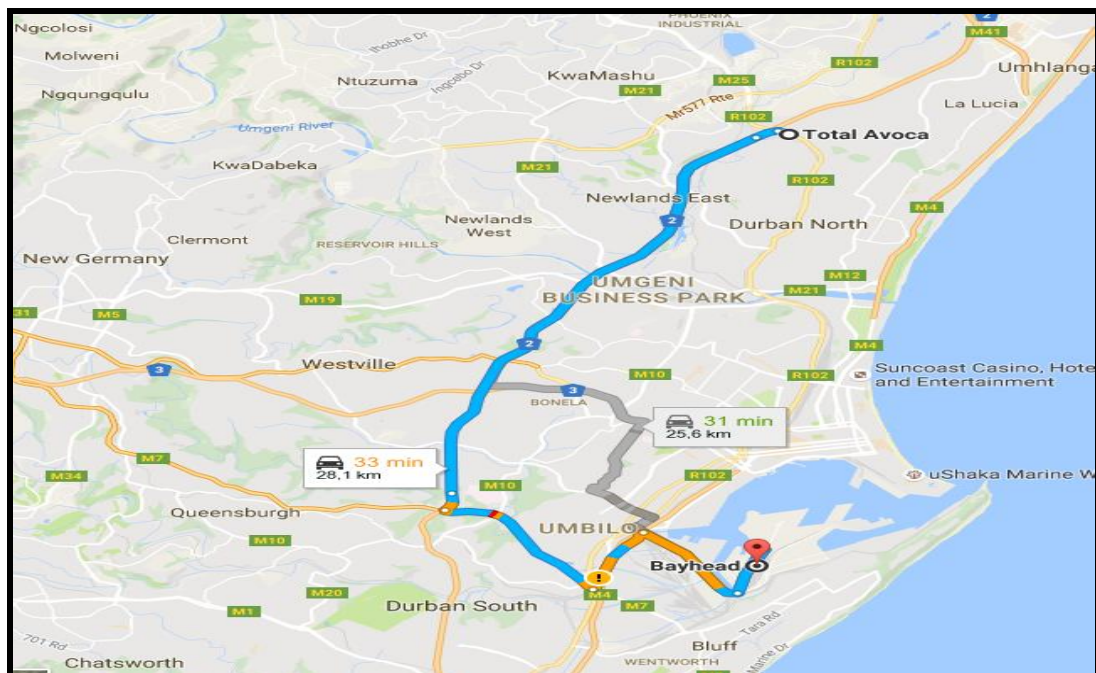
The participant was exposed to the different branches of the South African DOD through open days at the University and from friends who were also interested to be employed in different Military service departments. His initial interest was to be part of the air force in the South Africa department of defence. He preferred employment that allowed him to be outdoors. When the opportunity to be part of the DOD.

- 4) **Participant four** is a 24-year-old, Indian male. He comes from the peripheral area of Avoca suburbs in Durban north. After matriculating in 2007, the participant did not have the means to further his education in a higher learning institution. The basic six months' navy training was his best option, from applying for further education.

**Picture. 4 Participant Four indoor interview, on the naval base boardroom.**



*Participant Four Locale from Bayhead naval base:*





### **Gaining employment access as a seafarer:**

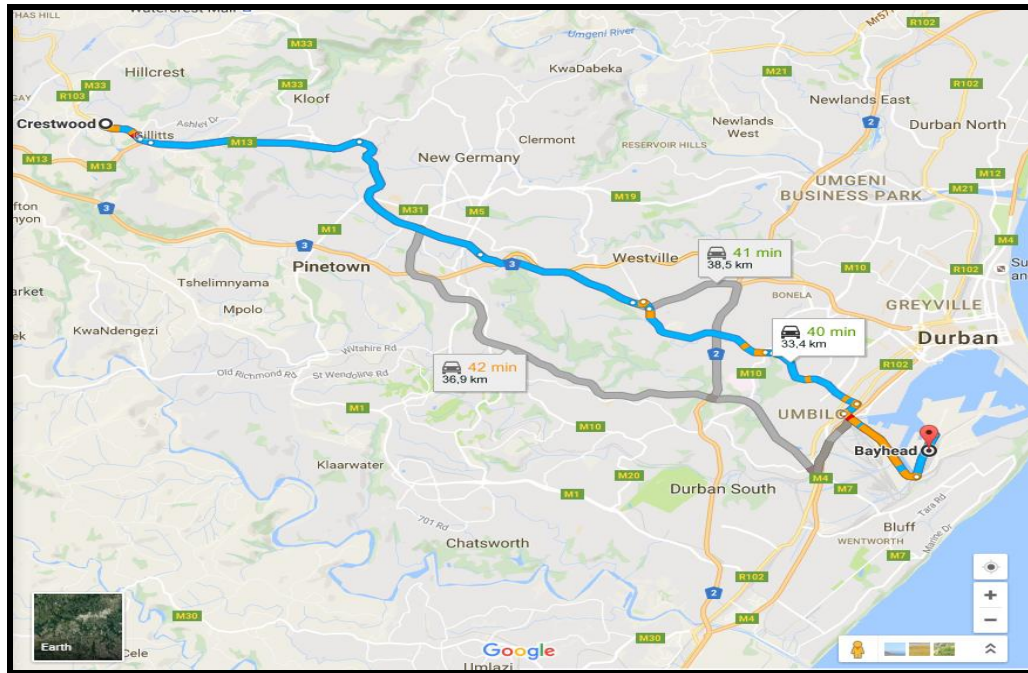
With no friends or relatives in the maritime industry or navy, the participants learnt about the navy funded training programme from friends in his community.

- 5) **Participant five** is an Indian male, 45 years old. The participants live in the suburb of Crest wood Hilllane in Durban. Being the oldest of seven siblings, completing his education was difficult due to financial difficulties at home, forced to drop out from high school and look for employment to help support his family. The South African navy gave the participants an opportunity to provide for his family and serve his country, which after 34 years of experience in the navy he feels proud to be part of the South African department of defence.

**Picture. 5 Participant Five indoor interview, on the naval base hallway**



*Participants Five Locale from Bayhead naval base:*



**Gaining employment access as a seafarer:**

The participant's mother was a house-wife, his father worked at the Natal Government Railways Point Station building for a Railway Company near the port in the early 1950's. When the railway companies closed down he was The South African army was his best option for training and recruitment. After 24 months of training, in 1981 the participant was amongst only 3 male Indian fire fighters in the South African navy in Durban.

- 6) **Participants six** is a 29-year-old male rating, who lives in the Phoenix which was established as an Indian township in 1976 (EThekwin Municipality, 2011). Located 20km from Durban city centre, Phoenix is one of the communities affected by apartheid segregation policies. With evidence of the tiny semi-detached properties handed out by the apartheid government the settlement. Their houses built on top of each other, built so close to one another that you could see what your neighbour was cooking for dinner. Aside from residing in a demographic historically marginalised

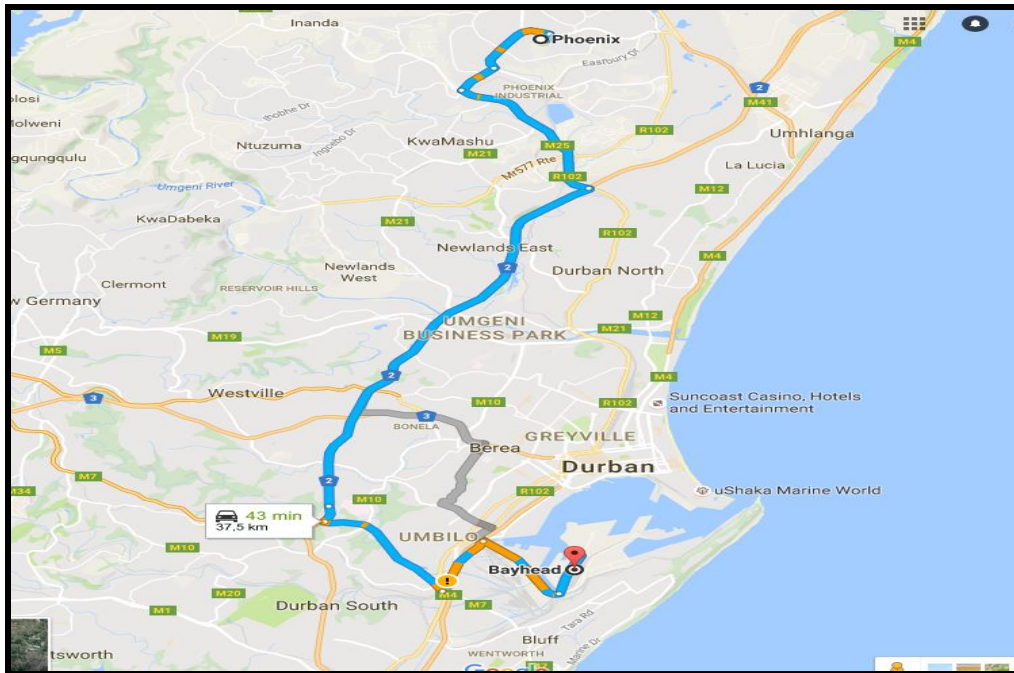
community of Phoenix. After enrolling in the South African Navy the participant using his funded by the South African navy was able to register a degree in psychology from the University of South Africa. He is currently completing his 2nd year of his 4-year degree.

**Picture. 6 Participant Six indoor interview, on the naval base boardroom**



*Source; Mazibuko.M (2015)*

*Participant Six Locale from Bayhead naval base:*



**Gaining employment access as a seafarer:**

A next door neighbour advised the participants to apply to work in the department of defence since he held a matriculate certificate as his highest education. With no means of funding further tertiary studies, the navy was his best option.

- 7) **Participant Seven** is another 48-year-old Indian Male veteran, a senior rating in the South African navy. The participant lives approximately +-4km from the naval base station in the **Bluff suburb**. Growing up the participant remembers the naval base and navy being a big part of the local community, the naval station always open to the community prior to its closure in 1992. he is reminded of navy carnivals in the early 1970's when his brother and himself use to visit the naval station to fly kites near the sea breeze from the naval base playing grounds, with varies activities going on

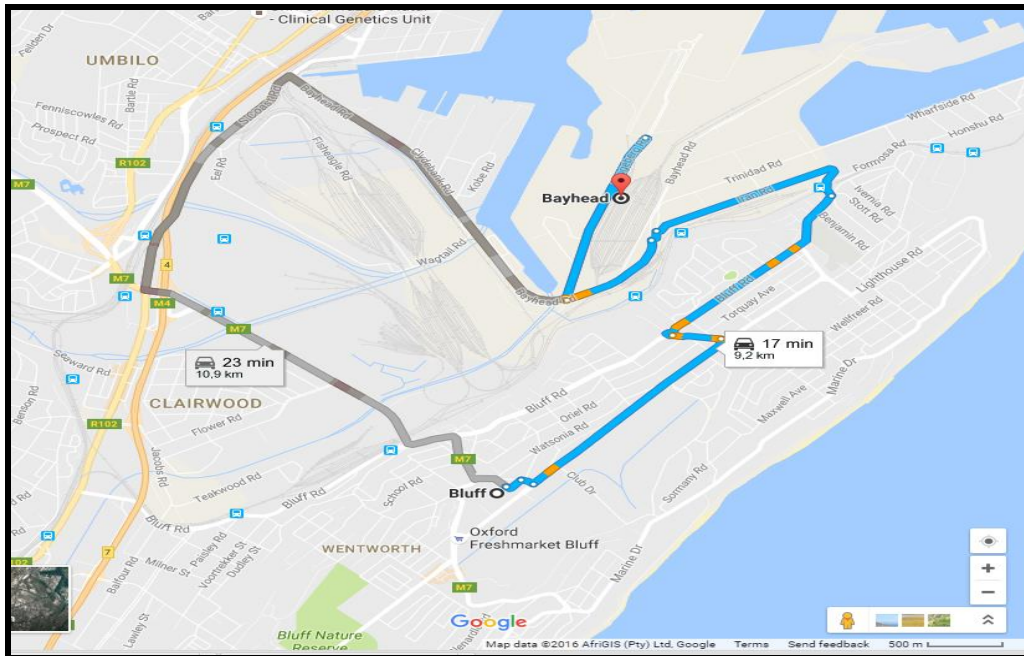


around the naval base from ferry boat rides to civilian navy training conducted every Saturday afternoon. In 1982 the participant enrolled in the South African navy following on his friend's footsteps. With only a standard 8 (grade 10) education background the participants' dedication over the years has promoted him to petty officer rank, which is a superior rank petty officer, are usually among the specialists of the ships' company.

**Picture. 7 Participant Seven indoor interview, on the naval base boardroom**



***Participant Seven Locale from Bayhead naval base:***



**Gaining employment access as a seafarer:**

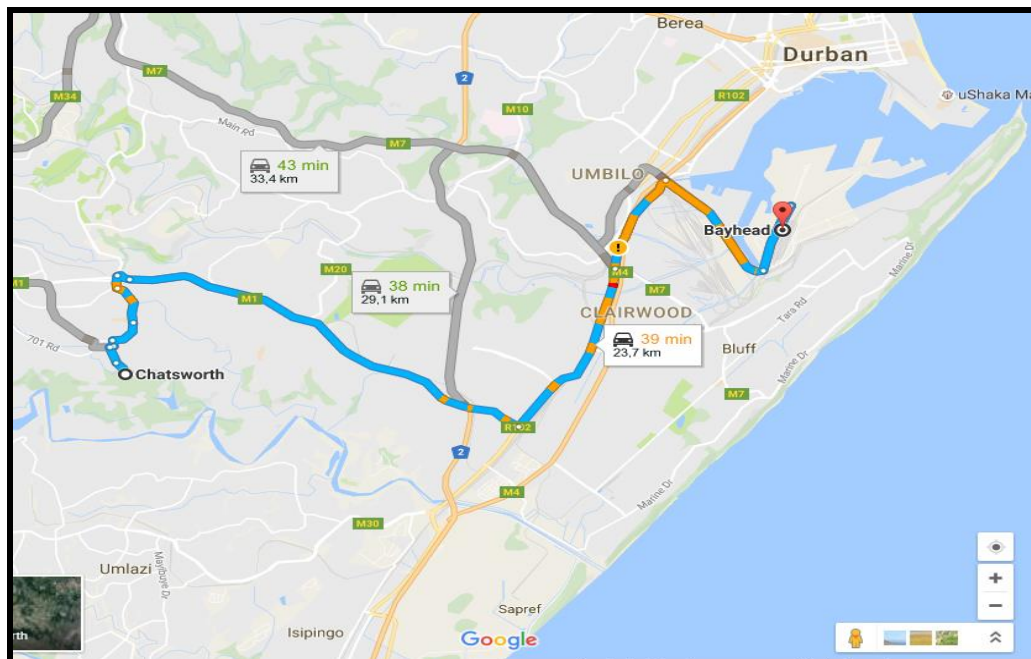
With most of his older friends joining the navy after high school. He was inspired by the well-groomed, disciplined and inspirational young gentle man his friends had turn out to be, as military and marine trained individuals in the South African defence force.

**Participant Eight** currently ranked as a rating in the South African navy; is a 25 year old, Indian male that lives in Chatsworth suburban area created in the 1960's as prescribed by the group areas Act of 1950 No 41. A predominantly Indian community in the South Durban basin, roughly bordered by the Umhlatuzana river in the north and the Umlaas river in the South. The participant remembers fishing and swimming in the Umhlatuzana river as a child. The river was best known for nurturing juvenile fish, making it the best river to catch fish before they swam to sea, past the Durban harbour. His 6 months basic training was based in Saldanha Bay, which is the only ideal natural harbour on the western coast line that stretches over 2,5000 kilometers from the desert border with Namibia.

**Picture. 8 Participant Eight indoor interview, on the naval base boardroom**



*Participant Eight Locale from Bayhead naval base*



### **Gaining employment access as a seafarer:**

The participant has three brothers in the South African department of defence; one is in the air force while the other two are employed in the navy. Family influence from the older brothers, and a childhood interest in water-oriented activity such as swimming and fishing. After completing his matric at 18 years of age, the participant registered for the navy training.

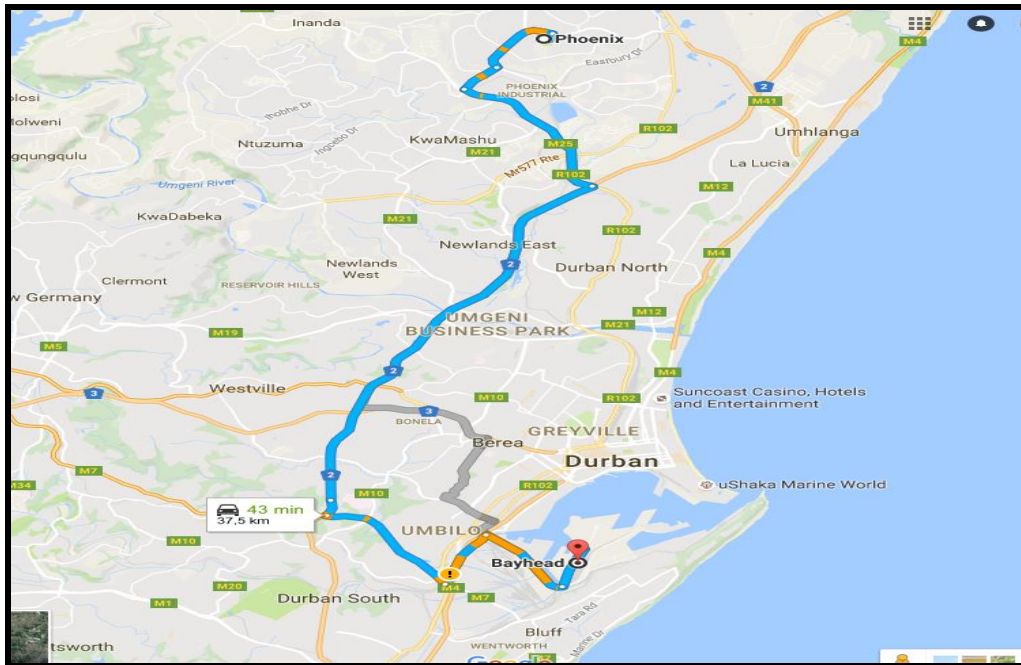
**Participant Nine** is a well-experienced 53-year-old Indian male. A warrant officer in South African Navy. The participant lives in the thriving township of Phoenix that has a tangible sense of community rarely found in the plusher suburbs, some 20km northwest of central Durban. The participant completed his N1, N2, and N3 diploma qualifications in electronics at the Sastri collage, located in the Musgrave area, Durban.

**Picture. 9 Participant Nine indoor interview, in the naval base boardroom**





*Participant Nine Locale from Bayhead naval base:*



**Gaining employment access as a seafarer:** With a weapons certificates training from the Defence force collage in Saldanha in the Western Cape. The participant registered for training and enrolment in the navy in 1982. He felt holding a diploma in electronics and a weapons training credentials in the early 1980; s the South African navy, presented the best opportunity for employment for him.

**Participant Ten** male, 33-years-old comes from Botshabelo<sup>38</sup> in Bloemfontein. Botshabelo is a large black township settlement set up by the then apartheid government 45 km east in the Free State province. A close family friend who works in the navy introduced the respondent to his career. The participant was proud to mention he finished building his grandmother a house last November.

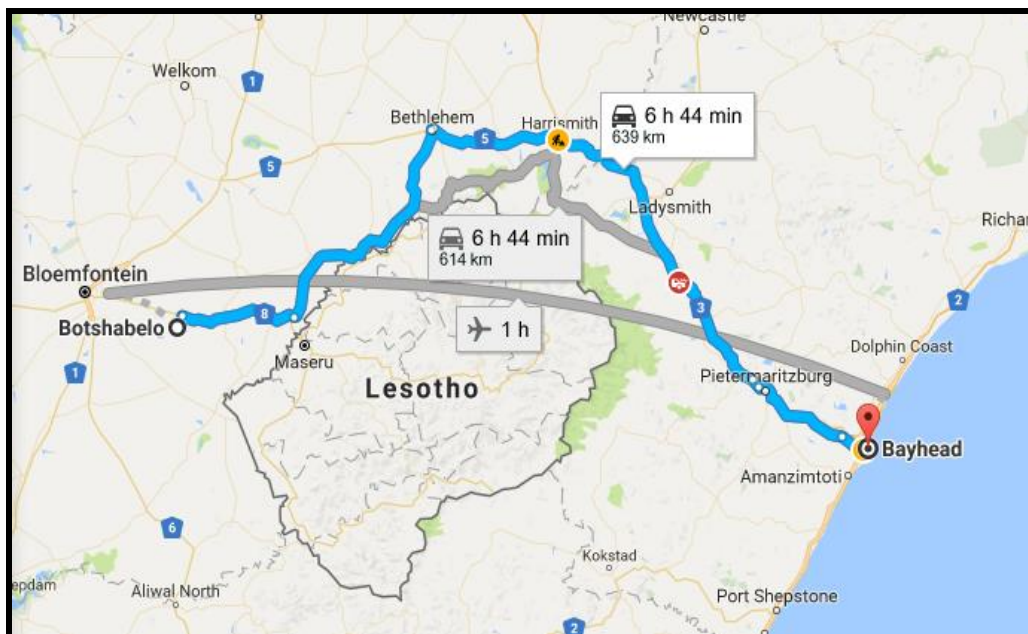
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<sup>38</sup> Botshabelo; meaning "a place of refuge".

**Picture. 10 Participant Ten indoor interview, on the naval base boardroom**



***Participant Ten Locale from Bayhead naval base:***



### **Gaining employment access as a seafarer:**

His friend bought him application forms to apply for the navy. Struggling to find employment after matric and his grandmother as his only source of income; enrolling in the navy was his best option, as advised by his family friend.

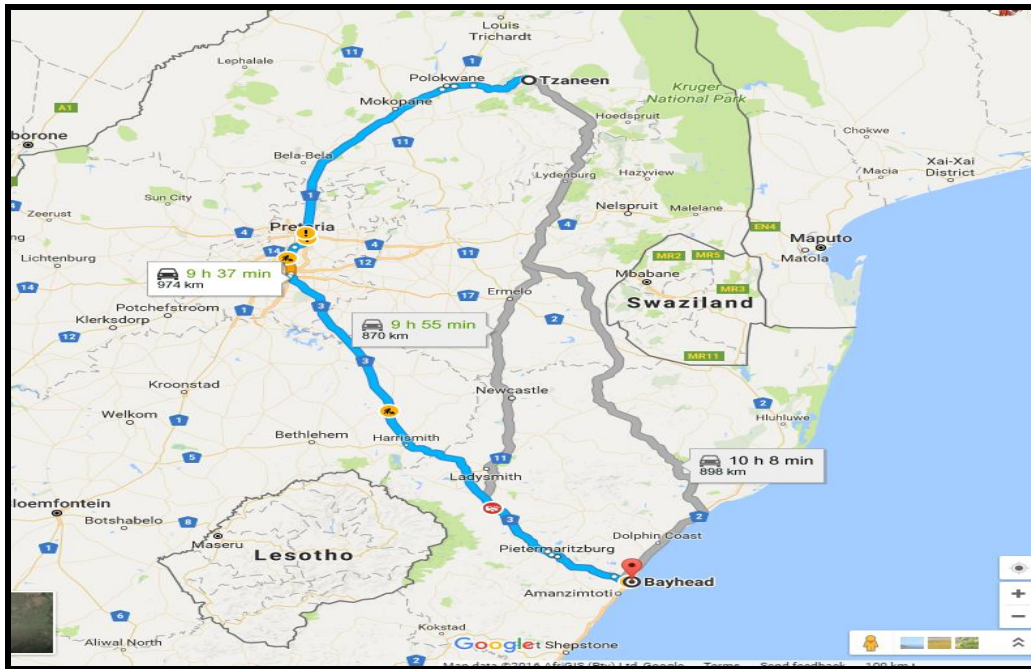
**Participant Eleven** is a 28-year-old, African male who also completed his basic navy training in Saldanha in the Western Cape. The participant comes from the large 'tropical garden town' of Tzaneen situated in the Mopani District Municipality of the Limpopo province. The participant has never imagined exploring new countries, an experience that was life changing. As a young boy in the poverty stricken province of Limpopo travelling and seeing how other people of different race and backgrounds has been a great cultural, social and occupational transformation.

**Picture. 11 Participant Eleven indoor interview, in the naval base boardroom**





*Participant Eleven Locale from Bayhead naval base:*



**Gaining employment access as a seafarer:**

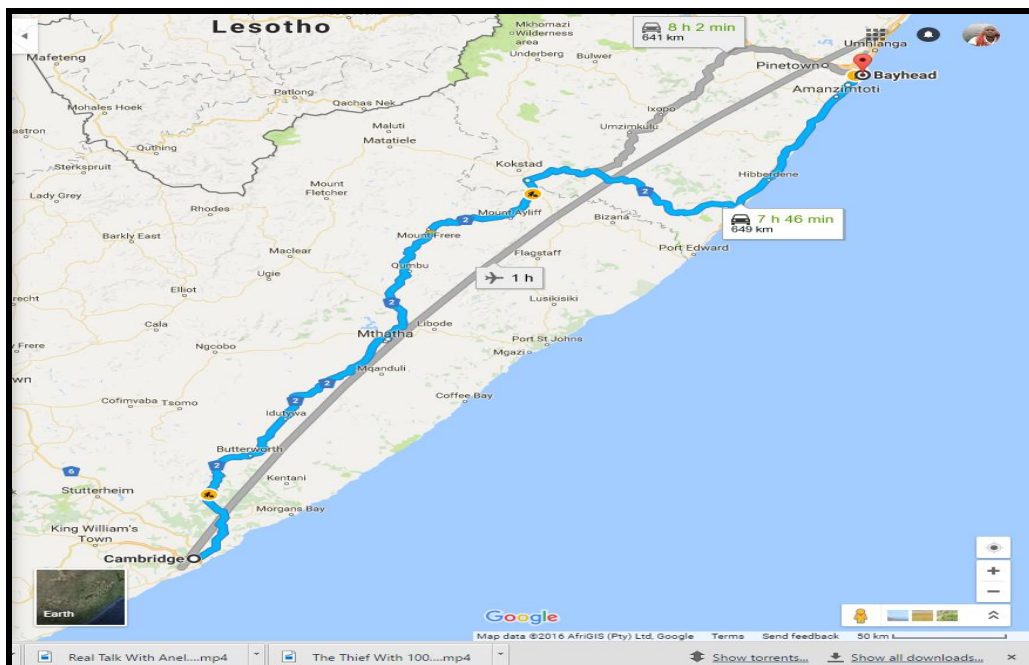
The participant was originally interested in joining the army; however, transformation in the Department of defense resulted in increased opportunities in the navy. Having worked in the navy for eight years, he finds work at sea very interesting.

**Participant Twelve** is a cheerful 26-year-old, African female who comes from East London. In a small suburb of Cambridge areas stretching only 1.69 km<sup>2</sup>. Like most post-apartheid urban settlement, Cambriges is a racially diverse community with a racial makeup of 29.2% Black African at, 8.5% Coloured, 2.4% Indian/Asian and 59.3% White (StatSA, 2011). The participant applied and registered for the navy funded 6 months basic training course and further completed a 9 months' officer training course.

**Picture. 12 Participant Twelve indoor interview, in the naval base boardroom**



***Participant Twelve Locale from Bayhead naval base:***



### **Gaining employment access as a seafarer:**

The participant recently joined the navy in January 2014. With a diploma qualification in nautical science from Durban University of Technology Steve Biko campus. After seeing an advert, advertising employment opportunities in the South African navy particularly for African females. She felt office work is “boring”<sup>39</sup> compared to the occupation at sea.

**Participant Thirteen** is a lively, well opinionated 21-year-old, African female. Coming from a very influential community of Orlando East in Soweto. A dominantly black African community that was historically involved and affected in the 1976 dramatic shoot-out the same day that Pieterse was killed in West Orlando. Coming from an low income household that participant was funded by the national student financial aid scheme (NSFS) for her 3 year diploma. The participant registered in the navy as a way to rebel to her parents. Unlike most participants occupation and sea was not “a calling” for the participant but rather a root to rebel and escape. She felt frustrated by the pressures at home to find tradition public relation occupation in the city. The South African navy presented the means to rebel, escape and explore new occupational opportunities as a public relations rating.

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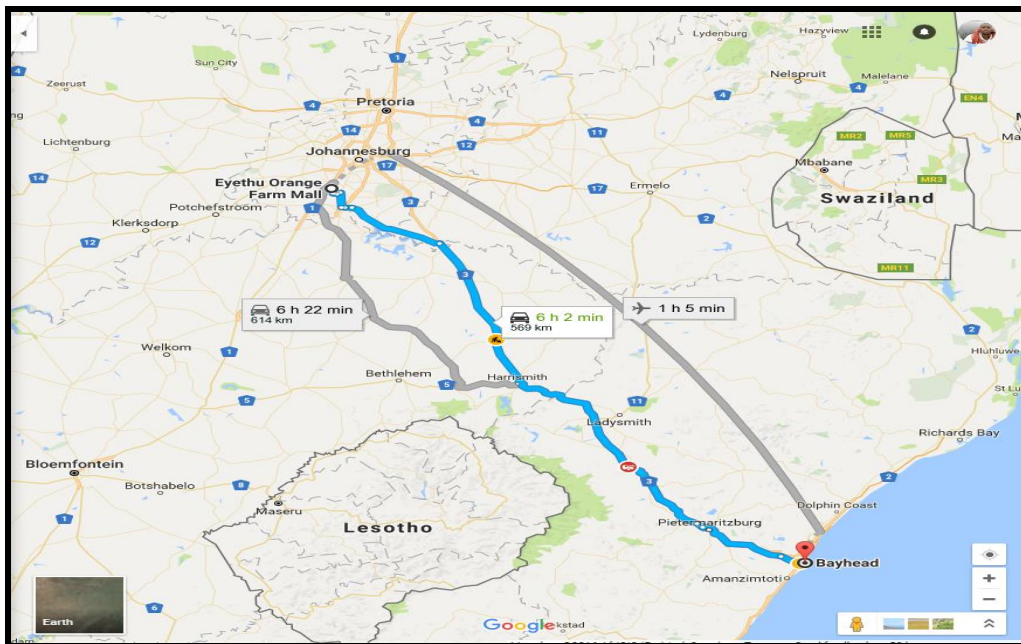
<sup>39</sup> Boring; an adjective describing as not interesting and tedious process.



**Picture. 13 Participant Thirteen indoor interview, on the naval base boardroom**



***Participant Thirteen Locale from Bayhead naval base:***



### **Gaining employment access as a seafarer:**

The participant felt she, was forced my occupational circumstances at home. Being the oldest amongst her siblings and the only girl finding occupational in the maritime industry, in a male

dominated industry was a rebellious act. The participant is not only breadwinner at home but also her three male siblings show equal if not more respect for her as the oldest working sibling.

**Participant Fourteen** has been working in the South African navy since 16 January 2006 on a Wednesday approximately 2h30, a proud day for the 29-year-old, African male. The participant comes from the rural community of Lusikiski, which is 352km from East London city. That lies on the Indian Ocean coast, largely between the Buffalo River and the Nahoon River, and hosts the country's only river port (Department of Water and Sanitation,2014).

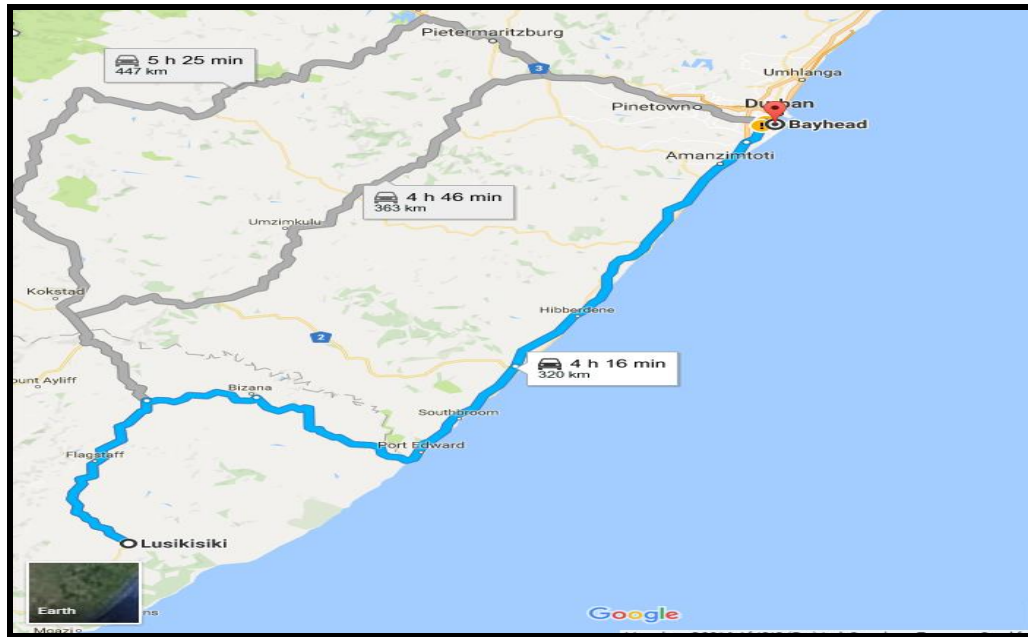
**Picture. 14 Participant Fourteen indoor interview, in the naval base boardroom**



*Source; Mazibuko.M (2015)*



***Participant Fourteen Locale from Bayhead naval base:***



**Gaining employment access as a seafarer:**

Coming from a fishing community in the Western Cape coastline. Seeking occupation in the seafaring industry has always interested the participant.

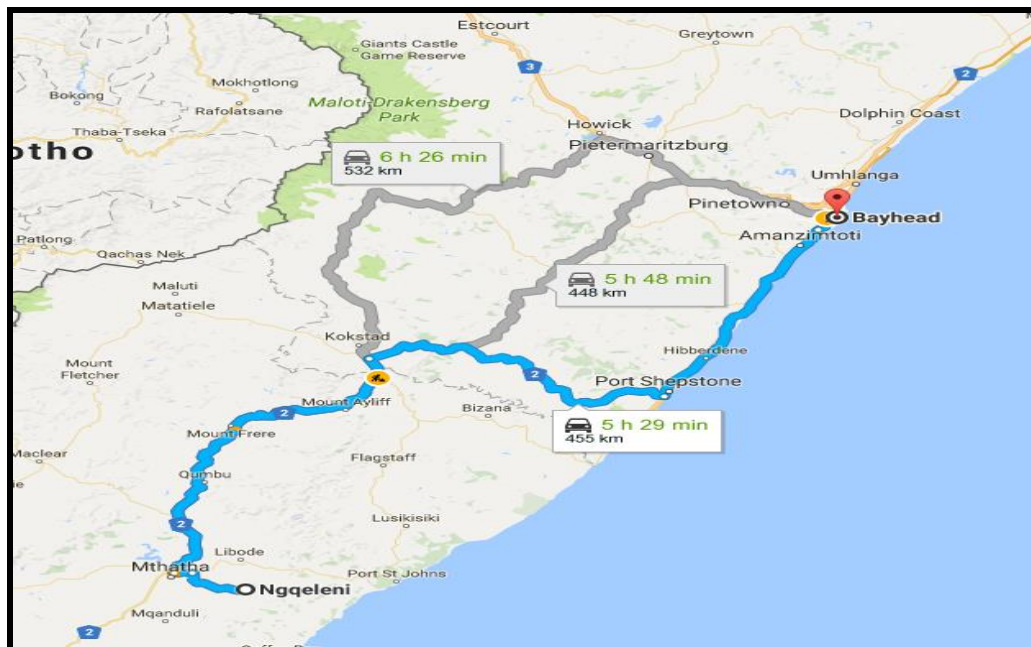
**Participants Fifteen** is a 27 year old, African male from Ngqeleni a small town in O.R. Tambo District Municipality in the Eastern Cape. Ngqeleni is a rural settlement, the population makeup consists of 98% Black Africans. Eastern Cape has the second highest poverty levels in South Africa with 47% of households below the poverty line (Brandshaw.D *et al*, 2000, p. 5). Hence gaining tertiary education funding from the national student financial aid scheme was not a problem, since the participant was able to complete his 3-year diploma from the Walter siZulu University. The participant applied and completed his 3 months basic training plus 9 months' core officer training. The participant is currently an auxiliary officer stationed in the engine room.

**Picture. 15 Participant Fifteen indoor interview, in the naval base boardroom**



*Source; Mazibuko.M (2015)*

***Participant Fifteen Locale from Bayhead naval base***



### **Gaining employment access as a seafarer:**

During the last year of his diploma, the South African navy visited Walter Sisulu University; for a workshop towards gaining access in the funded training and occupation opportunities presentation for graduates interested in the South African navy.

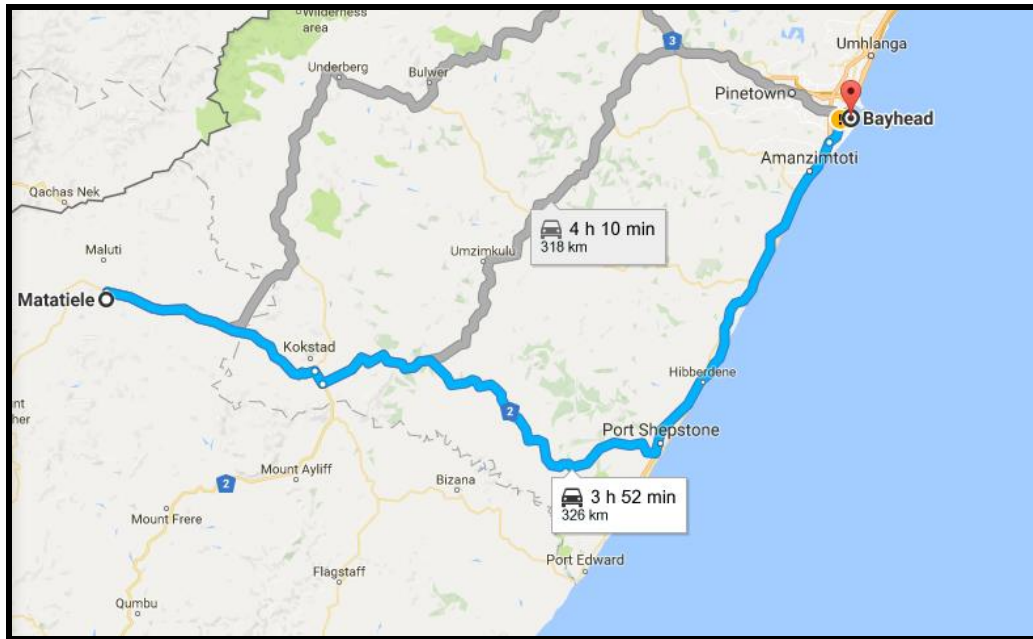
**Participant Sixteen** like participant fourteen is also an ensign officer. The youngest in his unit, a 20-year-old African Male seafarer who comes from Matatele in the Eastern Cape. With a mechanical engineering diploma from Durban University of Technology, the participant felt gaining occupational access in the South African navy was not difficult. The participant's tertiary qualification and maths and in high school made him the favoured employee for the ensign officer rank. He expressed that in the navy it not difficult to gain promotion if you worked hard in your rank and fit the demographic, training and academic qualification criteria requested in the post. The participant is one of the youngest ensign officer in the Durban naval station. He feels passion in the work you do helps you succeed. The participant feels that the South African navy is doing well in integrating more young recruits in the navy, but the participant feels this transformation is equal or balanced in terms of recruitment based on demographic logistics in the South African navy.

**Picture. 16 Participant Sixteen indoor interview, in the naval base boardroom**



*Source: Mazibuko.M (2015)*

*Participant sixteen Locale from Bayhead naval base:*



**Gaining employment access as a seafarer**

The naval visit to the Durban University of technology helped the participant gain interest in the industry. The participant main interest was the fact that working at the navy allowed him an opportunity to access occupation that could also fund his studies onwards.

**Participant Seventeen** is a 26 year old African male from Atteridgeville township in the City of Tshwane Metropolitan Municipality, located to the west of Pretoria. With 4 years Bachelor degree in psychology from the University of Tshwane, The participant is a rating mustering as a catering chef in the navy. Which he chose for himself since the navy promotes new recruits to muster in a rank that they feel best suits them. Although most mustering ranks are allocated by the navy based on demographic transformation, qualifications and experience. The participant views the South African navy and the employment opportunity in the maritime industry as a stepping stone. He was able to pay his tuition fees from his navy salary, built his mother a new house and recently got married.

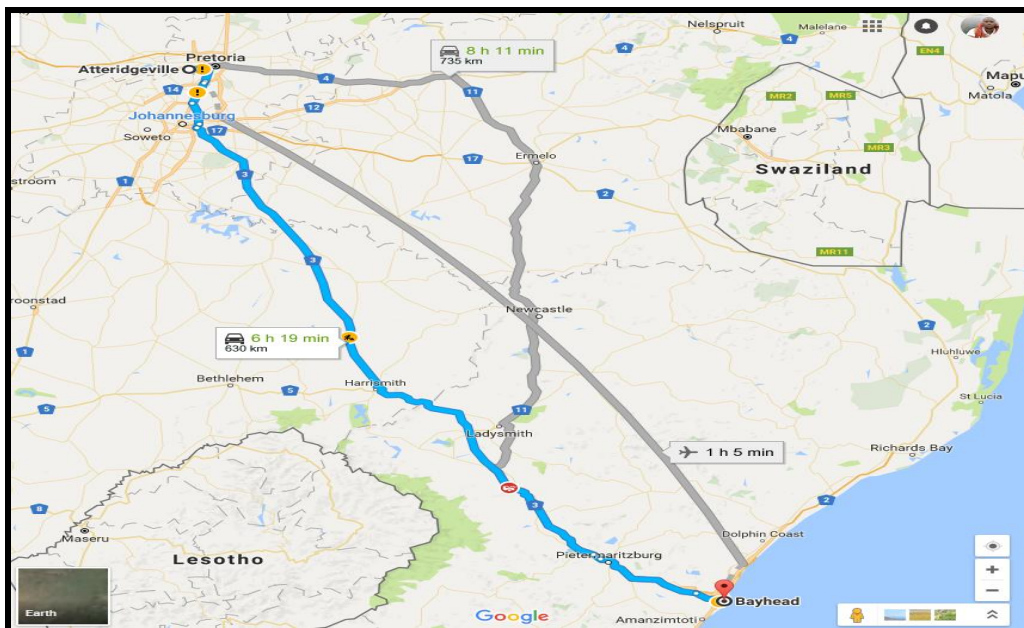


**Picture. 17 Participant Seventeen indoor interview, in the naval base boardroom**



*Source; Mazibuko.M (2015)*

***Participant Seventeen Locale from Bayhead naval base:***

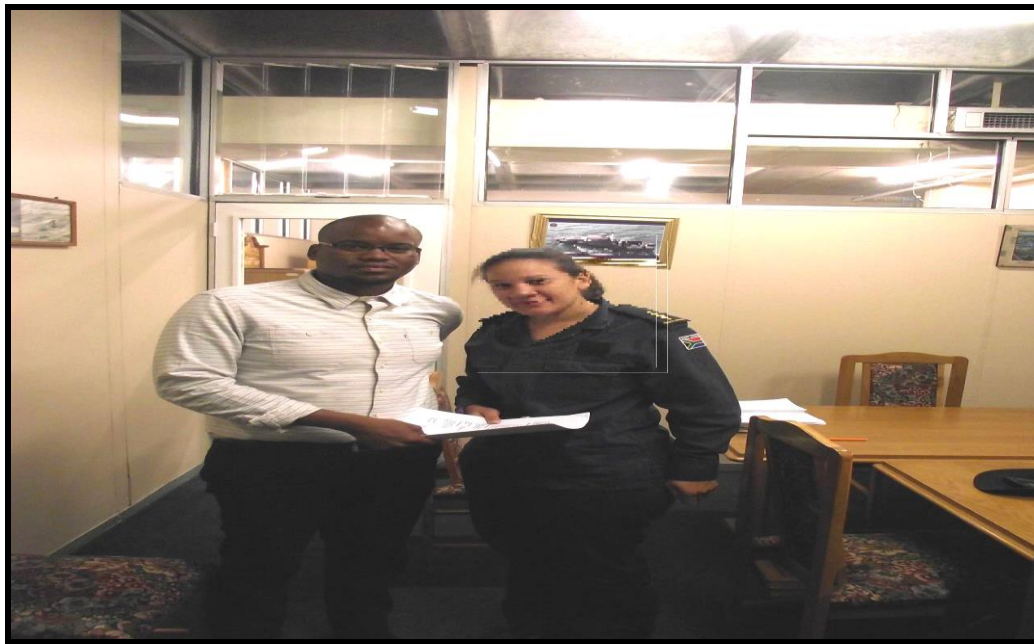


### **Gaining employment access as a seafarer:**

The participant joined the navy seeking employment; he enrolled under military skills development (MSD) navy initiative. The program was implemented to promote racial and gender transformation in the navy, by harnessing the skills new recruits had acquired with the relevant skills acquired in the navy.

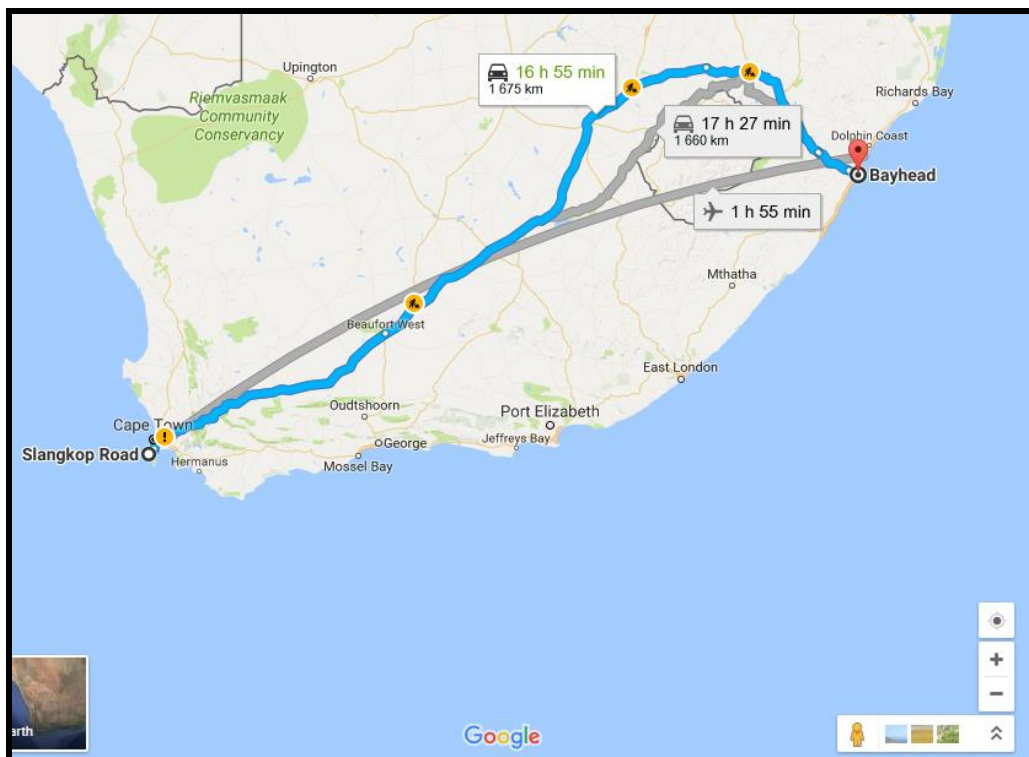
**Participant Eighteen** is a 25-year-old Coloured female, is a junior rating. The participant comes from Cape Town (Ocean view). In an area that was first called Slangkop and the first residents moved in 1 August 1968, Ocean view was established in 1968 by the apartheid government under the Group areas Act as a township for coloured people who had been forcibly removed from so called "white areas" such as Simon's Town, Noordhoek, Red Hill and Glencairn. With a history embedded in apartheid, bitter resentment among White and Coloured people still exists in the area. Matriculating from, a local high school the participants highlighted that 'she has never interacted with individuals of different race groups' coming from an all Coloured community. Recruitment training in the navy was both an eye opening experience of working and living with individuals from different races, religious, ethnic and cultural groups. She was happy to mention that she was currently engaged to an African male, an interracial relationship should did not imagine being in prior the 6 years in the South African navy.

**Picture. 18 Participant Eighteen indoor interview, in the naval base boardroom**



*Source: Mazibuko.M (2015)*

***Participant Eighteen Locale from Bayhead naval base:***





### **Gaining employment access as a seafarer:**

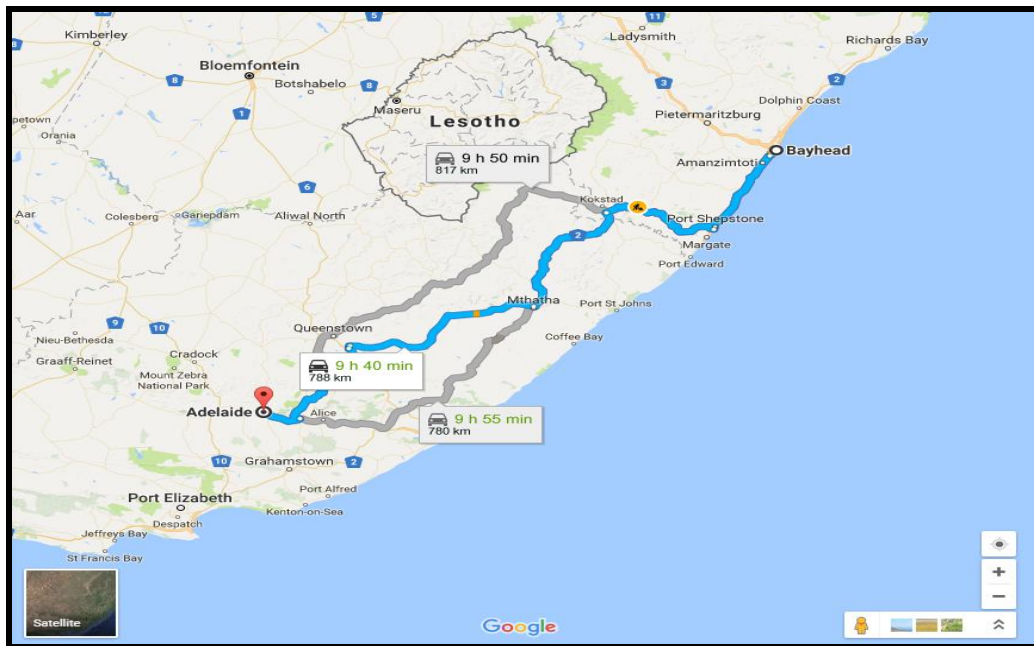
Simons Town open day navy festival presented the participant with an industry and occupation, which could change her lifestyle, from the coloured township of Slangkop. In a job that allowed the participant to travel, while holding a stable occupation.

**Participant Nineteen** is a Coloured female. She is 27-year-old AB rating from Adelaide in the Eastern Cape a small town that dates back to 1835 when a British officer named Captain Alexander Boswell Armstrong (1787-1862), who named Fort Adelaide after the wife of King William IV. The participant originally had his interest in serving in the South African army like his father before him. With the demographical transformation due the change in governance and policy, post-apartheid South Africa. His father steered him to venture into the employment opportunities now available in the South Africa navy. With a first cousin working as a leading seaman in the South African navy, the participant's family; particularly his father he has been the main influence for working in the maritime industry under the South African navy.

**Picture. 19 Participant Nineteen indoor interview, in the naval base boardroom**



*Participant Nineteen Locale from Bayhead naval base:*



**Gaining employment access as a seafarer:**

My father having served in the SANDF, her interest in the defence force has always been something she looked to, from her father. With the development and rejuvenation of the South African navy post-apartheid. The navy industry was an industry where should could defend South Africa while being employed and earning a living.

**Participant Twenty** is a 37 year old, Indian female that lives in the interracial community of Bluff<sup>40</sup> with both Coloured, Indian Black and very scarce White population. Since the mid-nineteenth Century, historically known as ‘white man’s Bluff’ referencing the early colonial habitation by shipwreck survivors. The region has been purposed for navigational and military use.

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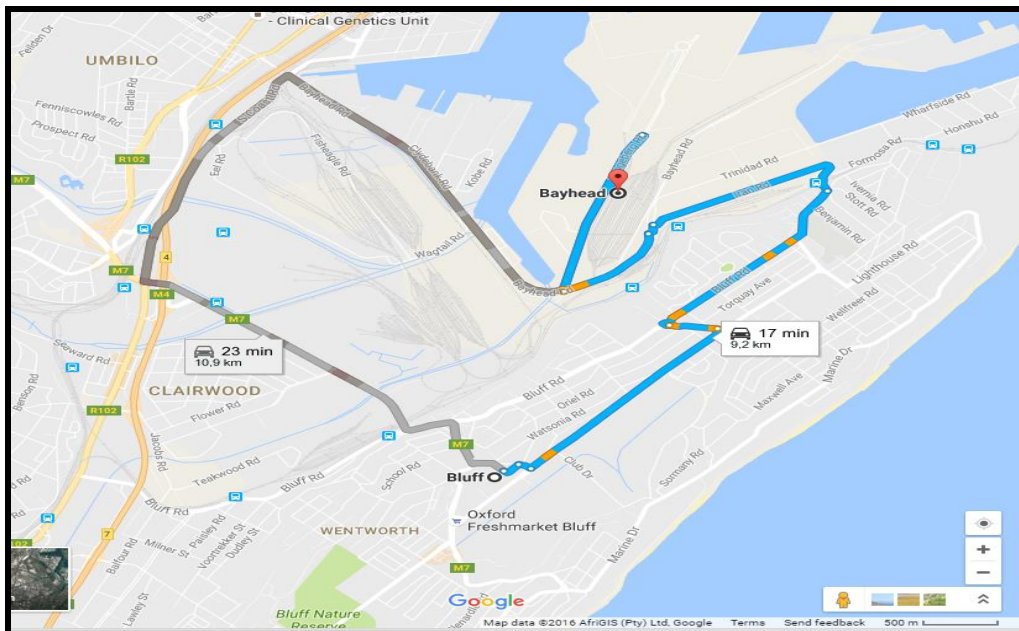
<sup>40</sup> Bluff; the traditional Zulu name for Bluff is isibubulungu, meaning a long, round-shaped ridge.

**Picture. 20 Participant Twenty indoor interview, in the naval base boardroom**



*Source; Mazibuko.M (2015)*

***Participant Twenty Locale from Bayhead naval base:***



**Gaining employment access as a seafarer:**

With a Diploma in IT from Business Collage with various employment opportunities in the corporate market, the participant beliefs working at sea for her was a ‘’calling’’<sup>41</sup>. Ever since tertiary, she has had friends studied and training under the navy. This exposed her to various employment opportunities in the navy. The participant felt fascinated and in love with the idea of working at sea. Which she feels was an unrealistic reality for historically disadvantaged individual, particularly women.

---

<sup>41</sup> Calling; a strong urge towards a particular way of life or career; a vocation.

## PARTICIPANT ACADEMIC BACKGROUND AND MUSTERING RANK

| PAR<br>TICI<br>PAN<br>TS | LEVEL OF<br>EDUCATION   | HIGHER<br>EDUCATION<br>INSTITUTION            | HOME                                    | (*)SET<br>TLEM<br>ENT    | MUSTERING                 |
|--------------------------|---|---|---|--------------------------|---------------------------|
| 1                        | Diploma<br>(Maritime<br>Studies<br>National<br>diploma)         | Cape Peninsula<br>University of<br>Technology | Gauteng<br>Province<br>Orange<br>farm   | Rural<br>settleme<br>nt  | Deck Officer              |
| 2                        | Diploma<br>(National<br>Diploma:<br>Engineering:<br>Electrical) | Mangosuthu<br>University of<br>Technology     | Eastern<br>Cape<br>Matatele             | Rural<br>settleme<br>nt  | Sub-lieutenant<br>officer |
| 3                        | Diploma (Tech<br>and Defense<br>management)                     | Stellenbosch<br>University                    | Western<br>Cape<br>Paarl                | Suburb<br>settleme<br>nt | Ensign Officer            |
| 4                        | Matric<br>Certificate   | Paarl Girls High<br>School                    | Kwa-Zulu<br>Natal<br><br>Avoca<br>Hills | Suburb<br>settleme<br>nt | Junior rating (R0)        |
| 5                        | Standard 8<br>(Grade 10)  | Chatsworth<br>Secondary School                | Kwa-Zulu<br>Natal                       | Townshi<br>p<br>settleme | Senior rating             |

|    |                                   |                                       |                                     |                     |                    |
|----|-----------------------------------|---------------------------------------|-------------------------------------|---------------------|--------------------|
|    |                                   |                                       | Chatsworth, Durban                  | nt                  |                    |
| 6  | Matric Certificate                | Phoenix High School                   | Kwa-Zulu Natal<br>Durban<br>Phoenix | Township Settlement | Junior rating (R0) |
| 7  | Standard 8 (Grade 10)             | Eastbury Secondary School             | Kwa-Zulu Natal<br>Bluff, Durban     | Suburban settlement | Patty officer      |
| 8  | Matric Certificate                | Montarena Secondary                   | KwaZulu Natal<br>Chatsworth, Durban | Township settlement | Rating             |
| 9  | Diploma (Electronics and weapons) | Sastri Collage, Defence force collage | Kwa-Zulu Natal<br>Phoenix, Durban   | Suburban settlement | Warrant officer    |
| 10 | Matric Certificate                | Mpatleng Secondary School             | Bloemfontein<br>Botshabelo          | Rural settlement    | Rating (R0)        |

|    |  |                                     |                               |                  |                           |
|----|--|-------------------------------------|-------------------------------|------------------|---------------------------|
|    |  |                                     |                               |                  |                           |
| 11 | Matric Certificate                                   | Merensky High School                | Limpopo Tzaneen               | Rural settlement | Rating                    |
| 12 | Diploma ((National Diploma: Engineering: Electrical) | Mangosuthu University of Technology | Eastern Cape Cambridge        | Suburb           | Officer (WO)              |
| 13 | Diploma (Marketing Management)                       | Central Johannesburg Collage        | Gauteng Soweto (Orlando east) | Township         | Rating (PR)               |
| 14 | Matric Certificate                                   | Mqikela High School                 | Eastern Cape Lusikiski        | Rural            | Ensign Officer            |
| 15 | Diploma (Mechanical Engineering)                     | Walter siZulu University            | Eastern Cape Mtata (Ngqeleni) | Rural            | Electro-technical Officer |
| 16 | Diploma (Mechanical Engineering)                     | Durban University of Technology     | Eastern Cape Matatele         | Rural            | Ensign Officer            |
| 17 | Bachelor's Degree                                    | University of South                 | Pretoria (Attridgevi          | Township         | Junior Rating             |

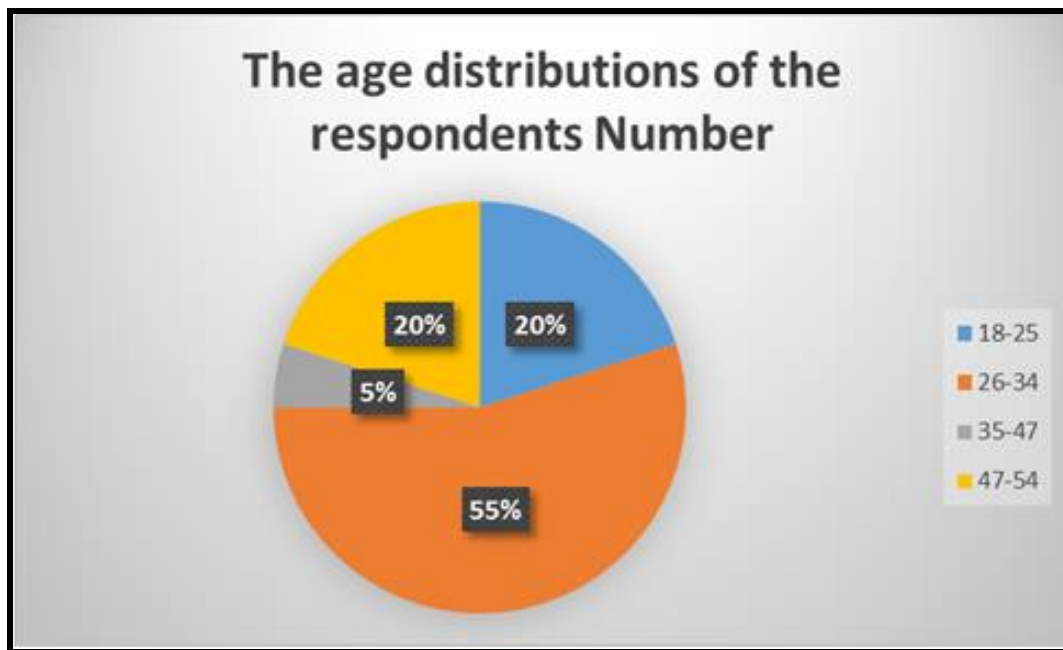
|    |                                  |                             |                             |              |               |
|----|----------------------------------|-----------------------------|-----------------------------|--------------|---------------|
|    | (Psychology)                     | Africa                      | lle)                        | p            |               |
| 18 | Matric Certificate               | Ocean View Secondary School | Cape Town (Ocean View)      | Suburb/ City | Junior Rating |
| 19 | Matric Certificate               | Adelaide High School        | Eastern Cape Adelaide       | Suburb       | Rating (AB)   |
| 20 | Diploma (Information technology) |                             | Kwa-Zulu Natal Durban Bluff | Suburb       | Rating (PO)   |



### **6.3. SUMMARY**

The legal occupational age set between 18 and 22 (Graduates up to the age of 26), that are seafarers in the South African navy. You must be a South African citizen, you must also have obtained a National Senior Certificate and comply with the fitness requirements, not be bound to a specific area, have no criminal record and preferably be single (). This legal occupational policy transcends throughout the maritime industry. Pparticipants' in the study range between eighteen and fifty-four years of age. Participants homesteads array from rural, township and suburban areas, from various South African provinces commonly coastal regions. Both male and female South African seafarers working in varies occupational vacancies, from junior to senior ratings and officers. Ranging from junior rating/entry level, patty officer, ensign officer and electrical officer. Participant are aged between 18 years, which is the requirement to join the South African navy, and 60 years being the closet to 65 which is their retirement age. With four participants between the ages 18-25, ten participants' ages between 26-34, five participants the ages 47-54 and only one participant with ages 35-40.

figure\_ 11 Age distribution of participation in the study



Source: Mazibuko, (2015)

Some of the seafarers in the South African navy have work on and off-shore on both national and international waters, with a few of the participants furthering their academic qualifications in various higher education institutions self-funded by their navy salary. The rest of the participants are happy with their current field of occupation although, they argue that in several occupational vacancies promotional opportunities are very scarce specifically amongst the older staff. With many of the senior seafarers not fitting the demographics, gender and age category requested, in most promotional occupational opportunities in the South African navy. Participants range from different provinces, regions, rural settlement, township and suburban areas in South Africa. Kwa-Zulu natal has the highest number of participants working in the South African navy with seven of the twenty seafarers, Eastern cape trailing in second with six seafarers, Gautang with only three seafarers and two provinces namely Limpopo and the Northern cape each sharing a participant. Many of the seafarers' expressed feeling home sick, a feeling commonly over shadowed by the privilege and responsibility of being breadwinners within their historically disadvantaged families. Seven of the twenty participants live in rural settlement, with eight participants residing in suburban areas and only five participants residing in townships. The South African navy seafarers staff holds as sense of family and unity, any racial and gender

‘jokes’ are not taken seriously or given much attention. Both senior and junior seafarers say this helps the working relationship amongst seafarers, which have to work and live in closed quarters with each other from dining halls, sleeping quarters on ships and on the navy base and work stations off and on shore. These factors are perceived as stressful especially during resting and sleeping times, which can distinctly impact the recreational value of the leisure time (Oldenburg *et al*, 2010, p.253).

#### **6.4. SEAFARING AS AN OCCUPATION OPPORTUNITY**

Supply and demand in South Africa investigated various occupational opportunities in the maritime sector. Looking at boatbuilding, which has about 4500 people employed. Accredited short courses for boat building specific skills, such as laminating, welding, marine electrical are currently not catered for and this is needed to up-skill the existing workforce; the recognition of prior learning is also a priority (HRDC, 2011, p.4). According to the maritime labour convention (2006) all ships must have, a sufficient number of seafarers employed onboard to ensure that ships are operated safely and efficiently. In the last few decades, globally the disaster and incident rates in seafaring have fallen sharply (Oldenburg *et al*, 2010). Seafarers are often exposed to various high diversity of occupational health hazards on board ships (Oldenburg *et al*, 2010, p.249). Not only during working time but also during leisure time on shore. Seafarers are continuously exposed to ship-related environmental stress factors such as ship motion, noise and vibration (Oldenburg, *et al*, 2010, p.253). These factors are perceived as stressful especially during resting or sleeping times, which can distinctly impact the recreational value of leisure time. In recent years a development in merchant seafaring has occurred in which reduced crew size owing to modern techniques has led to increased workload aboard, which has minimized crews social contacts.

## 6.5. THEME ONE: RACE

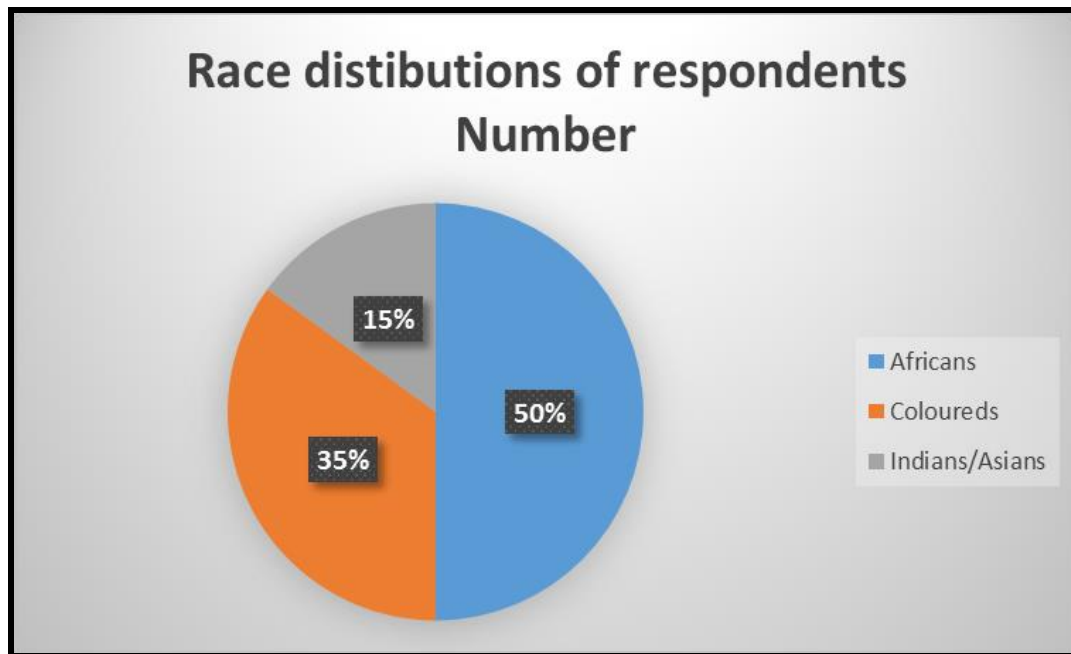
### *How respondents Feel About Racial Transformation In The Maritime Industry?*

|           | <b><i>RESPONSE</i></b>  |
|-----------|---|
| <b>#1</b> | <i>A lot can still be done. People should be appointed based on merit not on race. Since in the South African Navy people are appointed based on racial demographics, which does not benefit the maritime industry.</i>   |
| <b>#2</b> | <i>it's good, it just that people are not informed about the maritime industry and South African navy.</i>  |
| <b>#3</b> | <i>Good but the industry needs more people, although certain seniors still impose their presence towards junior, which can be taken offensively or as a navy joke amongst 'colleagues'</i>  |
| <b>#4</b> |   |
| <b>#5</b> | <i>It has it pros and cons since the racial transformation has resulted in a younger demographic joining the navy, which has not resulted with any major racial skirmish but rather a discipline conflict since young cadets have attitude issues towards older/senior seafarers. Particularly when a younger</i> |

|            |  |
|------------|--|
|            | <i>seafarer holds an officer/senior rank</i>   |
| <b>#6</b>  |  |
| <b>#7</b>  | <i>The racial transformation is fantastic, working of different race and gender groups is awesome</i>  |
| <b>#8</b>  |  |
| <b>#9</b>  | <i>Indians are still disadvantaged looking at the Indian racial representation in the Durban area the SA navy does not present a satisfactory Indian demographic</i>   |
| <b>#10</b> |  |
| <b>#11</b> | <i>its feel good that historically disadvantaged individuals are being promoted in the maritime industry. Things are different racial transformation and equal training enforces racial and “gender equality</i> |
| <b>#12</b> |  |
| <b>#13</b> | <i>it’s amazing to see this transformation in her life time!</i>   |
| <b>#14</b> | <i>There is an influx of Black cadets compared to White Cadet</i>  |
| <b>#15</b> | <i>The South African Navy and maritime industry shows that South Africa’s political governance and legislation has changed “towards a positive direction</i>   |
| <b>#16</b> | <i>Racial transformation is negative, the criteria</i>   |

|            |  |
|------------|--|
|            | <i>of recruitment and promotion is based on demographics, which is unfair to long serving cadets</i>   |
| <b>#17</b> | <i>it's good but the larger unemployed demographic is not informed about occupational opportunities in the South African navy and the maritime industry.</i> |
| <b>#18</b> | <i>it about racial groups getting promotional posts.</i>   |
| <b>#19</b> |  |
| <b>#20</b> |  |

figure\_ 12 Racial graph of participants in the study



*Source; Mazibuko (2015)*

This theme offers a vital, however critical historical racial construction of South Africans. Analyzing occupational differential and individual choices, which suggests that our identity originates not from inside the person but from the social realm (Burr, 1995). Recognizing that due to the apartheid government South African seafarers in particular are not occupationally homogenous in the occupational differential (Bonnin et al., 2006). A critical segregation policy implemented during apartheid is the Group Areas Act 41 of 1950, enforcing residential segregation. Towns and cities divided into areas, each reserved for one race only. With 35% of the participants residing in rural settlements, 25% of the participants in townships, 30% in Suburbs and only 5% in Cities. Above statements are responses attained from scheduled interviews with the participants. With a 60%, response to the racial transformation question promotional demographic occupational differia tion and transformation is a matter of discussion with different social, occupational, gender and racial perspectives from participants. Mixed perspectives from junior and senior seafarers. 45% of the participants had a positive response to the demographic transformation in the South African Navy and 30% of the participants with a negative response and only 5% null response. Eight of the eighteen participants firstly highlighted that South African Navy and maritime industry is evidence that

South Africa's political governance and segregation legislative policy has changed "towards a positive direction transformation, but the industry still needs more people, the racial transformation is fantastic transformational process, the experience of working with different race and gender groups is awesome. Secondly participants emphasized, "It's amazing to see this transformation in their life time" being a senior female seafarer, "it feels good that historically disadvantaged individuals are being promoted in the maritime industry. Participants also expressed, people should be appointed based on merit not on race. With an influx of Black seafarers compared to White seafarers which can be critically viewed as (a reversed apartheid racial occupational differiational/segregational mandate).

## 6.6. THEME TWO: GENDER

*How has the Affirmative action policy assisted gender equality for historically disadvantaged seafarers by gender?*

|    | <b>RESPONSE</b>  |
|----|--|
| #1 | <i>Highlighted that the implementation of AA policy "brought about an influx of Black seafarers in navy specifically African females, which has pressured female seafarers to prove themselves within their occupational rank. More woman are coming up specifically amongst senior officers, it does not take time for woman to get promoted in the South African navy due to the demographic transformation mandate". The policy has not had a significant impact with many of the woman in the vocation occupied due to self-</i> |



|           |  |
|-----------|--|
|           | <i>invested interest.</i>  |
| <b>#2</b> | <i>Woman enter the South African navy based on self-interest; experiencing very little or no gender discrimination. Both junior and senior seafarers alike show gender equality in all workstations.</i>   |
| <b>#3</b> |  |
| <b>#4</b> | <i>“Like most government institution that South African navy apply and follow the South African constitution especially in matters concerning employment transformation and equity. “As the only woman in my base I feel are created as equal with my male counterparts, I am expected to complete all my duties like all the guys in my work station.</i> |
| <b>#5</b> | <i>Affirmative action has helped woman to enter the maritime industry, but they should be able to perform and not be token or indication of transformation” with some junior female niggling for assistance with their seniors, it leaves the work not done at times.</i>  |
| <b>#6</b> |  |
| <b>#7</b> |  |
| <b>#8</b> | <i>Today woman in the South African navy and maritime industry woman are addressed as equal, given equal; opportunities with some holding senior positions. Specifically, when it comes to promotional vacancies in the</i>  |

|            |  |
|------------|--|
|            | <i>industry.</i>   |
| <b>#9</b>  | <i>Yes, the policy assisted woman a lot, in this 'so called man's world'. The South African navy has implemented and shown not only racial but gender transformation as well.</i>  |
| <b>#10</b> | <i>Female seafarers are treated equally at times, although the masculinity of females is challenged at times, though the man are happy to help it's not easy since each seafarer is tasked to complete individual's duties.</i>  |
| <b>#11</b> | <i>The policy has not done much, woman are still not exposed to the occupational opportunities, to a point that they do not re-advertise posts in the service.</i>   |
| <b>#12</b> | <i>No the AA policy has not assisted, more woman today are courage's to try new occupations, such as the meaning of being a soldier or seafarer which are all previously male occupations.</i>   |
| <b>#13</b> |  |
| <b>#14</b> | <i>The policy has worked over the years, transformation is evident in different stations of the maritime industry, although woman may complain or report illnesses more often as way to avoid certain duties or sea bound journeys, which is not fair to us males.</i> |

|            |  |
|------------|--|
| <b>#15</b> | <i>Affirmative action has not had much transformation, since all of the occupation opportunities are based on qualification rather than gender promotion.</i>  |
| <b>#16</b> |  |
| <b>#17</b> | <i>The policy has influenced a lot of women to enter the industry, specifically black woman.</i>   |
| <b>#18</b> | <i>As a female seafarer, I choose to work in the industry the AA policy has no influence in my decision I was simply looking for decent employment.</i>  |
| <b>#19</b> | <i>The AA policy assisted woman greatly, the apartheid South African navy had very little occupational opportunities to offer for woman, although men still hold more occupational ranks in the maritime industry.</i> |
| <b>#20</b> |  |

figure\_ 13 Gender graph of participants in the study

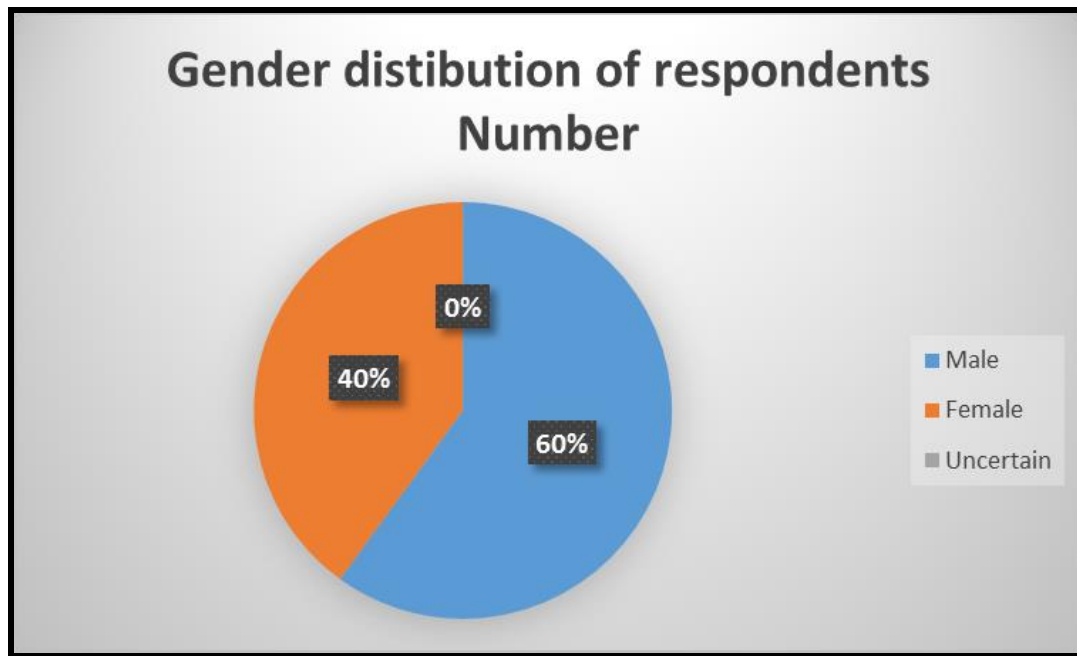


Figure: Mazibuko (2015)

The AA policy in South Africa seek to implement the broad equality objectives of the constitution in the field of employment by prohibiting all forms of unfair discrimination in the workplace. AA as a policy has a mediating function to ensure that inequalities are addressed it therefore, has a profound effect on the public agency procurement (Kubu, 2010, p. 45). Questions answered under this theme offers a disruptive background of influx of not only woman in the South African navy, but particularly a large Black demographic group, understanding the perilous historical discrimination against women, with sufficient evidence that demonstrates that women in similar job positions who display equal education and experience do not earn as much as men in comparable tasks (Gutex, 1985, p. 85). Women seafarers, expressed a driven self-invested interest. With more women holding senior positions in the maritime industry with equal salary and other employment benefits than ever witnessed in the South African maritime industries history.

## 6.7. THEME THREE: EMPLOYMENT

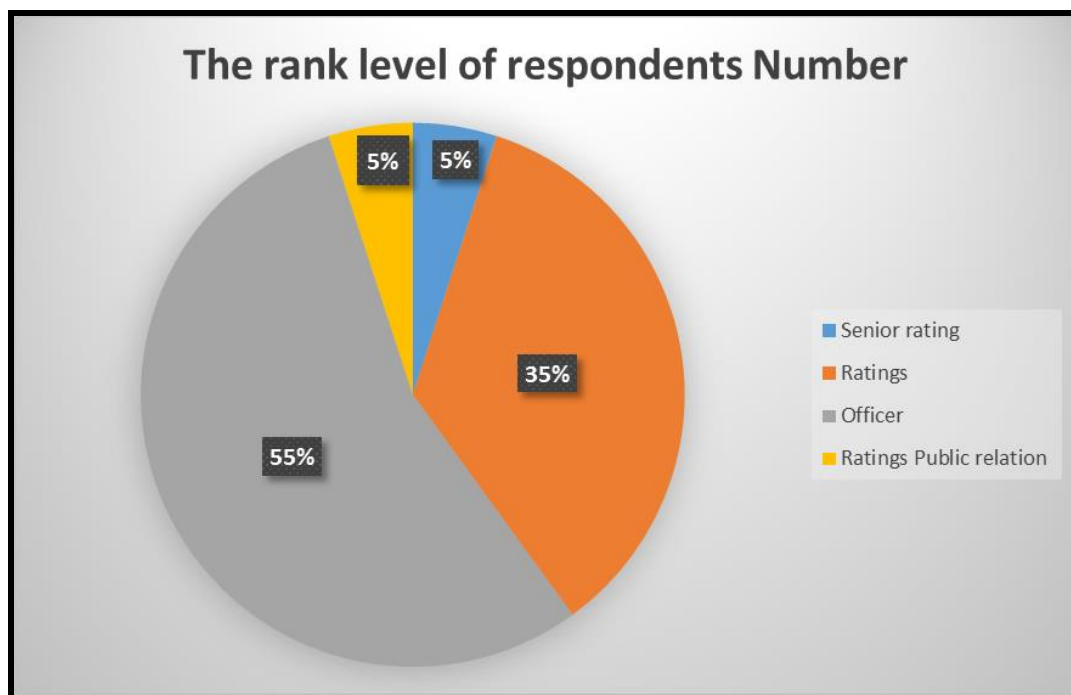
*What does it mean to be a seafarer in the South African navy?*

|    | <b>RESPONSE</b>  |
|----|--|
| #1 | <i>With experience of working in both national and international waters participant one, highlighted the great opportunities “travelling around the world, serving my country whilst being the only bread winner at home to my widowed mother makes me feel very proud</i>   |
| #2 | <i>I feel like I am a role model to many people out there, because for a female most people would not expect me to be at sea under those uncomfortable conditions, a two-month international deployment to Mozambique made me very proud to wear a South African national flagged uniform to understand what we mean to the rest of the world as a defence force</i> |
| #3 | <i>Viewed occupation in the South African navy as, my future and career choice.</i>  |
| #4 |  |
| #5 | <i>It's a challenge everyday protecting state property at sea and most importantly protecting life's.</i>  |
| #6 |  |

|            |   |
|------------|---|
| <b>#7</b>  | <i>Happy to find employment and being at work.</i>  |
| <b>#8</b>  | <i>Being part of the peace keeping mission under the United nations mandate is my proudest moment as a seafarer in the South African navy.</i>                                    |
| <b>#9</b>  | <i>I love the sea.</i>  |
| <b>#10</b> | <i>Being a seafarer in the South African Navy means a lot, being deployed to serve and protect not only my country but also aiding other countries.</i>                           |
| <b>#11</b> | <i>Being a seafarer, give me courage and pride to be able to protect and serve my country.</i>  |
| <b>#12</b> |   |
| <b>#13</b> | <i>It strainness work being at sea for months on end, but you get to make friends during this time from built social ties through drinking and team building sport event.</i>     |
| <b>#14</b> | <i>Job security, I love my job it makes me happy I feel important in my country and proud of myself.</i>  |
| <b>#15</b> |   |
| <b>#16</b> |   |
| <b>#17</b> | <i>Showed me that I can do a lot of things for my country, protecting and serving my country helping people in my community as a role model whilst providing for my family is</i> |

|            |  |
|------------|--|
|            | <i>everything to me.</i>   |
| <b>#18</b> | <i>Means long periods away from home, you go with your assigned ship”.</i> |
| <b>#19</b> |  |
| <b>#20</b> |  |

figure\_ 14 Rank graph of participants in the study



Source: Mazibuko (2015)

Understanding South Africa's apartheid history, it is noticeable that apartheid constructed racial and gender discriminative mechanisms in the South African society, it applied occupational segregation as means to further protect and preserve jobs for white South African citizens (Buchann&Powell, 2004). Occupational segregation in South Africa institutionalized apartheid and exacerbated inequalities in the labour force, not just between various races, but also between the sexes (Crankshaw, 1994). A combination of apartheid haze, social attitudes and gender

inequality in education and maritime training has largely contributed to occupational segregation, resulting in men and women being streamlined into different trades, professions and jobs (Cele, 2003, p. 32).

With only three high schools that offer maritime studies at the basic education level. Maritime training at a basic level proves to be an important entity towards the growth of historically disadvantaged individual's occupational opportunities in the maritime industry. The backlog of basic maritime education presents a huge skills development potential and has assisted in awareness creation about the industry (MSSTTT, 2014, p. 1).

#### 6.8. THEME FOUR: POLICY IMPLEMENTATION

*Have you witnessed the implementation of the EEA in the South African navy?*

|           | <b>RESPONSE</b>  |
|-----------|--|
| <b>#1</b> | <i>Although the South African navy abides to the RSA constitutional EEA no.55 of 1998, the navy has similar employment policies but differ in cases of a war threat or war in a country navy seafarers being in the defence force we automatically forfeit certain rights as employees of the state.</i> |
| <b>#2</b> | <i>Yes, the EEA is evident employee and employer protocols being implemented by both sides in the South African navy.</i>  |
| <b>#3</b> | <i>Not really, since they is a low White population in the navy today.</i>   |



|            |  |
|------------|--|
| <b>#4</b>  | <i>Yes, everybody has an opportunity to apply for the South African navy.</i>  |
| <b>#5</b>  |  |
| <b>#6</b>  |  |
| <b>#7</b>  |  |
| <b>#8</b>  |  |
| <b>#9</b>  | <i>We are guided by the Military code hence the EEA is nullified.</i>  |
| <b>#10</b> |  |
| <b>#11</b> | <i>Highlighted that the EEA is applicable, but the difference is the additional military code, the military policy protocol is central amongst all navy seafarers.</i>   |
| <b>#12</b> | <i>Unlike EEA employee dismissal protocol the military policy in line with the EEA extends its policy to give second chances to certain drug or substance abuse cases. The South African navy further assists seafarers enrol in rehabilitation centres.</i> |
| <b>#13</b> | <i>Yes, and no, yes the EEA implementation has been drafted under military documents to be in line with the South African Constitution. The practical implementation of the policy has not been implemented above military code.</i>                         |
| <b>#14</b> | <i>Navy have their own employment policies although some laws are similar, for example, the navy do not go to civil court but court</i>  |

|            |  |
|------------|--|
|            | <i>Marshall.</i>                           |
| <b>#15</b> | <i>They EEA promotes similar policies.</i> |
| <b>#16</b> |  |
| <b>#17</b> |  |
| <b>#18</b> |  |
| <b>#19</b> |  |
| <b>#20</b> |  |

Internationally, unfair discrimination according to race and gender historically appears to be a feature of the workplace (Haberfield, 1992). Maritime post-apartheid history between the years 1994 to 2003 shows no evidence of policy implementation that is directly directed to the equity and redressing of racial and gender discrimination of South African seafarers (Vrancken, 2004, p. 1).

## **6.9. THEME FIVE: GAINING EMPLOYMENT INTEREST AND ACCESS AS A SEAFARER**

*How's did you become interested in becoming a seafarer?*

|           |   |
|-----------|---|
|           | <b><i>RESPONSE</i></b>  |
| <b>#1</b> | <i>it was means to further he4r studies after high school, since the navy funds all their students under their training programs.</i> |
| <b>#2</b> | <i>it was a childhood to sail and travel the world by sea.</i>  |

|            |  |
|------------|--|
| <b>#3</b>  | <i>I had originally wanted to register under the South African air force, the growing interest and opportunities in the SA navy resulted in me enrolling under the navy, with the love of working outdoors life at sea was the best alternative.</i>   |
| <b>#4</b>  | <i>from people giving out navy application forms at my varsity.</i>  |
| <b>#5</b>  | <i>To serve my country.</i>  |
| <b>#6</b>  | <i>I was introduced into the industry by a friend working for SAMSA, as an alternative route into finding occupation opportunities in the maritime industry.</i>   |
| <b>#7</b>  | <i>While I was in high school I had friends that were working in the South African navy, this inspired me to get involved in this industry due to the occupational opportunities availed.</i>  |
| <b>#8</b>  | <i>I am the youngest of four boys, my oldest brother is in the defence force, whilst my two older brother are in the South African air force navy hence I grew up with the interest to serve in the defence force I was the navy was the only available occupation opportunity for me after high school.</i> |
| <b>#9</b>  | <i>My aim was to find a decent job, hopefully make a career in the navy.</i>   |
| <b>#10</b> | <i>As early as I could remember growing up, in my household I have always had relatives or</i>   |

|            |   |
|------------|---|
|            | <i>family friends that were employed or involved in one way or the other in the South African maritime industry specifically the navy.</i>  |
| <b>#11</b> | <i>I originally wanted to enrol in the South African army, opportunities that were more visible and available after 1994, were presented in the navy under the South African department of defence force encouraging applicants such as myself to enrol in the navy. The maritime industry in 2006 sounded very interesting to a 18 year matriculate and enthusiastic young adult with an opportunity to explore new provinces and countries.</i> |
| <b>#12</b> | <i>My educational background steered me into my mustered occupation in the navy. I hold a national diploma in maritime studies from Durban University of Technology, with a qualification as a cadet navigation officer which consist of sea-going occupational profile in the industry.</i>  |
| <b>#13</b> | <i>Being the only daughter amongst three boys at home, choosing to enrol in the South African navy was a rebellious act towards my parents who felt a woman's place and job is indoors. With a diploma qualification in public relation, opportunities to work in the human resources department in the South African navy.</i>   |
| <b>#14</b> | <i>South African navy high school visits made me aware and interested in the navy's</i>   |

|            |   |
|------------|---|
|            | <i>occupational opportunities, with funded training the South African navy was the best occupational opportunity. The way navy officers marketed and presented the naval institution interested me the most to enrol in the industry.</i>   |
| <b>#15</b> | <i>I officially got interested to enrol in the maritime industry, after a presentation was made at Walter siZulu campus at the Durban University by marine officers. The officers explained that with dedication and my qualifications in mechanical engineering I stood a good chance to enrol in the maritime industry as an officer.</i> |
| <b>#16</b> | <i>Coming from rural and economically challenged area of Matatele in the Eastern Cape, I could access funding to further my studies after matric. The South Africa navy was the best occupation opportunity and choice with a funded training program plus occupational salary.</i>   |
| <b>#17</b> | <i>I am catering chef ,studying opportunities in the maritime industry attracted industry, the opportunity to study while being employed allowed to study a degree in psychology I am currently doing my final year at Unisa.</i>   |
| <b>#18</b> | <i>I was mostly interested in the job security that comes with, occupational opportunities within in government/state owned institutions. I also</i>  |

|            |   |
|------------|---|
|            | <i>wished to change my occupational locale away from the overpopulated busy polluted city.</i>  |
| <b>#19</b> | <i>My father was a soldier in the South African department of defence force, he was the one who influenced me to enrol in the department of defence; it so happened occupational opportunities were more available in the demographically transforming naval institution.</i> |
| <b>#20</b> |   |

## **CHAPTER SEVEN**

### **7. CONCLUSIONS AND RECCOMENDATIONS**

To transform post-apartheid South Africa, to a competitive global maritime nation. The changing face of the South African seafarer is vital to create occupational opportunity an all-inclusive maritime industry. Implementation of EEA and AA in the South African navy has shown the potential of an all-inclusive maritime sector. The South African navy has evidently shown historically disadvantaged individuals accomplishing great feats in South African maritime industry. EEA and AA policy implementation and shown positive results towards building social tolerance and cohesion in the workplaces. Limiting race and gender discrimination in a historically white male dominant maritime industry. South African navy has transformed tremendously by race and gender through regime and policy amendment from the once royal navy fleet under the British and later apartheid government. South Africa has the greatest potential to be a competitive maritime nation based on the locale of our ports. Revised academic syllabus in high schools to include maritime subjects to expose occupation and career opportunities in the maritime industry from an early age to South African youth. Utilizing the means of reskilling, historically disadvantaged individuals will also assist the numbers of tertiary qualified candidates interested to be part of the South African maritime industry. Investment in South African owned ship companies and ships can gradually defuse the flag of convenience registry, which does not benefit South African import and export GDP on a national level. Targeting illegal or informal occupation contracts of foreign seafarers, and tax cuts for foreign ship companies, which does not favor South African seafarer's growth a potential maritime nation.

#### **7.1. INTRODUCTION**

This chapter will summarize some of the transformations that have taken place in the explorative process of this study. Breaking down the experiences, experienced by historically disadvantaged individuals based on race, gender. Understanding the training dynamics for a new generation of

seafarers. Analyzing the historical background and current need of ratings and officers. Subsequently laying out the road that has resulted in the changing face of South African seafarers post-apartheid. Lastly stating the limitations that are plummeting the potential of South Africa as an aspiring maritime nation. With a prospective South African human capital that is essential for the growth of the industry. Nationally improving the unemployment numbers of historically disadvantaged individuals, and launch South Africa in the world as an all-inclusive competitive maritime nation in the global market.

## **7.2. RACE AMONG HISTORICALLY DISADVANTAGED INDIVIDUALS**

The transformation of race in the maritime industry in post-apartheid South Africa has both negative and positive perspectives from the participants. Participant one noted that a lot can still be done. People should be appointed based on merit not on race. Since in the South African navy people are appointed based on racial demographics, which does not benefit the maritime industry. In particular, Indians are still disadvantaged looking at the Indian racial representation in the Durban area the South African navy does not present a satisfying Indian demographic. Participant sixteen-viewed racial change as a negative process, the criteria of recruitment and promotion is based on demographics, which is unfair to long serving cadets. Although the transformation has made the growth of senior seafarers stagnant, participant seven highlighted that the racial transformation is fantastic working of different races and gender groups is awesome. The racial transformation and equal training enforces racial and gender tolerance and equality. With an influx of Black cadets compared to White cadets. The influx gives historically disadvantaged individual getting promotional opportunity posts in the industry.

## **7.3. GENDER AMONG HISTORICALLY DISADVANTAGED INDIVIDUALS**

Participant one, highlighted that the implementation of affirmative action policy; brought about an influx of Black seafarers in navy specifically African females, which has pressured female seafarers to prove themselves within their occupational rank. Today woman in the South African navy and maritime industry are addressed as equal. Specifically, when it comes to promotional



vacancies in the industry; today historically disadvantaged females are holding senior positions in the industry. More woman seafarers are coming up specifically amongst senior officers; it does not take time for woman to get promoted in the South African navy due to the demographic transformation mandate. The policy has not had a significant impact with many of the woman in the vocation occupied due to self-invested interest. Participant added that besides the introduction AA in the maritime industry, woman enter the South African navy based on self-interest. They are experiencing very little or no gender discrimination. Both junior and senior seafarers alike show gender equality in all workstations. Although AA has helped woman to enter the maritime industry, but they should be able to perform and not be viewed as tokens or indication of transformation. The underlining that affirmative action has been an influential motive in driving gender equality in the work place, today in the work station on board woman perform just as well if not better than man. Although females are treated equally at times, the masculinity verses femininity of females is challenged at times with man basic certain more muscular tasks as the downfall for woman in the industry. Some man are happy to help it's not easy since each seafarer is tasked to complete individual duties on and off the ship. Participant two; noted that "As a female seafarer in the navy, I feel like I am a role model to many people out there, because as a female most people would not expect me to be working at sea under such, testing uncomfortable conditions, after the two-month international deployment to Mozambique, which made me very proud to wear South African national flagged uniform and understand what we mean to the rest of Africa as a defense force.

#### **7.4. TRAINING AMONG HISTORICALLY DISADVANTAGED INDIVIDUALS**

In terms of training among historically disadvantaged individual, participant one expressed that "a lot can still be done. People should be appointed based on merit not on race or gender. Since in the South African navy people are appointed based on gender and demographics, which does not benefit the maritime industry, moving forward. On the other hand, participant ten noted, "it feels good that historically individual are being promoted on the maritime industry.

A problem amongst aspiring South African officers and ratings, found it increasingly difficult to complete their experiential training at sea, owing to South Africa's vessel-owner in the merchant navy and fishing industry through FOC registration/flagging out (Synders, 1997, p.9).

Under the FOC registration, regulated that South African vessel-owners were no longer compelled to employ relatively more expensive local South African sea-staff/seafarers. They may choose to recruit cheaper, qualified foreign personal from developing countries such as the Philippines, Poland and Yugoslavia to crew their vessels (Synders, 1997, p.9). Hence crippling the education, training and occupational development for South Africans.

## **7.5. RATINGS AMONG HISTORICALLY DISADVANTAGED INDIVIDUALS**

The enrolment of historically disadvantaged individuals as ratings in the maritime industry is a positive onset for the demographic and transformational growth. Participant three added that “it’s good but the industry needs more people of all demographics, although certain seniors still impose their presence towards ratings (junior ranks), which can be taken offensively or as a marine navy joke amongst ‘colleagues’.

An empirical study by Synders (1997) revealed that 90, 3 per cent of vessel-owners in the Republic of South Africa’s fishing industry are involved in the training of maritime officers. Through a process of training deck-ratings, that are showing the necessary potential to be sent for additional training to become navigating officers (Synders, 1997, p. 94).

Despite the fact that owners indicate an active participations, which is not motivated on the imperative of transformative policy in the maritime education and training process. The evidence at hand confirms that very little training has been targeted at historically disadvantaged ratings in the maritime industry.

## **7.6. OFFICERS AMONG HISTORICALLY DISADVANTAGED INDIVIDUALS**

Not much has been explored about the integration and progression of historically disadvantaged officers, headlines such as the Zimasa Mabela articles, gives a glimpse insight of the integration of historically disadvantaged individuals in the maritime time industry.

*“Born and raised in the Eastern Cape, Mabela, joined the navy in 1999 as a telecommunications operator. She completed her office training in 2004, becoming a combat officer at the navy’s warfare training Centre in Gordon’s bay. Mabela later joined the South African sailing centre as an assistant operations officer (BrandSouthAfrica.com.2015)”*

Faced with double standards of discrimination through, race and gender. Zimase’s story of being appointed by rank as the first lieutenant commander and first female navy vessel commander during women’s month when she took control of the Safety and security station in Umhloti, she consequently became the first African to captain an active vessel (BrandSouthAfrica.com.2015).

## **7.7. THE FACE OF HISTORICALLY DISADVANTAGED SEAFARERS**

As early as 2006, the South African maritime industry with its navy, has witnessed an influx of Black cadets compared to the enrolment of White cadets as observed by participant fourteen in his 10 years of service in the navy. This influx is good but as highlighted by participant seventeen, “the larger unemployed demographic is not informed about occupational opportunities in the South African navy and the maritime industry”. The changing face of historically disadvantaged seafarers, as noted by participant eighteen, “it’s about racial groups getting promotional occupational posts in the maritime industry”. The policy implementation has had a huge impact towards the changing face of historically disadvantaged seafarers in the industry participant five stated that “Affirmative action has helped woman to enter the maritime industry, but they should be able to perform and not be token or indication of transformation” with some junior female niggling for assistance with their seniors, it leaves the work not done at times”.



## 7.8. LIMITATIONS AND RECOMMENDATIONS

To improve, the vacuum of job opportunities amongst a huge population of South African. Specially the majority, who have been discriminated through socioeconomic and political practice and ideology under apartheid law. A population largely excluded in the emerging important South Africans market that offers promising prospects for shipping especially in Africa (United Nations, 2014, p.15). the South African navy in post-apartheid South African protecting; the life pulse of the nation, opens a pool of occupational opportunities, academic and financial independence for historically disadvantaged individuals.

The South African Training and academic institutions from; primary, secondary and tertiary education need to invest and focus more in maritime related professions. It is essential that Primary and secondary schools include maritime education as part of the academic syllabus. Training and tertiary institutions need to expand qualifications in the maritime profession to compete with that of the world.

The findings in this dissertation support the following recommendations that can be applied in the South African maritime workplace. Participants in the study come from different backgrounds and communities; rural, township and suburb settlement. They have all been able to acquire occupation in a historically discriminative industry. Many of the participants live far from home and their families. Many of the respondents draw inspiration to train and work hard for the families. They do not only take pride in their uniform and work, but most importantly the means to be breadwinners at home or self-independence and development.

Maritime regulations that permit (FOC) ship registration can be viewed as fundamental issue that stunts the growth of the Durban port. Limiting the prospects of South African owned ships and South African crewed ships in the industry. Government policy implementation in the maritime industry should not only be applicable to South African registered ships, but all ships including FOC ships. South Africa seafarers should not only dominate in the navy, which serves to protect both international and domestic ships. Ships that are dominantly not crewed by South African seafarers or owned by South African shipping companies.

## **7.9. SUGGESTIONS FOR FUTURE RESEARCH**

The study found that political reform has a huge influence to the social composition of a prescribed society. The change of segregated policy in the maritime industry, gave rise to the historically disadvantage individuals. The white South African seafarer integrated with the rest of South African citizens in the workplace, forced racial and gender tolerance. Today White, African, Indian and Coloured seafarers train, play, eat, sleep and work together.

Historically marginalised South African seafarers' have to mobilise their energies and their resources to persuade the authorities to translate the policy of EEA and AA into practice in all occupational and ownership opportunities in the South African maritime industry. Access to free education, vocational training and jobs with career opportunities.

## **7.10. SUMMARY**

Perhaps the glaring evidence of the rapid changes in the racial and gender, occupational vacancy in the South African maritime industry and navy. The study identified the transformed political ideology and legislative policies in the post-apartheid South Africa. The South African maritime industry is occupied by with different racial and gender groups. Each historically disadvantaged individual has a different reason of being part of the maritime industry. A group of individuals; eager to learn, work, grow and most importantly find occupational dignity through financial independence for their families and themselves. South Africa in just over two decades of democracy has fast tracked its education, training and employment of historically disadvantaged individuals. As a country, we have high standard qualifications amongst our seafarers. South Africa's deregulation of FOC ship regulations in our port stands to benefit the South African lack of employment opportunities amongst the historically disadvantaged individuals. Whilst, financially benefiting the country's GDP through import and export. Resulting in South African ship owners and companies with South African crewed ships. Today, globally South Africa's maritime industry can and should be regarded as a competitive industry, providing quality seafarers (Mokhele, 2013, p.18).

## Final departure



Source: Mazibuko, M (2015)

The explorative study and the experiences learnt from the seafarers at the Durban naval base will remain as a panicle point in my academic progress as a sociology student.

## **APPENDIX 1: ETHICAL CLEARANCE LETTER**

07 December 2015

Mr. Mfanafuthi Justice Mazibuko (209531092)

School of Social  
Sciences Howard  
College Campus

Dear Mr. Mazibuko,

Protocol reference number: HSS/1630/015M

Project Title: A sociological analysis of historically marginalised Seafarers: A case study of the changing face of South African Seafarers at the Port City of Durban

Full Approval —

Expedited Application in response to your application received on 11 November 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

  
.....



Professor Urmilla Bob  
University Dean of Research

Supervisor: Professor Mariam Seedat-Khan  
Academic Leader Research: Dr Jean Steyn  
School Administrator: Ms Ayanda Ntuli / Mr Michael Eley

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## **APPENDIX 2: INTERVIEW SCHEDULE**

A sociological analysis of historically marginalised South African Seafarers: A Case study of the changing face of South African Seafarers at the Port City of Durban.

### Interview Guide

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#### **Biographical Information**

1. Name
2. Please state your age as of the 1<sup>st</sup> of January 2015?
3. Gender?
4. Race?
5. Where are you from?
6. What level of education do you currently hold?

#### **How you accessed employment as a seafarer**

7. How did you become interested in seafaring?
8. How did you arrive in this position?
9. What made you decide on a job at sea?
10. How were you introduced to the seafaring industry?
11. Did you know anyone in the industry prior to joining the industry?
12. Do you have any relatives or friends working in the seafaring industry?
13. In your opinion do you think the South African maritime industry is experiencing an increasing or decreasing number of seafarers from historically disadvantaged gender and racial groups constitutionally defined as ‘designated groups’?

#### **Education and Training**

14. How did you train for your job?
15. Where did you study?
16. How long did you study for?
17. Did you have any funding or scholarships for your studies?

### **Employment**

- 18. Are you employed by a company directly?
- 19. Are you employed under an agency-owned firm?
- 20. Have you been employed as an independent seafarer or “free-man” in the maritime industry?
- 21. Do you work in national or international waters or both?
- 22. How long are your periods of work away from home annually in months?

### **Race**

- 23. Can you express how you feel “designated groups” have been historically disadvantaged in the maritime industry?
- 24. Do you understand the meaning of “Black people” in the South African context?
- 25. Do you feel racial imbalances have been redressed in the South African maritime industry?
- 26. How has your life transformed as a “designated employee” in the South Africa maritime industry in terms of racial discrimination?
- 27. Would you encourage more individuals from ‘designated groups’ to become involved in the South African maritime industry?
- 28. Have you witnessed the non-discriminative policy protocol by the Employment Equity Act 55 of 1998 being applied in the South African maritime industry?

### **Gender**

- 29. How has the Affirmative Action policy assisted the introduction of historically disadvantaged seafarers within the South African maritime industry?
- 30. Do you see female seafarers being treated as equals to their male counterparts?
- 31. Is the gender transformation holistic at both junior and senior ranking levels in the South African maritime industry?

### **Ratings and Ranks**

- 32. What does being a “seafarers” mean to you?

33. Which rank do you occupy as a seafarer?
34. Do you fall under Ratings or Officer within your job rankings?
35. How different are officers compared to ratings in the ranking of privileges in the maritime industry
36. What is the name of the company that you are registered under?
37. Do you think historically disadvantaged South African seafarers are gaining equal access to positions in the maritime industry?
38. If more historically disadvantaged South African seafarers are participating more in the maritime industry in which rank has this increase been witnessed?
39. Could you tell me about your achievements as a seafarer in your specific rank?
40. Have you encountered any form of racial or gender marginalisation within your workstation?
41. Have you noticed any seafarers being discriminated in any form within or around your work?
42. Have you noticed an influx of young historically marginalised individuals becoming part of the maritime industry?
43. Have you noticed more males or females from 'designated groups' joining the maritime industry?
44. As a seafarer, would you encourage historically disadvantaged South Africans to join the maritime industry?
45. If yes, Why?
46. If no, why not?
47. Do you know of any supportive measures to help increase seafarer's rankings in the maritime industry specifically for historically disadvantaged seafarers through academic sponsorship/scholarship or training workshops?
48. Can you explain your working relationship with seafarers from other countries as a designated employee?
49. In your opinion, what has the South African maritime industry done to increase the social interaction and morale of inequality amongst seafarers from different, racial and gender groupings in South Africa?

**APPENDIX 3:        GATEKEEPERS LETTER**

Dear Mfanafuthi,

Please find herewith a letter written by the CEO for you to produce for your dissertation.

May I wish you all the very best with your studies and I hope you get to interview a few seafarers. I will contact Beverley at the Bayhead Mission in the morning to tell her about you, but I suggest you also ring her to find out what time(s) you will find seafarers at the Mission.

With best wishes,

Linda

Secretary



## Sailors' Society (Southern Africa)

The Rev.  
J. D. van Schalkwyk  
CEO

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Glenwood, Durban.  
Code 042526  
Swift Code  
SB ZA ZA JJ

Ref: Seafarers Gen/Aug 2015

Dated: 27<sup>th</sup> August 2015

To: Mr Mfanafuthi Mazibuko

This is to certify that permission has been granted for you to interview seafarers at the Bayhead Mission, 1 Seafarer Road, Bayhead, Durban, for the purpose of completing your dissertation for a Masters Degree in Sociology at the University of KwaZulu Natal, Durban.

Yours sincerely,

REV JD VAN SCHALKWYK  
CEO

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## **APPENDIX 4: INFORMED CONSENT**

### **INFORMED CONSENT**

Dear Participant,

My name is Mfanafuthi Mazibuko (209531092). I am currently a Masters candidate at the University of KwaZulu-Natal, Howard College. The title of my research is: **A sociological analysis of historically marginalised seafarers: A Case study of the changing face of South African Seafarers at the Port City of Durban.** I would be very interested in interviewing you for this study. I would appreciate it if you would be willing to share your experiences and observations on the topic.

#### **PLEASE NOTE THE FOLLOWING:**

- The information that you provide will be used for scholarly research only.
- Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.
- Pseudonyms will be used instead of the participant's real names. Neither name nor identity will be disclosed in any form in the study.
- The interview will take about an hour.
- The records as well as other items associated with the interview will be held in a password-protected file accessible only to me and my supervisor. After a period of five years, in line with the rules of the university, it will be disposed of by shredding.
- If you agree to participate please sign the declaration attached to this statement

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University of KwaZulu-Natal,

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A Sociological Analysis of Historically Marginalised Seafarers: A Case Study of The Changing Face of South African Seafarers at the Port City of Durban." Mr Mfanafuthi Mazibuko 209531092 SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE MASTERS IN SOCIOLOGY SCHOOL OF SOCIAL SCIENCE SUPERVISOR: DR M SEEDAT-KHAN 2017 DECLARATION I, Mfanafuthi Mazibuko, declare that this study is my own work; it has not been submitted for any degree or examination at any other university. The sources that I have used have been fully acknowledged. This study is submitted in fulfillment for the requirements for the degree of Masters in Sociology in the faculty of Humanities, School of Social Science, University of KwaZulu Natal, Howard College, Durban, South Africa. Signature: Student Number: 209531092 Date: 1 July 2017 DEDICATION Khondlo, Mwelase, Nzima, Wena owangena nesikhuni emanzini waphuma naso sivutha, Wena ongaweli ngezibuko, owela ngezihlangu zamadoda, S`gawuli semithi emide nemifushane, Mgabhamafu ohamba ubugwathugwathu emafini, Nzimalamase ngobulandakazi, Obuhlasehlase ithambo elagedla ezintabeni, Okwathiwa ngoba nakhu esevula izibuko lokuwela kwathiwa nguMwelase, Hlathikhulu, Manzezulu, Phuthini, Khuhlase kaMgabhi Nzima waseMzimkhulu, Dunguzela Khondlo weyiZiba Mwelase. This thesis is dedicated to my Father, the late Mr Thamsanga Mazibuko, Nzima waseMzimkhulu, Dunguzela Khondlo weyiZiba Mwelase. Your ancestral guidance and teachings stand as a

testament of unconditional love and care beyond the grave. To my Mother and heroine Lindiwe “lindi”Mazibuko Sthuli SikaMageba you continue to be my pillar of support and strength. I applaud the role you play in my life; from the famous words of a late poet and musician Tupac Amaru Shakur “there’s no way I can pay you back but my plan is to show you that I understand, You are appreciated”. To my Siblings, Nomfundo, Siphamandla and Sibusiso Mazibuko you continue to inspire me to do better and lift up our clan name and household. My aunts and uncles, Nonhlahla Makhathini, Thembile, Thobile, Nomusa ‘Pretty’ Khumalo, Simphiwe and Ntokozo Zulu who have been supportive from the beginning of my studies, your love and care as a family is beyond words. To the rest of my family thank you. Not forgotten my hometown Eshowe, it is imperative to mention, that without the teachings I learnt as a young man growing up in the small town, has led me to this explorative nature of study. This study is dedicated to every young boy and girl in Eshowe; “it’s not what you look at that matters it’s what you see” Henry David Thoreau.

ACKNOWLEDGEMENTS First and above all, I wish to give praise to Umveliqangi (God), who has been the shining light throughout this study. Special thanks, to my “Mother” and supervisor, Dr. Mariam Seedat, who has held my hand throughout this study. Dr. Seedat Thank you for believing in my study and me. The nurture and tough love you have given to me. Your support in this study, as a supervisor are truly the result of this thesis I will forever be grateful. I would love to give praise and thanks, to the South African navy. The naval staff and participants involved in the study were very cooperative. I would like to thank the, commanding officer Dieter Johnnes who was very welcoming to the study and myself, and the naval receptionist Rosemary Squire and warrant officer Lindokuhle Wiston Sabelo who helped me with the, introduction to all the participants. Thanks, to Sibusiso Lungani Hlongwa for the valued assistance throughout my fieldwork. Specials thanks to Lungelo Biyela for the love and support.

QUOTATION “Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work, and the only way to do great work is to love what you do. If you have not found it yet, keep looking. Do not settle. As with all matters of the heart, you will know when you find it”. Steve Jobs

**1ABSTRACT The advent of democracy in South Africa has brought about fundamental changes in the spheres of governance. One of these changes is the policy transformation in the maritime industry and public service by the**

South African navy. This study explores the changing face of the South African seafarer. Understanding the context of Employment Equity Act and Affirmative Action policies in the maritime industry and South African navy. This has had an impact on the way gender and race is viewed in light of the political and social transformation in the workplace. This thesis analyses the understanding of these political reforms amongst historically disadvantaged individuals in the South African navy. It will also explore any visible demographic and gender change amongst the occupational ranks of the seafarers. In doing so, the thesis aims to highlight key concerns in reconstructing an educated, reskilled and employable South African workforce for the maritime industry. KEY WORDS Seafarers, Officer, Rating, Employment Equity, Affirmative action, Occupational opportunities, Apartheid, Post-apartheid LIST OF ACRONYMS SA- South Africa EEA- Employment Equity Act AA- Affirmative action SAN- South African Navy SAMSA- South African maritime safety authority SANDF- South African nation defense force NP- National Part FOC- Flag of convenience DOD- Department of defense SDF- South African Sea ward Defense Force SANS-South African naval service EMC-EThekweni maritime cluster Table of Contents DECLARATION

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| <p>INTRODUCTION This chapter seeks to understand the significant impact of policy transformation brought about in post-apartheid South Africa within the maritime industry. Through the implementation process of Affirmative Action<sup>1</sup> and Employment Equity<sup>2</sup> policies in the workplace, both the racial and gender composition in the workplace has changed, to be inclusive of historically discriminated individuals in South Africa. The Durban maritime industry and South African navy transformation creates, a phenomenal possibility in an isolated industry based on the shores of the Durban port. The South African maritime industry can be viewed and defined undoubtedly, as the pillar of economic stabilization and growth through international trade. With the South African navy providing safety and security for South Africa, including various African ports. Consequently, post-apartheid South Africa has opened occupational opportunities for all South Africans, towards a thriving maritime industry, that can be regarded as one of the solutions to combat unemployment; in a country that is, experiencing rising numbers of unemployed individuals particularly amongst the youth<sup>3</sup>. Bengover (2013) Suggests a transformed maritime industry gives South Africa an opportunity to take a step further in redressing social, gender, racial and economic inequalities that exist in the South African maritime industry. The study looks at the South African navy as an apt example of a racial and gender transformative institution and industry. Race and gender are the key markers that provide the basis for a sociological sketch of the changing face of the South African seafarer<sup>4</sup>in the Durban</p> |   |



naval port. Recognizing that South African seafarers in particular are not occupationally homogenous, is important in understanding the changing face of the South African seafarers' society (Bonnin et al., 2006). The maritime industry consists of two-tiered employment discrepancies amongst 1 Hereafter referred to as AA. 2 Hereafter referred to as EE. 3

**1 Youth; refers to members of the society between the ages 18 to 26 years of age who still able to gain entry to the South African navy**

(Kubu, 2010, p.17). 4 A seafarer refers to any person employed in any capacity on board a ship (Christodoulou-Varotsi et al, 2008). seafarers; mainly Officers<sup>5</sup> who hold senior ranks and Ratings<sup>6</sup>, These occupational ranks give an insight to the economical discrepancies. The occupational differentiations for seafarers can be equated to the historical patterns of inequality in the workplace that was based on apartheid policies of segregation and inequality amongst race and gender. Policy in many of the government sectors has shaped the local labor market, which did not favor historically discriminated individuals or [people of colour] in direct relation to the education, training, recruitment, wages and working conditions, received during apartheid in South Africa (Ruggunan, 2005, p. 66). Racial and gender bias implemented by apartheid policies made access to training and employment opportunities in the maritime industry impossible for all black South Africans (Kitada, et al, 2015). With the main training institution known as The General Botha College for officers, set up in Cape Town in 1921. This institution reserved admission for white male students (Grutter, 1973). The existence of an exclusively white male dominated seafaring industry was inevitable (Ruggunan, 2008, p. 2). This has led to a broad occupational category of seafarers being racially skewed, evidently with the majority of South African officers being white males and ratings predominantly black seafarers (Ruggunan, 2005). The allocation of black workers into semi-skilled positions was not an uncommon practice in South Africa. It is therefore critical that this study looks at all of the above factors alongside race, and gender in order to provide a clear sociological depiction of the changing face of the South African seafarer post-apartheid.

### 1.2. MOTIVATION OR NEED FOR THE STUDY

The study seeks to observe the empirical evidence of racial and gender transformation in post- apartheid South Africa, with the South African historical patterns of discrimination in a racially and gender skewed maritime industry. The motive of the study is focusing on two timelines in South Africa, from apartheid to post-apartheid. Covering the different occupational opportunities in the maritime industry, FOC registration, foreign vacancy occupation and the South African navy's role in changing the face of the South African seafarer through race and gender. 5 Officer; Officer are the senior tertiary educated crewmembers. 6 Ratings; are semi-skilled with no tertiary education and considered as the "working class" of the seas (Ruggunan, 2005, p.66. As early as 1910, discriminative apartheid laws on racial and gender based occupation was evident in South Africa (Lipton, 1989). The apartheid government ensured, enhanced education, training and job opportunities for white South Africans. With a superior education, training, and job opportunities white citizens could ensure an occupational hierarchy, with white employees at the top, and the rest of the South Africans of colour at the bottom or non-existent in industries like the maritime and navy. Since World War 1; under the command of the royal navy (Deane-Peter Baker, 2012). The South African maritime labour market and navy occupational hierarchy; was structured with the captain or master of the ship as the most senior position on the ship, with Officers being the closest to the captain in terms of senior positions. Since officers are regarded as senior tertiary educated crewmembers. At the bottom of the hierarchy is the ratings who are described as the "working class" of the seas; whose duties mainly focused on the cooking, manning and cleaning of the ships. Bonnin et al (2004) described the broad occupational category of seafarers as racially skewed with the majority of South African captains and officers being White. Whilst ratings on the other hand, is occupied predominantly by Black individuals; which he explained as "largely attributable to apartheid education and training regulations for seafarers. Unfortunately, the training and development of seafarers in South Africa has always been highly political and racialized (Kujawa, 1996). These imbalances reinforced the political and racialized demographics of the past apartheid policies. In the post-apartheid South Africa, occupational vacation has witnessed the implementation of the Employment equity Act and Affirmative action legislation in the maritime industry, an indication of a continued vital component towards gender and racial transformation in the workplace (Makgoba, 2013, p. 76). Ruggunan, (2005, p. 66) highlighted that the market for seafarers is not an occupationally homogenous one. Rather, it is quite diverse, comprising of various components, with the central discriminative apartheid history of racial and gender based occupation in South Africa, verse the democratic post-apartheid government (Bowmaker-Falconer et al, 1998). Hence, the study will firstly seek to explore how the industry has transformed post 1994 and how continues to introduce transformative equality and non-discriminative legislation and policy to all South Africans. 14 The introduction of diversity and social cohesion in the modern South African maritime

industry, through policy implementation is obligatory for government towards job creation, social and economic development, in a country famously labelled as the “rainbow nation” by the late and former president of the Republic of South Africa Nelson Rolihlahla Mandela, a global icon for the anti-apartheid revolution (JamaicaObserver, 2013). The repercussions of an all-inclusive transformative South Africa, has resulted in higher levels of unemployment due to lack of skills, training and education. Banerjee et al (2007) argues that unemployment has increased substantially since the African National Congress came to power in 1994, going from 15.6% in 1995 to 30.3% in 2001. Although government continue to inform South Africans that in the second quarter of 2010, the jobless rate increased to 25.3%, and the number of people with work fell by 61,000 to 12.7 million. Is evident that government is in need of a sustainable occupational vacuum to be filled by the increasing number of unemployed individuals. A thriving and growing South African maritime industry can possibly be able to fill this occupational void. The World Bank (2012) highlighted that South Africa still has high levels of inequality. It acknowledges however that the good level of economic growth in the post-apartheid period has led to a measurable decline in income poverty, but inequality has increased in post-apartheid South Africa with the growing gap between the rich and poor. The government through the policy apparatus in the maritime industry seeks; to reverse and reconstruct political injustices against race and gender and build social cohesion and equality (Cloete and Kotze, 2009, p.50). Over and above the maritime industry is an integrate element of international trade with over 90% of all international trade carried by maritime transport. That translates into about 13000 ship calls that is handled trade through South African ports, which employ about 60000 seafarers. South Africa

**3only has about 3500 seafarers, while the global demand for seafarers is around 250000. The country needs to produce about 720 Officers and 1200 Ratings per year to meet its target of 12000 seafarers by 2019**

(HRDC, 2014). The maritime industry is the lifeblood of any nation’s economic growth and stability, making it a very important, if not a vital industry. Although there is, no study in South Africa today that has looked at the social interactions based on the racial and gender apartheid history of South Africa seafarers and the influences of rapid changes in various parameters such as technology, risks, 15 policies and strategies. The competitive market conditions have been the cause to seek new approaches in terms of management processes at shipping companies to accomplish the sustainable development in maritime transportation industry (Metin et al, 2009, p.1048). Thus making maritime transport essential to the economic development and a potential vacuum towards creating occupational opportunities for the 20.5 million unemployed South Africans, out of the 36 million South Africans (News24, 2015). With high levels of unemployment amongst the historically disadvantaged groups, occupational absorption is vital by making means to involve all South Africans towards economic development and occupation opportunities. The Durban port being one of the busiest ports in Africa; training and skills development is empirical in this sector to support and encourage inclusive occupational opportunities and sustainable jobs in the country. The South African maritime industry has occupational opportunities that can steadily reduce the high number of unemployment in South Africa, particularly amongst the youth. While reviewing ship registration under Flag of Convenience (FOC) laws and regulations for foreign shipping companies, employers and their employees. Therefore lobbying for South African owned ships and registration terms is vital in growing the industry independently as a country. I have not come across a research study, which has focused on South Africa’s maritime industry and navy, from a sociological and political cohesive perspective in the contemporary inclusive occupation industry. The study seeks to analyse sustainable occupation means for the large number of unemployed South Africans, comprising of historically discriminated individuals post-apartheid.

1.3. LITERATURE PERTAINING TO THE STUDY Levy et al (2006) defined the literature review as the use of written ideas in the literature to justify the particular approach to the topic, a selection of comparative and relevant methods supporting the development of the topic of study. Literature review is an empirical part of the study, highlighting what accredited scholars and researchers in the field have published on a topic (Taylor, 2010). Although literature reviews have many purposes, they can examine old theories and propose new ones. An effective literature review is one that creates a firm 16 foundation for advancing knowledge of the study (Webster & Waston, 2002). The literature review of the study stems much from examining historic theories and policies and Highlighting literature, mostly from the apartheid legislative regime in South Africa. To avoid deviating careful attention has been made, in selecting which studies to review was made imperative (Levy et al, 2006, p. 189). The literature review will focus on enabling the researcher to develop from previous theories on the subject, highlighting gaps in the literature and illustrating how the relevant subjects have been studied previously, adding to the understanding and most importantly assisting, the refining and refocusing of the subject to support the topic (Boote & Beile, 2005).

1.4. RESEARCH PROBLEM AND OBJECTIVES This

study will explore the racial and gender transformation in the South African maritime industry and navy, which represents the changing face of the South African Seafarer in a post-apartheid South Africa. The central objective is to try to make sense of the impact of the Employment Equity Act, 55 of 1998 and the implementation of Affirmative Action policy in today's South African maritime industry; and the contributions made in the lives of historically discriminated individuals working in the maritime industry and navy. They represent the changing face of South African seafarers. In so doing, it is important to understand the direct implications that these pieces of legislation have had on the continued transformation of the post-apartheid maritime industry. The key objective is to understand how employment inequalities of the past have been addressed, through the implementation of new or amendment policies towards the inclusion and integration of historically disadvantaged individuals in the workplace. The locale of the study is on the Bayhead road in the naval base located at the edge of Salisbury Island in the Bluff area. Figure. 1 Locale of the study Source: (accessed March 2016, <https://earth.google.com/web>). The Durban port and maritime industry is ironically the pivotal point based on its location in the African continent as the biggest and busiest port. The naval base is suited just opposite the entrance to the port, for better supervision and security of ships entering and leaving the port.

**F 1.4. KEY QUESTIONS** Analysing the changing face of the South African seafarer; does not only look at the racial or gender infusion, but rather the education and training background which distinguishes the rank the individual is suited in the South African maritime industry.

- What racial and gendered transformation have we seen in the South African Maritime Industry?
- What does the changing face of the South African maritime industry mean?
- What is the current racial and gender composition of the maritime industry?
- 18 ▸ How has the occupational vacancy changed in the maritime industry post-apartheid South Africa?
- Is there evidence of historically disadvantaged seafarers entering the senior ranks in the industry?
- In Post-Apartheid South Africa how accessible, is education and training in the maritime industry to the public?
- What has the role of EE and AA legislation and its role in transforming the maritime industry?

**1.5. RESEARCH STATEMENT** Bonnin et al (2006) identified that the maritime labor market could not be viewed as a homogenous entity. The hierarchy that existed categorized seafarers, based on racial and gender propaganda. White males' occupied high officer ranks, while "designated groups" were dominantly employed as 'ratings', the working class of the seas as defined by (Ruggunan, 2005). On the contrary, the transformation of the maritime labour market in a post-apartheid South Africa, observes an integration of a previously excluded demographic South African seafarers. The implementation of the EEA and AA policy (Dikane, 2006, p. 2), in the maritime industry mobilized a diverse racial and gender working class, into the maritime industry, under the democratic regime (Ruggunan, 2008, p. 5).

**1.6. THEORETICAL FOCUS** A theoretical framework can be thought of as a map or travel plan (Sinclair, 2007, p.39). The theoretical framework allows analysis to be distinguished clearly from literal similarity statements, applications of abstractions, observations and comparisons (Centar, 1983, p.153).

**7 Policy;** in this context, policy refers to those plans, positions and guidelines of government which influence decisions by government (Monitobe, 2003, p. 2). The theory depends only on the syntactic properties of the knowledge representation to draw conclusive theoretical framework. The theoretical framework looks to address how the career world is made, through personal constructivism and social constructivism (Brown et al, 2005, p. 43). Social constructivism is a perspective, which believes that a great deal of human life exists due to social and interpersonal influences (Gergen, 1989). Apartheid discriminative laws neglected this notion specifically amongst the historically discriminated population of the country, through occupational differential legislations and the availability of individual choices in choosing a career, therefore hindering any social cohesion amongst South African citizens of different races during apartheid. Vygotsky highlighted that the individual exists in a social and cultural context; personal concepts of individuals are modified by interactions with others (Taber, 2011, p. 50). The racial inferiority complex amongst people of a race who were not white, implemented and practiced by the apartheid government consequently constructed much of the personal constructivism of South African society today. In post-apartheid South Africa, the democratic government has made considerable measure to transform the occupational workplace for all South Africans. The changing face of the South African seafarer and the impact of the implementation of EEA and AA towards the inclusion of historically disadvantaged individuals necessitates a sociological theory to contextualize this study. Understanding the changing face of the South African seafarer looks at firstly understanding the metaphorical definition and sociological perception of what and who is the changing face of the South African seafarer'. The South African Maritime Industry and training institutions have over recent years grown; with the addition of historically discriminated and disadvantaged demographics in South African seafarers society. Hoping to enter the maritime occupational space, through career influence. Based on occupational opportunity. Resulting from transformative political governance. Through policy adaptation and implementation (Pickel, 2001, p. 48), contributing to a continually transforming occupational vacancy by race, age and gender in both the South African maritime industry and maritime academic institutions. Therefore the study draws emphasis on race, gender discrimination that recognizes that these are two



particularly pervasive and entrenched forms of discrimination that have been taken seriously in making sociological attempts on the theorization and understanding of the nature and significance of this transformation in a post-apartheid South African maritime industry (Ruggunan, 2008, p. 6). 'Transformation theory' is "consumed" by a variety of actors, from individuals trying to establish themselves in a rapidly a changing environment for collective actors deciding on their institutional process (Pickel, 2001, p. 3). EEA and AA are the "political implementation" introduced to mobilize, transform and economically empower individuals within designated groups<sup>8</sup> (Pickel, 2001, p. 6). The transformation of a social structure requires the reconstruction of a social stratification of a society (Grusky, 1998, p. 2). It is therefore critical to unpack the reconstruction and transformation of inequality within the occupational hierarchy, amongst South African seafarers after the implementation of EEA and AA policy. The theory will establish if any political implications have spurred any racial, gender and socioeconomic phenomenon for historically disadvantaged seafarers' in Durban naval base.

### 1.7. RESEARCH METHODOLOGY

The process of data collection will utilise ethnography<sup>9</sup> methods, during fieldwork. Fieldwork is an essential primary data collection tool. Wolcott (1995) highlighted that, fieldwork, as a form to inquiry requires a researcher to be immersed in the social interaction of the participant sample. The study is guided by the nature of the sensitivity, which requires that a researcher put him-or herself into the research. This means having insight, being able to pick relevant issues, events and happenings in the process of data collection that can help an open-minded researcher towards the authentic development of the study (Corbin & Strauss, 2008). Applying the political, social and economic nature of the study, sensitivity is necessary and required towards tackling topics on; race, gender, EEA and AA. Having carefully concentrated on the literature, empirical evidence and one-on-one interviews with, no bias perspectives <sup>8</sup> Designated groups; Blacks, woman and People with disabilities <sup>9</sup> Ethnography; The term ethnography has come to be equated with virtually any qualitative research project where the intent is to provide a detailed, in-depth description of everyday life and practice (Hoey, BA.2000). towards how these key concepts interplay between the researcher and participant. An essential element to find the depth and understanding of the study, to help interpret the data accurately as expressed by the participants. The qualitative research ensures 'validity, reliability, generalizability and carefulness' (Stanbacka, 2001, p. 551), which will be very important in this research, to delicately capture data while staying sensitive to issues that are directly and indirectly related to race, gender and socioeconomic status. Qualitative research aims to address questions concerned with developing an understanding of the meaning and experience, with dimensions of humans' lives the social world (Fossey et al, 2002). Qualitative methods will help understand the issues or problems faced by the participants on a one on one basis, removing the participants from their occupation realm on ships and getting to understand them on a more personal and social level. The study focuses on the changing face of the South African seafarers in the Durban port, concentrating on historically disadvantage and discriminated individuals. That are part of the South African seafarers' society. Through transformative EEA and AA policy implementation. Directly interviewing historically disadvantaged individuals requires purposive sampling. Purposive sampling is one of the most common sampling strategies, which groups, participants according to preselected criteria relevant to a particular research question (Mark et al, 2005, p. 5). The process of data collection will last approximately take a month (4 weeks), with the first week establishing the adequate sample number of participants, with the remaining three weeks reserved for the formation of interviewers within the sample base of members interested in being part of the research, for the full duration of the study. As mentioned above the method of in- depth interviews, is necessary in assisting the participants explore in detail their own perceptions and accounts. The method is suitable for the research topic since very little is known about the topic of study. Specific tools used to collect and record the data for analysis would be an audio tape recorder; since the port area is a busy place and continuous movement in and out, the area can prove to be difficult to capture each response in writing. Only writing notes might be difficult and certain important data could be lost in translation.

### 1.8. CONCLUSION

This chapter highlights the background, motivation, research questions and methodology of the study (Paile, 2012, p.1). It takes into account the significant impact of Employment equity Act and affirmative action policies and implementation process and influence, in the post-apartheid South African society. The research statement recognizes that South African seafarer's society in particular is not occupationally homogenous, hereafter supporting the notion of the changing face of the South African seafarers' society worth an explorative study. Noting that education and training institutions, were historically manufactured for white South African citizens during apartheid. Key question addresses objectives that will help to ascertain how racial and gender discrimination has affected education and training amongst historically disadvantaged individuals working in the South African maritime industry.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2. INTRODUCTION

The study will highlight, the existing relevant literature surrounding the key themes in the changing face of the South African seafarer today. Very limited literature is available on the integration of different racial and gender groups in the South African maritime industry and navy. Literature will critically engage relevant themes for the study, mapping the transformation of the



maritime industry and navy from; Apartheid South Africa, Maritime colonialism before apartheid, the history of the South African navy, impact of apartheid education, South African apartheid shipping history and the South African maritime labour market. The literature review for this study will highlight the occupational opportunities for South African seafarers employed in the Durban port within the maritime industry. This chapter will set forth, the literature framework focusing on the definition of the key concepts of the study, the motivation for the study, literature patterning to the study with a conclusive summary. Subsequently, highlighting areas that have been identified as central to the development of the explorative study, in terms of occupational opportunity and academic development of historically discriminated South Africans. Further explaining the impetus on the foundation using both international, national published/unpublished literature. The relation of occupational opportunities towards racial and gender discrimination, is fuelled by historical and political agenda. An agenda resonating from the apartheid laws in South Africa. Which had an alarming influence on racial and gender education and training discrimination in maritime institutions and occupational opportunities. A formula or pattern utilised by the apartheid government, was to ensure that noun favoured demographics in South Africa were excluded in the maritime industry; they could not gain the academic skills or training through discriminative policy. Reinforcing the lack of occupational interest, knowledge and occupational presumption amongst discriminated demographics in South Africa. Literature will further ascertain if the assimilation<sup>10</sup> of 'historically disadvantaged individuals' working in the South African maritime industry, reflects the notion of the changing face of the South African seafarer post-apartheid, analysing education, training, occupational opportunity and social economic change. With the post-apartheid government promoting racial desegregation, cultural pluralism<sup>11</sup> and gender equality and equity<sup>12</sup> through EEA and AA policy implementation in the South African society and workplace. Transformative policy in a Human- based industry gives various occupational opportunities. It is vital to execute all occupational opportunities issues relevant for job creation. That are inclusive of human resources capital, which needs to be developed and sustained. Namely; labour planning, labour quality, training to personal competency of crew, safety-related precautions, crew performance monitoring, crew insurance policy and payment of wages can be recognized as the critical management processes for ship management companies (Metin et al, 2009, p. 1049). The South African Maritime Safety Authority (SAMSA) an agency of government is pursuing a growth strategy that prioritize the development and retention of quality, critical and scarce skills with the maritime sector. The South African navy and the maritime industry including the private sector are the most important partners for skills development, particularly amongst the historically disadvantaged individuals in the maritime sector (HRDC, 2011, p.2). This study looks to highlight the demographics transformation in the South African navy. The

**<sup>1</sup>SA Navy as part of the new SANDF was expected to integrate members of the liberation forces those from the**

homeland structure (Kubu, 2010, p. 46). To not only extend the protection of South African waters but also include other African ports where needed. The South African navy has had a transformative initiative in the racial and gender changing face of the South African seafarer. Therefore, the navy can be viewed, in this study as an imperative platform of the EEA and AA implementation policy process in the post-apartheid maritime industry and South African navy. <sup>10</sup> Assimilation; from the Latin, assimilate, to make similar, is the process whereby newcomers to society are encouraged to give up their cultural way of life and accommodate as quickly as possible to values and culture of the host society. It is an ethnocentric, one-way process of cultural exchange, in that only the newcomer is expected to adapt, with the implied promise that group acceptance will be the social reward (Rosado, 1999, p. 3). <sup>11</sup> Cultural pluralism; which is the recognition that in a cultural heterogeneous society the various racial/ethnic groups have the right to maintain their cultural identity and expression within the framework of the common economic development, political system and achieving social cohesion (Rosado, 1999, p. 7). <sup>12</sup> Gender equality and equity; denotes women having the same opportunities in life as men, including the ability to participate in the public sphere, Gender equity denotes the equivalence in life outcomes for women and men, recognizing their different needs and interests, and requiring a redistribution of power and resources (Reeves et al, 2001, p. 2). 2.1. LITERATURE PERTAINING TO STUDY This chapter covers themes that are vital to the development and conceptualisation of the literature of the study. These include South Africa; Employment equity Act, Designated Group (Historically disadvantaged individuals), Racial discrimination during apartheid, Gender discrimination during apartheid, Apartheid and adoption of affirmative action, Impact of Apartheid education legacy, The growth and development of Durban port; South Africa's apartheid shipping history, Occupational segregation for men and women in the maritime industry and the establishment of the Naval flag under British colonialism from 1922-1946. 2.2. APARTHEID SOUTH AFRICA Apartheid in South Africa has its

origins in legislative and customary measures, which formed the Union of South Africa in 1910. With each of the legislative policies aimed to develop and protect occupational opportunities for white South Africans in particular, whose forebears had arrived and colonized South Africa from 1652 onwards. Through militant colonization and segregation legislative implementation, resulted in a dominance which established the supremacy over the indigenous African (Bantu), Coloureds and migrant Indians (Lipton, 1989, p. 17). The apartheid government enforced segregation policy as means to ensure White racial supremacy. Apartheid deprived millions of South Africans of a fair and equal opportunity to compete for employment. Until the 1970s, an official policy of job reservation ensured that only those designated by the state as 'White' would be permitted jobs at skilled and better paid levels. Designated groups who were previously discriminated against under apartheid laws were not permitted to

**1participate in any decision making structures of government**

(Kubu, 2010). These designated groups, were generally barred from jobs and further discriminated against in host of ways (Opprenheimer.M, 2014, p.1). 2.3. SOUTH AFRICAN APARTHIED HISTORY AND THE FOUR MAJOR RACIAL AND GENDER SEGREGATION POLICIES They are four Acts that stand out as focal policies towards a segregated South Africa, under Apartheid law. They were significant in constructing, maintaining and enforcing racial categorisation during apartheid, namely; The Population Registration

**2Act 30 of 1950, The Group Areas Act, Act 41 of 1950, The Prohibition of Mixed Marriages Act 55 of 1949 and The Immorality Act 23 of 1957**

(Mojapelo-Batka, 2008, p.7). These Acts sewed the fabric of racial, economic and social interaction amongst all South African citizens. The

**2Population Registration Act, Act 30 of 1950, provided the entire population to be classified according to racial groups, which would form the basis for the National Party's policy of separate development**

(Henrard and Smis, 2009,). The formulation and implementation rose from the white racial anxieties and fears that were running high during this period, consequently the labour market demanded an increase of urban Black population in lawfully considered white spaces/areas by the apartheid government resulting from labour pressures arising from the Second World War. Henceforth

**2since 1911, several Acts had a definition of race as their constituent part. Many of these definitions were contradictory and thus the Population Registration Act sought to clarify the confusion. Unfortunately, the legislation was not fully able to affect uniformity in the norms of racial classification (Barnard, Cronje&Olivier, 1986). The Group Areas Act**

41 of 1950, enforced residential segregation. Towns and cities made were divided into areas, each reserved for one race only. All blacks living in so called 'white' areas were forcibly removed to new areas, set solely for Black occupation as was done with Coloured and Indian citizens (Jacobs, 1970, p. 46). Whilst the

**2Prohibition of Mixed Marriages Act 55 of 1949**

was an apartheid law in South Africa that prohibited marriages between people of different races. It was among the first pieces of apartheid legislation to be passed following the National Party's rise to power in 1948 (Jacobs, 1970).

**2In 1957, the government introduced the Immorality Act 23 of 1957, Section**

**16 of which prohibited all sexual interaction between White and Coloured, Indian and Black persons. The Act further placed the same restrictions on Coloured females, White males and Coloured males**

since many of Coloured citizens were born into or fathered by White European decedents. For 27 this reason, the

**2Act defined a Coloured person as a Non-European person. In effect, all sexual activity between the races was strictly forbidden (Boberg, 1977).**

Hereafter in post-apartheid South Africa, the political thinking was to abolish all the old policies that had been systematically, linked with the apartheid regime and its discriminative policies and to introduce new policies in all the various spheres in the country (Du Plessis, 2009). The study looks to unpack the labour policies and highlight the EEA and AA transformation in the Durban harbour, focusing on racial and gender equalities in the education, training and workplace. 2.4. REDRESSING SEGRAGARIONAL POLICIES IN POST APARTHIED SOUTH AFRICA The three spheres of the new democratic government in South Africa, has implemented various policies to redress past apartheid injustices. The creation of townships and homelands also isolated blacks in geographic zones with little or no work, thus creating a large pool of unskilled and unemployed labour (Vivek et al, 2006, p. 30). Poor education and resources resulted in, useless qualification or mismatch in occupational vacancy. Post-apartheid South Africa has quite literally, entailed redrawing lines on maps incorporating areas defined as 'white and black under the groups areas act as single geographical and administrative entities by Redressing the means of education, training and reskilling for all races and gender (Hart, 2002, p.235). 2.5. IMPACT OF APARTHEID EDUCATION LEGACY The

**3mismatch between the available pool of employees and the market demand**

for specific qualifications and expertise that can be attributed to a number of causes, the most prominent being the legacy of the apartheid education system (HRDC, 2011, p.4). Morrow (1986), argues that schooling is about processes of socialization, acculturation and development of skills that are instrumentally linked to their use in social, political and economic society (Carrim, 2006, p.172). In post-apartheid South Africa, change attributed to black education on black occupational outcomes found that only 25% could be attributed to education. Blacks dominate both the poor and unemployed segments of the South Africa society. Consequently, South Africa is one of the most unequal societies (Ndleytana, 2014, p. 11). The remnants of this continues to prevail with restrictions for entry into the maritime industry, which persistent to be racked with financial, education and training challenges. The education system for the non-white population, particularly blacks, constrained the acquisition of skills among the majority of the population (Vivek et al, 2006, p. 30). Apartheid schooling was designed and motivated to ensure that "White" South African are schooled in order to take managerial positions in society and be dominant in economic, political and social arenas of South African society, whilst "black" South African were being schooled explicitly to take a menial un/semi-skilled, interiorized positions particularly in the workplace (Morrow, 1986, p. 174). South African maritime sociologist explains that the fragmented and multifaceted state of seafarer training in South Africa is directly attributed to apartheid based education programs (Trotter, 2008, p.196). The training and development of seafarers in South Africa had always been highly political and racialized (Kujawa, 1996). White South African citizens during apartheid experienced a positive relationship between occupational rank and race (Seefeldt, 2013, p. 17). While the military member service (including the navy) may include proportionate numbers of historically disadvantaged demographics, the institution would merely reproduce traditional racial hierarchy with the rank structure (Seefeldt, 2013, p.27). The ANC government was aware of the training problems encountered by "historically disadvantaged groups in the maritime industry (Ruggunan, 2005, p. 70). Henceforth, this deemed necessary that policy should be in place for transforming the national system of education and training (Mouton et al, 2012, p. 1212). In 1996 the government adopted on white paper; that the national transportation policy as a 'crisis of skills and basic education in the maritime labour market'. The government concentrated on programs of education and training, to meet the growing demand of seafarers at both national and global levels. The skills development and EEA Acts were used as tools to assist the assimilation<sup>13</sup> of historically disadvantaged individuals into the maritime. With various arguments about the cause of unemployment in South Africa. Fragmented and fickle poor education



system, from the misallocation of resources and funds; by previous government left the South African people in need of sectorial skills<sup>14</sup>, to assist government towards its mandate on skills development and job provision (Muthethwa, 2012, p.1).

## 2.6. MARITIME COLONIALISM BEFORE APARTHEID

One of the many myths perpetuated in South Africa history subscribes that colonists moved onto an 'empty land' or at least only began to settle in the interior of the regions at about the same time as indigenous people (Seleti, 2015). As a consequence of Mfecane<sup>15</sup> should be exposed and discredited. It is clear that wherever the Voortrekkers<sup>16</sup> went, they found African societies that were better organized than they were. It was the balance of power between the African communities and the Afrikaner frontiersmen that determined whether the Africans could retain a large measure of independence or whether the whites could impose their authority and forms of involuntary labour (Seleti, 2015). According to Koch-Baumgartner (2000), shipping was an intense national affair until the 1970s. Merchant ships and their seafarers were viewed as extensions of their nation states and power. Alfred Thayer Mahan distinguished that the influence of sea power can be distributed as a magnificent highway, with trade routes linking nations through sea lines of communication (SA navy, 2010, p.14). The maritime colonial power initially bypassed South Africa in their quest for power and profit in the east; the Portuguese mapped the coastline but did not establish a permanent shipping dock, as there were no recognisable exploitation resources with the indigenous population appearing hostile. It was only when the advantage of establishing a provisioning station for ships voyaging between Europe and the East Indies were perceived did

<sup>14</sup> In her budget vote, the Minister of Labour stressed the following: "Alongside our sister departments, we realise the shortage of skills in our economy and are working to make a difference in this field. To this end, we have partnered with South African Maritime Safety Association to enable them to tap into our system for the cadets they want to put through the paces of training. We have also agreed to work with the DoHET to have these cadets placed at FET colleges. As you will hear later, we have also partnered with SETAs to provide training for youth and unemployed people."

<sup>15</sup> Mfecane: also known by the Sesotho name Difaqane (scattering, forced dispersal or forced migration) or Lifaqane, was a period of widespread chaos and warfare among indigenous ethnic communities in southern Africa during the period between 1815 and about 1840 (Unionpedia.org).

<sup>16</sup> Voortrekkers: a member of one of the groups of Dutch-speaking people who migrated by wagon from the Cape Colony into the interior from 1836 onwards, in order to live beyond the borders of British rule. The Dutch East India company decided to build a port in the Cape of good hope (Cape Town) (Christopher, 1994, p.13). Hereby started it notified general information that the Union Government has decided with effect that the Naval force will adopt as their ensign a plain white flag with the National flag in the upper dexter canton<sup>17</sup>. After World War 2, the South African military discarded the British White Ensign and began to use a solid white ensign with the South African Apartheid flag in the canton.

## 2.7. THE HISTORY OF THE SOUTH AFRICAN NAVY

The

**<sup>4</sup>first officially recognized naval unit formed in South Africa was raised in 1885 in what was then the natal colony**

(Durban); the unit however served

**<sup>4</sup>with some distinction as part of the British forces engaged in the second Anglo-Boer, and again during the Zulu rebellion of 1906**

(Deane-Peter Baker, 2012, p.146). In 1905, the Cape colonial government (Cape Town) established as a branch of the Royal naval volunteer reserve (RNVR).

**<sup>4</sup>With the 1910, formation of the Union of South Africa in the aftermath of the second Anglo-Boer war**

the RNVR unit was extended to include the whole union (Deane-Peter Baker, 2012). Guided by the Unions of South Africa segregation policies, which did not include or cater to people of colour/non-white. In 1912 under the command of the Royal navy<sup>18</sup>. The RNVR mobilized for service in World War 1, by contributing

12

**<sup>4</sup>officers and 267 sailors/ ratings who between them served in every theater of**

the war

(Deane-Peter Baker, 2012). The

4**experience of the First World War convinced the Union of** South Africa of a need for a **full-time naval** capacity. **In 1922 the South African naval service (SANS) was established.** The establishment of the

SANS brought with it South Africa's first vessels and two minesweeping trawlers on loan from the Royal navy (Deane-Peter Baker, 2012, p.146). Despite the promising start of the

4**SANS the global effects of the great depression led to severe budget cuts**

for the fledging SANS, by 1934 all three of the SANS vessels had been 17 Is a subdivision of a country established for political or administrative purposes. 18 Royal navy; The Royal Navy (RN) is the United Kingdom's principal naval warfare force. The British navy became the Royal Navy after the restoration of the monarchy under Charles II in 1660. In 1664, the Royal Marines were set up. returned to the Royal navy. From 1939 after the outbreak of second world war the SANS virtually ceased to exist, the pressing demands of the war stimulated the Union of South Africa to relaunch its full-time naval capacity under a new name; namely the South African sea ward defense forces (SDF). By 1945, the SDF

4**authorized** personal **establishment had grown to more than 10,000 officers and ratings, with some 89 assorted vessels.**

The South African

4**navy was again renamed in 1942 as the South African naval forces and in 1944 received its first genuine warships. In the** aftermath of

4**the Second World War, the navy underwent a name change** once again, **becoming** well known in 1957 as simply the South African navy

(Baker, 2012, p.147). The

4**period of South Africa's transition to democracy from 1990 to 1994 was a particularly** agonizing period **for the South African navy.** The navy endured **massive cuts** that resulted to

23% retrenchments of its navy base personal,

4**rather than disarm, demobilize and reintegrate the South African** defense force. The

4**South African navy today with the fall of the Apartheid regime** led by the **African National Congress (ANC) under the leadership of Nelson Mandela came to power** since. The **South**

**4African navy inherited by the new democratic government was in a poor state. The**

personal occupational cut effected the moral and operational capability with only

**4two support vessels, reduced to one in 2005**

(Deane-Peter Baker, 2011, p.147). Raising a concern that the South Africa navy might not survive,

**4given the pressing socioeconomic needs that have been addressed by the new ANC government,**

with no neighboring threats South African was now at peace. 2.8. SOUTH AFRICA'S APARTHIED SHIPPING HISTORY Historically disadvantaged South African seafarers have not only been plagued by apartheid policies, but also by the international seafaring labour market (Talley, 2012). With disparities that presented barriers to mobility and migration for particularly black South African seafarers in the global market. International policies on South African seafarer's migration barriers were direct, in that they repudiated employment to foreign seafarers on a particular flag such as the indirect terms and conditions, of preferred race, gender, labour conditions and wages, which differed amongst different groups (example being the South African seafarer's you would be described as high wages employee, a less favored candidate) (Talley, 2012, p.327). Apartheids racial and gender discrimination margins and rationales also influenced the development of the shipping sector. With South Africa's first overseas carrier, incorporated in 1946 only two years before the National party<sup>19</sup> took power. Its extension as an apartheid party's ambitions was to gain more autonomy in international trade rather than relying on British shipping (Trotter, 2008, p. 192). From 1948 until the mid-1970s, Blacks<sup>20</sup> were not allowed to serve as officers aboard South Africa ships (Trotter, 2008, p. 196). "An older Coloured seafarer who worked on the ships during the 1960s and 1970s reported that they did not find the racial discrimination on ships distressing. It resembled their shore-side experiences, which they had accepted as the horizon of their expectations under the white government" (Trotter, 2008). Even after apartheid recruitment and promotion of people of Colour as officers remained limited. "Capt. Edward Snyders one of the first Coloured's to be trained as an officer was offered a ranked position only because the government wanted to continue trading with Australia, which was demanding that South Africa integrate its officer corps" (Trotter, 2008). Unfortunately, he was denied access to the General Botha College a seafaring training academy that was exclusive to Whites. This discriminative motives opened the door to discriminatory practices within the South African maritime industry, ship-owners could and still do indulge their preferences for particular groups on the basis of skills, nationality and costs (Talley, 2012, p. 328). 2.8. SOUTH AFRICAN SEAFARERS OCCUPATION From the 1970s South Africa shipping industry employed, on a casual and permanent basis approximately 6,000 seafarers of varying skills (Ruggunan, 2005; 68). Today "Blacks" (African, Indian and Coloured's) form part of this thriving maritime industry in South Africa. Which currently has 1.25 million seafarers; approximately 25000 of these are women seafarers <sup>19</sup> National party; elected in 1948 was a 'White Afrikaner' that believed in superiority of the Afrikaner nation (Krantz, 2008, p.290). <sup>20</sup> Blacks; African, Coloured and Indian South African citizens (Thomas, 2004, p. 309). Whilst officers are predominantly white according to (Lane et al, 2002). With the development and employment of seafarers in South Africa being highly political and racialized (Kujawa, 1996). South Africa has a strong seafaring tradition and history, predominantly contextualized by 'White' racial dominance in training and seafarer occupation (Ruggunan, 2002, p. 5). South Africa needs to be training about 3000 to 4500 seafarers annually to reach the target, however with no coherent human resource development strategy, programme and plan to capture a share of those jobs unemployment in South Africa will persist (Makhele, 2013, p. 17). Henceforth equitable participation in South Africa should be claiming a share of 30000 to 45000 seafaring jobs in international shipping (Makhele, 2013, p. 16). Training and development in the South African shipping industry has to take on board the exigencies of global completion, new certification regimes and mostly importantly the pressing need for equity and upward mobility of black seafarers (Ruggunan, 2002). In

**1order to ensure that new recruits fully comply with the definition of the right**



quality, they are to undergo a civic education programme,

which includes

1**instilling the vision, mission and values of the DOD and SANF, A code of conduct and the basic maritime and military professionalism** (Kubu, 2010). **It is not an unfair practice to provide additional specialised training after recruitment for employees from designated groups. It is, however suggested that training be applied across the board to meet company requirements**

(Kubu, 2010, p. 40). Democratic government has made legislative measure in trying to include historically disadvantaged individuals as part of the prominent maritime work force. The transformation of defense, which is inclusive of the South African navy, began in January 1994 even before the national elections in April. Figure\_ 1 Representation of seafarers within the SA Navy: by race and gender in April 1998 Source: (Kubu, 2010, p.60) 2.9. INFERIORITY COMPLEX UNDER APARTHIED Under apartheid South Africa, historically disadvantaged individuals experienced both direct and indirect methods of racial and gender discrimination from legislative segregation policies and social racist society. The direct racial and gender

2**discrimination refers to the unequal treatment based on racial gender or related policy criteria**

(Rafele&Duncan, 2003).While indirect

2**discrimination on the other hand, refers to the tendency to adhere to the equal treatment of different racial groups under systematically unequal conditions, which leads to the creation or perpetuation of patterns of racial inequality**

(Mojapelo-Batka, 2008, p. 23). Despite all considerable and profound changes in the industry, labour is the primary factor of maritime sector and it is still organized, on the basis of occupation hierarchical structure between officers and ratings aboard ship (Celik, 2009, p. 1049). Occupational hierarchy can still be observed, with officers and ratings occupying different spaces with separate dining and living courters. During the first few decades of apartheid, the shipping companies followed the governments led policies, especially regarding the rule that Whites South African citizens could never serve under a non-white individual or institution (Trotter, 2008, p. 201). This rule under the white apartheid government reinforced the status of inequality, racial special segregation and creating inferiority complex amongst historically disadvantaged individual working on-board the ships. Status inequality was the norm, as officers and ratings were separated by a caste-like boundary, with members of each group only able to move up within respective castes (Trotter, 2008, p.197). Spatial segregation was also built into the very architecture of ships as, recreation rooms and sleeping quarters were segregated between officers and ratings (Trotter, 2008, p.197). Figure\_ 2 Representation of male seafarers by occupational by rank in the SA Navy: June 1995 Source: (Kubu, 2010, p.58) 2.10. HIERACHIES OF EMPLOYMENT IN THE SEAFARING PROFESSION Officers are perceived as the most valuable human resource professionally, although companies do not manage issues related to their employment application with the same practices (Progoulaki, 2010, p. 580). At sea, sailors are all responsible for different aspects of the ships operation or maintenance. Although Whites seafarers

1**are over-represented in the scarce skills** mustering's. **Africans** also indicate **an under-representation in both the support and scarce skills mustering. The implication of over-representation of Asians and Coloureds entails that emphasis should be on the recruitment of Africans in the short to medium term**

(Kubu, 2010, p. 61). Although officers could not simply treat the ratings as an expendable or interchangeable units of labour because each had his own specific duties in which he/she had been trained and was proficient (Trotter, 2008, p. 201). Each rank characterized by level of education, skill and experience.

2.10.1 LOW RANKING Low ranking seafarers are all the unskilled workers that are calculated at 16% of the human capital in the sector; these workers are not involved in any work that needs skill or experience with a satisfactory Grade 12 matric result and have passed the 6 months basic training, they are defined as “Ratings” with no specified mustering in the maritime industry. (Jon et al, 2006, p. 25)

2.10.2. MIDDLE RANKING Middle ranking seafarers are all the employees that get paid the average wages or salaries in the maritime industry, in most cases, they are workers that have not received any tertiary education and there for employment is carried by their skill and experience, they make up 60% of the human capital working in the Durban maritime industry (Coller et al, 2006, p. 25).

2.10.3. TOP RANKING Lastly the top ranking officials in a ship, is made up of only 24% of the working force in the industry, these are all the workers that have completed tertiary education and involved in the important functions of the maritime industry and ship/ships which dominantly the ships’ Master/Captain, Including officers’ performing deck or engine watch keeping duties (Coller et al, 2006, p. 25). Each of the ranking as listed from lowest to highest will be used as a measuring tape, to understand who occupies which level and how each level has transformed post-apartheid South Africa to include historically disadvantaged individuals as a result of EEA and AA labour policy transformation. Labour Policy is an umbrella term, that encompasses all labour related Acts. A policy that includes the EE Act No 55 of 1998. A key Act in this study, which recognizes as a result of apartheid and other discriminatory laws and practices, that there are disparities in employment, occupation and income within the national labour market. That cannot be redressed simply by repealing discriminatory laws. Although in post-apartheid South Africa the seas, first decade legislation Act implemented between the years 1994 to 2003 showed no evidence of policy implementation, that is directly directed to the equity and redressing of racial and gender discrimination of South African seafarers (Vrancken, 2004, p. 1). By virtue of any ship working on the South African shores, the ship must register under the South African shipping registration policy. Which can subsequently force all ships working in South African port to adhere to the EE Act, 55 of 1998, issued in terms of section 25 in chapter 3 of the Department of labour. Which consequently implies the implementation of AA policies, to help redress the imbalances of the past (Regulation Gazette, 2014). This provides the incentive for change and instruct historically white company owned industries to become inclusive of all South Africans. Targeting occupational differences between average annual incomes, Amongst Black, Coloured, Indian and White South African citizens both male and female. Implementing equal pay of equal rank, can remedy the socioeconomic cap amongst different race and gender for South African seafarers. They has been socioeconomic and political changes experienced after the 1994 first democratic elections in the Republic of South Africa. Mojapelo-batka (2008) states

**2that the transformation from apartheid to democracy has had implications for the identity dynamics**

as understood in the context of occupational hierarchy by race and gender.

**2Social category and social identity have an evaluative component; that**

perceives as either positive or negative (Mojapelo-batka, 2008, p. 22). The

**2outcome of this social comparison process is a graduation or grading difference, status** 38 and occupational **hierarchy.**

The group perceived to be relatively superior to another. The development of the individuals’ necessitates the development of the identity model has a social psychological approach to identity formation that integrates psychosocial understanding of identity. While sociologically, it is based on the global economic and political spheres (Jame et al, 2002, p. 574). The democratic governments mandate towards economic transformation in South Africa needs to create jobs and to expend the South African maritime industry to benefit historically disadvantaged South Africans on socioeconomic terms.

2.11. SOUTH AFRICAN WOMAN SEAFARERS The focus on gender differences provides a series of important empirical results. Globally



shipping is considered to be traditionally a male industry and there is still considerable resistance to women workers (Thomas, 2006, p. 172). The South African government notes the need for taking action in critical areas of concern previously identified as barriers towards women's empowerment from poverty, education and economy with institutional mechanisms for the advancement of women (Cele, 2003, p. 7). In the South African patriarchal society, women are still perceived to be incapable of performing well when compared to the male counterpart and are therefore paid less, although male and female comparative research in the workplace states otherwise (Cele, 2003, p. 4). This patriarchal ideology justified occupational segregation by asserting that men are more adapted in the public sphere such as the shipping industry; while women have remained in the domestic sphere within the home or family environment. A combination of social attitudes and gender inequality in education and training has largely contributed to occupational segregation, resulting in men and women being streamlined into different trades, professions and jobs (Cele, 2003, p. 32). Men and women commonly have different jobs, with different representation in the hierarchy of positions within occupational institutions (Cele, 2003, p. 32.). The South African maritime sector remains a very male-dominated institution, hence integration and participation of women has been slow (Cele, 2003). The maritime industry through the reform initiatives and processes in South Africa, have implemented legislation such as AA as a means towards achieving the empowerment of women in the maritime industry (Cele, 2003, p. 21). The former AU commission chairperson Nkosazana Dlamini Zuma has also made a number of important statements. Calling for the greater participation of women in the maritime industries, especially in the development of Africa's blue economy (The guardian, 2015). AA challenges of gender inequality have been very encouraging with a number of them already showing empirical positive results and consequences. Hence, there have been considerable improvements in the conditions of women in the past years. With significant strides made in towards education where a literacy rate for women has risen with the important observation that there is still a gender gap, but has been narrowing over the years (Cele, 2003, p. 21).

"Ratanang Maremane born and bred in Soweto, Gauteng, has been one of the women pioneers in the maritime industry in her career path as a Diver for South African Navy and Transnet. Maremane is currently a cooperate diver for Transnet and she is also on her final year as a Civil Engineering Student at Walter Sisulu University (WSU). Maramane qualified as a SA Navy Diver in 2007 when she made it as a second black female Diver. In 2011, she obtained her Class III commercial diving qualification from Seadog Commercial Diving School where she was recorded as a first black SA female to qualify at the school. Shortly after that, she qualified to be a Class III diver. Transnet National Ports Authority – Port of East London in the capacity of a commercial diver, then appointed her. She also made it as a first female diver to work for Transnet". "I still believe it was a calling because I wanted to become a fighter pilot, hence I applied for a learner ship programme with the SANDF. I was accepted into the learner ship. However, after the learner ship I received a contract that instructed me to report to the SA Naval Base in Saldanha Bay. I qualified to be a SA Navy Diver in 2007. I resigned from the SA Navy in 2008 and I worked for the South African Heritage Resources Agency (SAHRA) since 2009 as a scientific diver," Says Ratanang "We worked on a project to document all Heritage Shipwrecks in the South African Coastline. I converted my SA Navy Diving Qualification to a Class IV commercial diving qualification at UCT (UCT Research Diving Unit). In 2010, I was appointed to work on a project in USA to document the English China Ship Wreck, which lies in the American Coast line. The project was funded by the George Washington University." Ratanang Maremane continued to state, "She has also worked on numerous projects and field schools in and around Robben Island Museum in collaboration with Leiden University in Netherlands. In 2011, she obtained her Class III commercial diving qualification from Seadog Commercial Diving School. Shortly after that, she qualified to be a Class III diver. She was there after appointed by Transnet National Ports Authority – Port of East London as a commercial diver". "I wanted to become a pilot. This was a calling. I neither planned nor dreamt about it. It happened. When the opportunity presented itself, I grabbed it with both hands and I must say I am still enjoying my career despite it being a male dominated environment," She says. Maremane wants to merge her Commercial Diving Qualification with Civil Engineering qualification so that she can specialize on Underwater Structural Designs (harbours and bridges). "With my experience in commercial diving I saw the gap in the industry and therefore decided to equip myself for the benefit of our country and this is a very rare combination of skills. Normally engineers depend on commercial divers for information about the underwater conditions or construction information for the purpose of designs. I can do both, why not?" Says the absolute ambitious women. Maremane will also obtain her qualification as a Commercial Diving Class III Supervisor and should be obtaining it in a month time. She describes her current job as a much- specialised field. She says it is mainly civil works. "It entails technical diving, which entails underwater damage control on ship hulls and structures, maintenance and repairs on harbour infrastructures as well as wave rider buoys, sending information to vessel traffic controllers about wave action, current, water temperatures and tidal actions and navigational buoys and guide ship navigation when entering and exiting harbours. This also involves underwater welding, cutting, drilling. This type of work is extremely labour

intensive and therefore one needs to be physically fit and 100% medically fit as it's a dangerous nature of work" She says. She stated that Diving is not one of those careers that one can just undertake for the sake of being employed. She says one willing to become a diver has to have a certain level of an adventurous personality. "One need to be technically minded and Matric Mathematics and Physical Science are a need, biology is also very advantageous. One needs to be a good swimmer as well," says Maremane. She says there is a great need for women to be exposed to this field. "Opportunities are there, however I feel that the Youth, particularly from inland are not aware of certain career fields. I was not aware that there is such a thing as commercial diving before I joined the SA Navy. The dangerous nature of the job is also definitely one of the reasons why there are not enough females in the industry. One other challenge to the non-white community is the fear of water and the myths that come with it." Articulates Maremane. As a woman who has been a pioneer in some aspects Maremane's dream is to become one of the country's first underwater structural engineers. South Africa profile in the EMC mirrors many of the responses, alluded by the SA navy participants. Racial and gender inclusion in the democratic South Africa. Many of the events experienced by Ratanang Maremane prove to be similar. Figure\_ 3 Representation of female seafarers by percentage among Officers and ratings. Occupational by rank in the SA Navy: June 1995 Source: (Kubu, 2010, p.58)

2.12. SOUTH AFRICAN MARITIME LABOUR MARKET The function of any market is to bring buyers and sellers together. In the maritime labor market, the demand for seafarers is a derived demand (Talley, 2012, p.328). Seafaring labor is demanded for shipping services which in turn is derived from the demand for the products being shipped the South African seafaring labor force not being a homogenous entity, has in post-apartheid South Africa associated individuals with different education, training and other characteristics and capabilities (Talley,2012). Historically the South Africa labor market was a distorted one, with access to education, skills, managerial and professional work based on race and ethnicity (Thomas et al, 2004, p. 39). Unlike other labor institutions and markets in South Africa, the maritime industry seafarers supply has been influenced by national and international institutions and social factors which are absent in other factor markets (Talley, 2012, p. 321). The South African maritime industry as an emerging important market that can offer promising prospects for shipping especially in Africa (UnitedNations, 2014, p.15). In 2013, South Africa was one of the emerging participants in the market of dry-bulk exports, which includes the steel production, consumption and iron-ore shipment. Evidence of a potential maritime country, which is adapting and growing in the global maritime market. The world's shipping industry has always been multinational and used international crew. There has been a sharp rise in the world seafarers' labor market in the past twenty years due to globalization. The profound transformation caused by the process of globalization of the economy is having a strong influence on the international freight transport sector (Carlos Perez-Labajos and Beartiz Blanco, 2005, p. 553). With an increase of cheap labour from developing countries<sup>21</sup> as a means to reduce the labour cost in the maritime industry (Zhao, 2001, p. 4). The sheer range of new labour sourcing countries that combined with the scale of which new labour markets were being created and marginalized that made this trend historically unprecedented. The formation of the new maritime labour market in a post-apartheid South Africa resulted in the creation of the working class under a democratic regime (Ruggunan, 2008, p. 5). (Bonnin et al, 2006) identified that this labour market could not be viewed as a homogenous entity, there was a hierarchy that existed that defined seafarers, based on "rank" level, which was undisputed categories by race, with the 'white male' viewed as superior; by race and rank and other racial <sup>21</sup> Developing countries; <sup>21</sup> is poor agricultural country that is seeking to become more advanced economically and socially. groups viewed as inferior. Historically disadvantaged seafarers' occupation ranked as "Ratings" as the "working class" of the seas. Dominantly white males' occupation constitutes of 'Officer' ranking. Skill and experienced by these seafarers was intertwined with their nationality and race (Ruggunan, 2005, p. 66). While the 'working class' or 'ratings' are categorized and labeled as 'designated groups<sup>22</sup>'.Post-apartheid labour market has focused on redressing the racial and gender inequalities in order to redress past imbalances (Ruggunan, 2006). The EE and AA are two critical pieces of legislation that the South African labour market and government through promoting democratic policies has made it, its mandate to implement and transform South African seafarers (Tladi, 2001). One of the challenges in the South African maritime industry and

**<sup>1</sup>SA Navy is to ensure that the dissemination of the required information is fast tracked to ensure quicker transformation of the institution.**

Figure\_ 4 Representation of male seafarers by occupational by rank in the SA Navy: June 1995 Source: (Kubu, 2010, p.22) Furthermore, the labour market has focused on the racial demographic

**1quotas set in the Defence Review of 1998, which stipulated that Africans should be set at 64 percent, Whites at 24 percent, Coloureds at 11 percent and Asians 1 percent. Based on the total strength of the SA Navy as indicated above**

which was set at (4720) in

**11998. Africans need to increase by 21 percent, Asians 6 percent and Coloured**

by 15 percent respectively. The above graph indicates that Asians and Coloureds are over-represented mostly Labour Policy is an umbrella term, that encompasses all labour related Acts. A policy that includes the EE Act No 55 of 1998. A key Act in this study, which recognizes as a result of apartheid and other discriminatory laws and practices, that there are disparities in employment, occupation and income within the national labour market. That cannot be redressed simply by repealing discriminatory laws. Although in post-apartheid South Africa the sea first decade legislation Act implemented between the years 1994 to 2003 showered no evidence of policy implementation that is directly directed to the equity and redressing of racial and gender discrimination of South African seafarers (Vrancken, 2004, p. 1). By virtue of any ship on the South African shores, registered as a South African ship. Should be forced to adhere to the EE Act, 55 of 1998, issued in terms of section 25 in chapter 3 of the Department of labour and implement AA policies to

**1redress the imbalances of the past. This provides the incentive for change and**

instruct historically white company owned industries to become inclusive of all South Africans. To target occupational differences between average annual incomes, between Black and White South African citizens. Implementing equal pay of equal rank, to remedy the socioeconomic gap between Black and White South African seafarers. Economic and political changes experienced after the 1994 first democratic elections in the Republic South Africa. Mojapelo-batka (2008) states

**2that the transformation from apartheid to democracy has had implications for the identity dynamics**

as understood in the context of occupational hierarchy and race and gender.

**2Social category and social identity have an evaluative component; that**

perceives as either positive or negative (Mojapelo-batka, 2008, p. 22). The

**2outcome of this social comparison process is a graduation or grading difference, status and occupational hierarchy.**

The group perceived to be relatively superior to another. The development of the individuals' necessitates the development of the identity model has a social psychological approach to identity formation that integrates psychosocial understanding of identity. While sociologically, it is based on the global economic and political spheres (Jame et al, 2002, p. 574). The democratic governments mandate towards economic transformation in South Africa needs to create jobs and to expend the South African maritime industry to benefit historically disadvantaged South Africans on socioeconomic terms. 2.12. CONCLUSION This chapter contextualized the literature review, which sets off, with the apartheid South African history. This sets the scene for the discriminative policies and experiences of the historically disadvantaged South Africans throughout apartheid to post-apartheid South Africa. Highlighting the legislative development of apartheid South Africa to post-apartheid. Consequently, stressing the four major gender and racial



segregational policies implemented during apartheid. Describing the importance of introducing EEA and the adoption of AA in the workplace, two both vital policies and legislations in the department of labour document. Understanding the impact of apartheid education has been empirical in unfolding the education and skills/training backlog, dominantly amongst the historically disadvantage individuals. The chapter has further illustrated the importance of education towards occupational opportunities specifically in the maritime industry. Apartheid shipping history is well defined in it purposes of construction and development of the South African navy from the 1800's up to the early 1900's. Analyzing the selective legislative laws during this time, contributes to the occupational structure, witnessed during and after Apartheid in South Africa, specifically in the maritime industry. The redressing of post-apartheid legislation opened up doors for individuals previously discriminated in the industry. This meant entering the seafaring society posed well-defined inferiority complexes for difference individuals hoping to be part of the transforming maritime landscape post-apartheid. The limited education and training/skills during apartheid amongst historically disadvantaged individuals has made transformation move slower than anticipated. The impact of apartheid education legacy towards the, compulsory education required in the maritime industry makes finding occupation very difficult. The South African labour market has been analyzed to understand the occupational regulations for South African seafarers on a global scale. South Africans who qualify to be South African seafarers' under today's labour market regulations, face occupational competition, with the nature of occupational conditions between the South Africans registered vessels and the circumstantial of registered ships under South African flag of convenience registry. Consequently, the background of the South African seafarer occupation, particularly the officers and ratings when measured globally, puts South African on the back foot. With a small, number of ships owned by South Africa on our shores, results to a limited occupational preference. However, the adoption of affirmative action and the rise of South African women seafarers gives a perspective of a reformed South African maritime labour market for all racial and gender in South Africa. The final goal of the South African maritime industry is a well-managed transformative workspace, where it should not be possible to distinguish between race and gender based academic or training background.

CHAPTER THREE 3. CONCEPTUAL FRAMEWORK This chapter defines and covers various key conceptual themes that support the changing face of the maritime industry in a post-apartheid South Africa. Defining; (a) Apartheid (b) Designated/Historically disadvantaged individuals (c) Education (d) Race (e) Employment equity Act, 55 of 1998 (f) Affirmative action (g) Maritime (h) Seafarers (i) officers (j) Rating (k) Mustering. The chapter's structure gives a cohesive, holistic overview and understanding of how the political policy, legislation and regulation contribute to the social transformation and interaction of a particular society of seafarers' representivity amongst the different demographics in the Durban naval base.

**1 Representivity refers to the racial and gender composition of public service. The South African White paper on the transformation of public service Act 47 of 1997 and Employment Equity Act 55 of 1998, require the**

legitimacy of the South African navy as an empirical arm of public service (Kubu, 2010, p.46). This part of the study will define and contextualise the relative sociological concepts that are critical to the development of the study. Illustrating conceptual themes that shape the policy and sociological world with each contributing to the other, understanding how legislative policy implementation can result to social change<sup>23</sup> in any society. <sup>23</sup> Social change is defined as the alteration of social interactions, institutions, stratification systems, and elements of culture over time, and with relatively important consequences (Chisaka, 2016, p.2).

3.1. DEFINITIONS OF KEY CONCEPTS a) APARTHIED "If nothing is done to change social relation and equality to historically disadvantaged individuals to gain access to resources and the means to overcome economic marginalisation of the past the patterns of control, ownership and management that have been produced by historical apartheid policies and the apartheid system would remain unchanged even in a non- racial, non-sexiest democratic South Africa (Adams, 1993, p.11)". Apartheid is generally said to have started after the 1948 elections of the National Party (NP), as an implemented and operational policy mandate (Davenport, 1991, p. 519). The aim of apartheid was to maintain White racial dominance while extending racial segregation. (Henrard and Smis, 2009,) highlighted that apartheid was characterised by its central policy of 'divide and rule' a notion ensuring white survival and hegemony by dividing the non-white population along racial and ethnic lines (Kashula, 1995, p. 98). Consequently, apartheid was suitably described as a pervasive system of affirmative action for the white population (Sech, 1992, p. 98).

b) DESIGNATED GROUP/HISTORICALLY DISADVANTAGED INDIVIDUALS For the purpose of the study, the definition of historically disadvantaged individuals should be viewed as an extended notion under the designated group conceptualisation, within the South African labour department constitutional document Procurement policy schedule, 2012). The document defines historically disadvantaged individuals South

**1 of the constitution of the republic of South Africa;**

namely female and individuals with disabilities. Therefore, to designated group of individuals as black people, women and people with disabilities. This definition is inclusive of a wider demographic range of historically disadvantaged individuals that can be categorised as the designated group in today's franchise enterprise and workplace. c) EDUCATION Studies of apartheid education in South Africa have been informed centrally by the experiences of racism and abject authoritarianism (Kallaway, 1986). Ranging from racial segregation of schools, the patent inequality towards educational provision and the banning of educational 49 organisation and information misconnection, with no recognition of black views and experiences in the construction of knowledge (Nkomo, 1990). South Africa lacks equal academic standards in terms of sourcing of sufficient youth to work in places like the maritime industry and SA Navy. Although much of the

**1 black youth is available and interested, in respective careers.**

In post-apartheid South Africa, the window of opportunity brought about by a change policy transformation and the population age structure (Lehohla, 2011, p.28), requires that the quantity and the quality of education to be improved (Keswell, 2004, p. 35). d) RACE The idea that race is socially constructed is a widely accepted within social science discipline (Obach, 1999, p. 252). Burr (1995) suggests that out identity originates not from inside the person but from the social realm. Race functions in our society as a social category with meaningful consequences, which are both material and intangible. Henceforth race must be viewed, as a social construction that is human interaction rather than natural differentiation as the source and continued basis for racial categorisation (Lopez, 1994, p. 196). e) EMPLOYMENT EQUITY ACT, 55 OF 1998 EE Act, 55 of 1998, issued in terms of section 25 in chapter 3 of the Department of labour document. "An employer must implement affirmative action measures for "designated groups" to achieve employment equity" (RSA, 1998a, p. 1). Designated groups are 'black people, women and people with disabilities that have historically been marginalised and discriminated against during the apartheid era in South Africa' (Mswela, 2016, p.74). Legislative policy to help redress the imbalance of the past. f) AFFIRMATIVE ACTION In the post-apartheid South Africa, compensatory justice is at the heart of our legal system, and it demands that individuals who have been victims of Apartheid should be provided with compensation. The implementation of black economic employment and affirmative action in reducing inequality was necessary. Hence political constituents, in the ruling party post-apartheid South Africa; argued that 'race' and 'gender' must be used as a proxy for disadvantaged individuals who have experienced state racial and gender injustices in the past. Since race and gender where the main proxy of occupational discrimination in the workplace during apartheid. Direct preferential treatment to 'Black 'men and women in South African is necessary to remedy and redress occupational discrimination. The post-apartheid democratic government aims to continue this transformative process until every level of employment compliant with the policies mandate (Opprenhimer, 2014, p.1). There is also an important role for government in facilitating career development, not only to support the development of a knowledge economy but also to avoid the consequence of some people being excluded from having careers in any meaningful sense (CEDEDOF, 2008, p 14). Affirmative action implementation and

**1 programmes compliments equal employment opportunities. Where a certain race group or sex dominate the workforce, certain level of discrimination should be exercised to level the playing field, in order to ensure**

equal representation in the workforce (Kubu, 2010, p. 41).

**1 Affirmative action has a meditating function to ensure that inequalities are addressed; it therefore has a profound effect on the public agency procurement**

**1It is based on social equity and the constitutional imperatives of the country.**

“According to (Pretorius, 2001, p. 403) AA are measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer”. AA seeks to implement the broad equality objectives of the constitution of the republic of South Africa in the field of employment by prohibiting all forms of unfair discrimination in the workplace (Pretorius, 2001). SANDF CODE OF CONDUCT Source: Mazibuko, (2015) When entering the South African naval base in its main foyer, has hung a visible code of conduct for all seafarers in the naval base and uniformed members of the SANDF. The code of conduct require all uniformed seafarers “to pledge to serve and defend their country and its people in accordance with the constitution and law with honour dignity courage and integrity. Evidence of EEA and AA is noted under the 8th code of conduct regulation pledge. Which reads as follows, “I will treat all people fairly and respect their rights and dignity at all times, regardless of race, ethnicity, gender, culture, language or sexual-orientation”. g) MARITIME Maritime industry consequently composes of shipping and the ports dimensions. This is the most globalised industry, with assets present in every market (Rodrigue, 2010, p. 3). The maritime shipping is highly globalised industry in both operation and ownership (Rodrigue, 2010, p. 7). With operation demanding a competitive and skewed labour market, while ownerships seek for the cheapest and well qualified and skilled labour to work on their shipping. h) SEAFARERS The seafarer is the archetypal international worker, employed on board vessels registered under differing FOC’s owned and operated by citizens of many countries (Talley, 2012, p. 321). Seafarers have been defined in the context of globalization and international labor migration as transversal circulators at the peripheries of transnationalism (Borovnik, 2005, p. 135). A seafarer is any person who is employed, engaged in or works in any capacity on board a ship (DepofTransport, 2006). Those include ship officers and ratings manning the ships, cadets, service providers and company representatives. The world views seafarers as one of the first truly international, mobile and global workforce. Comprising of individuals from disparate geographic and cultural backgrounds. They are part of the international labour pool of workers. That includes those employed by multinational companies; networking, production, immigrant 52 workers, transient migrant workers (Transport&Communication, 2012, p. 3). Seafarers work on a range of different vessels, operating different trades with a diverse range of work conditions (Thomas, 2010, p.59). i) OFFICERS Officer seafarers refer to tertiary educated shipping crew. Officers can be deck or engine Officers, a deck Officer duly licensed in the deck department performing navigational watch, whilst engine Officer in the engine department performing engineering watch and lastly depending on the type of vessel, officers can be found in high ranks/positions in the industry. (DepofTransport&Communication, 2012, p. 3). (j) RATINGS Rating refers to a ship’s crew; ratings are the highest labour cost based on the mass occupation needs for ship owners (Ruggunan, 2008, p. 2). Available literature on rating describes them as ‘general workers’ who are relatively unskilled and have less training than officers. They are commonly found in developing countries and underdeveloped countries such as South Africa, India and Philippines (ILO, p. 1996). k) MUSTERING Any field of specialisation with the DOD, mustering includes combat, technological, driving logistics and many other specialisation with the SA navy (Kubu, 2010, p.17).

### 3.2. RACIAL DISCRIMINATION DURING APARTHEID

“When we treat people differently, we must do so for morally relevant reasons. Sexism is wrong because it arbitrarily discriminates against people on the morally irrelevant basis of their sex. Similarly, treating people unequally because of their language, religion, or sexual orientation is unjust because none of these factors provide. Morally relevant reasons for different treatment. Race is no more morally relevant than any of these other attributes (Oppenheimer. M, 2014, p .2)”. It is common to ascribe South Africa’s inequality and racial discrimination to apartheid (Van der Berg, 2010). Racial discrimination under first British colonial rule and then apartheid distributed the spoils of economic growth along racial lines, which laid the foundation for patterns of further development and privilege in a society stratified by race (Van der berg, 2010, p. 3). During this era in South Africa, in the absence of special ministerial permission, officer training was only available at white technical training institutions. These technikons were not open to blacks. After 1988, some universities began to openly defy government policy and admitted black students with ministerial permission. However, both the technikons offering officer training only granted access to black students in 1996 (Bonnin et al, 2006, p. 82). Some of the biggest misconception of applicants racially in the navy today is that the majority of the African race think you cannot join the SA navy if you cannot swim. Which is not true, swimming is a recruitment for divers. So it is with White race group believe thatg they will not be considered for the SA navy. The South African navy belongs to the citizens of South Africa and reflects the



demographics of the country and all race groups are welcomed (4 November. Available at: [www.bbc.co.uk/podcasts/series/jpl](http://www.bbc.co.uk/podcasts/series/jpl) (Accessed 11 Feb 2016). Today's recruitment and hiring in terms of recruitment and selection police agencies have the potential to reduce racial bias by hiring officers who can police in an unbiased way, and by hiring a workforce that reflects the community's racial demographics. Figure. 2 multiracial occupation representation of the navy post-apartheid Source: Mazibuko, M (2015) 3.3. GENDER DISCRIMINATION DURING APARTHIED Figure\_ 5 Representation of seafarers within the SA Navy: by gender in April 1998 Source: (Kubu, 2010, p.87) The male and female

**1 population distribution confirmed that males are the most dominant group, with Africans evidently being the biggest group amongst male participants. The**

**1 study indeed confirmed that there are sufficient Africans to fill respective naval career opportunities within the SA Navy, even the most critical ones. The target ratio of 64 percent can be easily achieved as expected and confirmed in the Defence Review of 1998. This could only be achieved on condition that rural schools are targeted in terms of marketing and recruitment throughout the various provinces in the RSA.**

Feminists' re-examination of gender socialization and labour market policy creates a phenomenon of socialization in general and gender role. With special reference to the relevance of the formation of gender, highlighting that gender is a learned attribute, which is transmitted to the individual through the process of (sexiest) socialization, which reinforces male domination, and the oppression of women in society and the workplace process (Sunderland, 2006, p. 105). There is sufficient evidence that demonstrates that women in similar job position who display equal education and experience do not earn as much as men in comparable tasks (Maseko, 2013, p.68). (Gutex, 1985, p. 85) state that one of the negative apartheid policies towards gender discrimination for women was the "wages Act" that influenced the gender/sex discrimination. The wages Act permitted differentiation between categories of employees on the grounds of sex and race and laid the basis for discriminating wage determinations (McGregor, 2007, p. 20). As mentioned in the above statement, the wage Act, classified the amount and position an individual was paid, which was determined by the individuals' gender. Disregarding any qualifications, experience or skill the individual had acquired. Henceforth the introduction and implementation of AA was to do away with these past injustices. 3.4. DESIGNATED GROUP (Historically disadvantaged individuals) Designated group as defined, in the South African Employment Equity act amendment bill, states that "Black people comprise", of any women and people with disabilities", who are citizens of the Republic of South Africa by birth or descent (EE amendment bill, 1998(b), p.3). South Africa's job distribution within the labour market was historically reinforced by social practices, which perpetuated discriminations against the designated group (Tladi, 2001, p.42). The promotion of equal opportunity in employment implies that after the skills of designated groups have been developed, AA will be a temporary intervention to get rid of unfair discrimination (Tladi, 2001, p. 63). "Equal opportunity includes the full and equal enjoyment of all rights and freedoms". To promote the achievement of equality, legislative measures designed to protect or advance persons or categories of persons, disadvantaged by unfair discrimination (Thomas et al, 1999, p.160). 3.5. APARTHIED AND ADOPTION OF AFFIRMITIVE ACTION "According to the South African White Paper on Affirmative Action in the Public Service of 1998, the goal of affirmative action is to speed up the creation of a representative public service and to build for an environment that supports and enables those who have been historically disadvantaged by unfair discrimination, to fulfil their maximum potential (Kubu, 2010, p. 27)." Figure\_ 6 Representation of seafarers within the SA Navy: by race from 1994-2014 Source: (Kubu, 2010, p. 63) The rise in the representation of historical disadvantaged demographics was consequently experienced in the same year the EEA policy was implemented. Since much of what has happened in the past forms the basis of actions taken in the present. South Africa as a country was controlled and ruled under a racial and gendered discriminating political system called "Apartheid". Apartheid was based on the policy of the segregation of races and gender through legislation in the social and work lives of all South Africans (McGregor, 2007, p. 7). To specifically target the redressing of race and gender equality, AA policy was the underlying legislation in creating social cohesion in society and the workplace. South Africa, unlike the United States in its adaptation of the AA legislation, was faced with a fundamental 57 transformation from apartheid, colonialism to a non-racial, non-sexist and democratic society (Nzimande, 1996, p. 15). AA in South Africa with much of

the liberation struggle was focused on ending the discrimination against and exclusion of the majority of South Africans from many spheres of life, including the economy (Jordan, 1997). It was therefore to be expected that attempts to reverse the legacy of such discrimination would be on the agenda of a democratically elected government, which was listed as second on the list of ANC policy objectives. Adopted at the National Conference in May 1992 with the focus of addressing inequality (Pretorius, 2001, p.403). Consequently, the term AA is quite new in the African context, its acceptance and adaptation is a reflection of current power balance and relations of forces in South Africa (Nzimande, 1996, p.26). "The term 'affirmative action' first made its way into the ANC lexicon in the organisation's 1988 constitutional guidelines. AA was given a central position as a means of overcoming inequalities created by past race and gender discrimination, as mentioned by 'the late Nelson Mandela' A Business Users' Guide (September, 1993, p. 8). As noted by Edigheji (2007), it is not lightly that, "Twelve years after multiparty, non-racial and non-sexist, democratic elections, many South Africans are still not familiar with the term AA in the workforce. Edigheji (2007, p. 1) further added that this is because, some sections of our society either do not genuinely understand AA or they deliberately distort the notion, to achieve certain social, political and economic objectives of their own. Affirmative action can be defined as "measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a "designated employer" (Pretorius, 2001, p. 403). Much of the liberation struggle in South Africa was based on ending the discrimination against and exclusion of the majority of South Africans from full economic participation, and political affiliation given the right to vote. Historically disadvantaged "black" South Africans were not permitted to vote, prohibited by prohibition of political interference policy of 1968 Act No.51, the Act prohibited interference by one population group in the politics of any other population group. The act also prohibited any other racial groups besides "white" to contest in national voting or be part of the voting citizens; hence, most of the policies made prior to a democratic South Africa only favoured the 'White' minority, while oppressing the majority/designated group.

**1 Affirmative action refers to the purposeful and planned placement or development of competent or partially competent persons in or to positions from which they were debarred in the past, in an attempt to redress past disadvantages and to render the workforce more representative of the population on either local or nation level. The purpose of affirmative action is thus to ensure that not only are such persons no longer subjected to discrimination, but past imbalances, arising from discrimination be eliminated (Bendix, 2001,**

p. 435). Race-based affirmative action employment maybe aimed at correcting g past injustices, but it is fair to achieve this objective; instead, it generates both present and future injustice by requiring a host of discriminating practices (Oppenheimer.M, 2014, p.9). In practice, the bulk of its benefits are reserved for a relative elite within the "black" group, who are able to rely on blanket racial set-aside that overlook prejudice or bias against a person on any arbitrary grounds. Affirmative action policy accelerates the

**1 advancement of designated groups and, as such, includes specific plans involving preferential treatment in appointment and promotions and accelerated development and advancing strategies along with other human resource policies and practices that is aimed at promoting workplace equity (Thomas & Robertshaw 1990: 5). Affirmative action could therefore, be described as a systematic, planned process whereby; the effects of colonialism and racial discrimination are addressed. Only through proactive programmes, affirmative action provides opportunities not previously available to black people**

(Kubu, 2010, p.26). With the change of government in 1994 from apartheid to democratic governance mandatory changes had to be done to accommodate, the previously discriminated. From 1970s, South Africa shipping industry employed, on a casual and permanent basis approximately 6,000 seafarers of



varying skills (Ruggunan, 2005, p. 68). Today “Blacks” (African, Indian and Coloureds) form part of this thriving maritime industry in South Africa. Whilst officers are predominantly White according to (Lane et al, 2002). With the development and employment of seafarers in South Africa being highly political and radicalized (Kujawa, 1996), it is important to test the knowledge of the Affirmative action policy (Kubu, 2010, p.89). In the study by Kubu, 2010, it was clear

**1that the majority of the Black youth were not aware of the existence of these policies in the republic of South Africa**

illustrated in the chart below. Figure\_ 7 Representation of affirmative action awareness in the SA navy: June 1995 Source: (Kubu, 2010, p.90) The South African navy as presented above represents a mere 19% of candidates that were exposed or had knowledge of the affirmative action policies. The

**1public departments need to amend their recruitment, selection or promotional policies and practices until percentages of minorities and women are addressed to achieve equity targets. The legal idea is proportional representation, which evidently demonstrates that all people have equal opportunity to be considered for positions, regardless of race, gender, religion, sex, age or handicap**

(Kubu, 2010, p.27).

**1Most of the controversies and problems surrounding affirmative action arise not from the principle as such but from the manner in which the concepts are implemented. Wrong implementation occurs because organisations see affirmative action as political action with which to comply, and not a business objective that needs to be sustainable within the organisational objectives in total (Bendix, 2001, p. 435). Affirmative action is thus not fully accepted by all the players in the economy and the public sector**

(Kubu, 2010, p.28). White South African citizens

**1tend to be ambivalent towards affirmative action as they sought to differentiate 60 between various ethnic groups within black community (Africans, Indians and Coloured) causing confusion and tension between these groups. Despite this, there is no doubt, however, that of the three groups, Africans were treated the most harshly in comparison with the other racial groups. Therefore, the**

**1affirmative action initiatives that are implemented without proper consultation cause distrust and fear, leading either to disregard of the initiative or, at worst, to constant sabotage. Existing employees need to be given all the information necessary to understand the objectives and business logic and to receive the necessary assurances regarding their own security (Bendix, 2001,**

**1Institutions should make its AA policy known to its members, not for the purpose of canvassing but to gain support and understanding particularly when certain employees are being developed into positions**

of promotion or racial and gender transformation mandate (Kubu, 2010). The

**1mere fact that dominantly rural youth does not understand the concept of AA and equal employment opportunities,**

towards occupational hierarchy and salary or wage differentiation according to race and gender.

**1Could imply that they still believe that most opportunities are still reserved for**

white candidates. Consequently, black rural

**1youth are still under the impression that careers at sea are meant for**

White people (Kubu, 2010, p. 90). In an environment such as the maritime industry, other staff/seafarers' might treat new employees with distrust, as a contempt to undermine AA initiatives. Hence, AA direct oversight and implementation is necessary in the workplace. To

**1bring employees into contact with each other on both the business and social levels, to create appreciation of 'sameness' as well as understanding for the perceived differences in perspective and approach (Bendix, 2001,**

p.438- 447).

**1Affirmative action should be subjected to joint decision making by management and established workforce forums.**

The

**1purpose of affirmative action is, therefore, to ensure that not only persons previously subjected to previous discriminatory laws are afforded equal employment opportunity, but that past imbalances arising from discrimination are eliminated**

(Kubu,2010, p.30). 3.6. MARITIME EDUCATION AND RELATION TO OCCUPATION Education and training are essential components of a comprehensive strategy to reduce racially biased policing and perception thereof. They can be used to convey new information, provide and refine critical skills, encourage compliance with policies and rules, facilitate dialogue or convey a commitment to addressing the problem. There is a gap between schooling or formal training structures and what is being demanded in the workplace (HRDC, 2011). The lack of correlation between training institutions curricula and employability has been attributed in part to the lack or incompleteness of information on the demand and supply dynamics of the South African labor market, as well as poor collaboration between the private enterprise and the education sector in determining optimal content for curricula (HRDC, 2011, p.4).

**1 Education and training is the only guarantee of success of AA initiatives. In measuring the organization progress in the sphere of affirmative action, its efforts with respect to education and training should weigh as heavily as, or even more heavily than, the representivity of its human resources**

(Kubu, 2010, p.30). The SA maritime education need to provide quality education that produces internationally competitive and life journey graduates (Eloundou-enygue, 2013). Secondary education, tertiary education and vocational training need to be expended and made relevant in order for youth to develop the skills required for productive employment (PPD, 2011). The South African navy integrates both the respondent's education qualification with the navy compulsory training for enrolment. To be in line with their profession they are matched to muster in the navy. In respect of demand for skills development challenges within the maritime industry, concerns of inadequate capacity and infrastructure are amongst the challenges. The lack of training berths<sup>24</sup> as an impediment to achieving equity employment, and skills development in relation to their academic credentials (Ruggunan, 2002, p.71). In relation to the development of historically disadvantaged individuals, education and training of South African seafarers is one of the main <sup>24</sup> Berths; A place for securing a vessel, to secure a vessel at a berth. A berth in which a vessel may swing at anchor without striking or fouling another vessel or an obstruction. concerns. South Africa is a signatory to the IMO<sup>25</sup> convention and SAMSA<sup>26</sup> which implements authority that presides over seafarers qualifications (MSSTTT, 2014, p. 8). While most South Africans hold a basic education certificate in terms of the national qualification framework (NQF) that recognizes the South African qualifications authority (SAQA) which supervises overall qualification issued in South Africa (Sekimizu, 2010, p. 3). The SAMSA realizes the potential of the international and domestic maritime industry in assisting with the creation of employment that is sustainable (Makhele, 2013, p. 17). This notion of the levels of recognition of qualification creates a problem issue, since

**3 employers usually prefer to employ this in possession of SAMSA accredited qualification.**

**3 This conflict may have impacts on skills development in the maritime industry, particularly**

for South African historically disadvantaged individuals who commonly hold a (SAQA) qualification. Department of basic education

**3 (DBE) has now recognized the importance of maritime studies. The department has included the maritime subjects at high schools. Maritime**

studies in a growing industry, which is inclusive of all South African citizens,

**3 maritime studies form part of the key strategic areas for skills development,**

particularly for historically disadvantaged individuals that were previously excluded and discriminated on the basis of race and gender in the country and subsequently the maritime industry (MSSTTT, 2014).

**3 Currently there about three high schools that offer maritime studies at the basic education level. Maritime training at a basic level**

proves to be an important entity towards the growth of historically disadvantaged individual's occupational opportunities in the maritime industry.

**3Basic education level presents a huge skills development potential and has assisted in awareness creation about the industry**

(MSSTTT, 2014, p. 1).

**3Education at basic education level, establishes a good foundation for further maritime related studies**

**3at higher education level.** Unfortunately, currently **only two public institutions** namely; **Cape Peninsula University of technology (CPUT) and Durban University of technology (DUT)**

25 IMO; International maritime organization. 26 SAMSA; South African Maritime Safety Authority. presently

**3offer undergraduate studies that present candidates with an opportunity to further qualify as a seafarer**

(MSSTTT,2014). Developing maritime education and training near ports is vital for the growth of the community targeting unemployment and treating occupational opportunities. Transnet also holds the belief that progressive and sustainable ports are ones that context and evolve with the communities where the commercial ports are (Vallihu. R, 2005, p. 1). The National Port Act of 2005 (TNPA), further mandates the TNPA to collaborate with education institutions but also to coordinate our activities with port cities and port communities they are cognizant of the fact that ports are not only a source of employment but they are the gateway to South Africa and global trade and also contribute the country's GDP (Vallihu, 2005, p. 1). Moreover, the resurrecting of the SABC education programs, such as Ispani on TV and radio to expose the youth of South Africa to a myriad of careers offered by this exciting growing maritime industry (Vallihu, 2005). 3.4.1 EDUCATION AND OCCUPATION RELATION AMONGST HISTORICALLY DISADVANTGED SEAFARERS "Even if other pre-military exogenous variables such as education or income could be included and controlled, it is important to remember that race is not separate or significant from such predictors, historically disadvantaged demographics might be denied promotion because of poor educational attainment, and we must not forget that race and educational success have an intimate relationship (Seefeldt, 2013, p.27). As early as 1800-1860 Black seafarers in the northern states of America, recognized seafaring as one of the few jobs readily available to them in the racially restricted employment market in the late eightieth and early nineteen centuries (Bolster, 1990, p. 1174). With the introduction of steam shipping in the 1840's new skills were required (Rose, 2011, p.52), Black Seafarers became fireman and stokers to feed the furnaces, trimmers to bring coal from the bunkers and still cook and serve passengers and crew members (Talbet,2003, p. 5). The Black men's occupational segregation and mobility in merchant ships in the early ninetieth hundred in the Northern state of America is evidently can be mirrored by the early South African Union government which heightened segregated occupations, on merchant ships like the Northern state of America for Black seafarer, on merchant ships were only employed as cabin boys, servants, steward and cooks (Cobley, 2007, p. 59). An inferiority occupational pattern based on racial characteristics and nothing more. Resulting with black seafarers always been rooted at the bottom barrel of the maritime industry, creating and perpetuating stereotypes of incompetents, inferiority and racial discrimination and depriving them from academics and skillfully gaining experience in higher rankings in the maritime industry. There is a distinct impression in the shipping industry that 'Black people' are not suited to seafaring as "officers" feeding the idea that older 'white' cadets were more suited and experienced to work in maritime industry (Ruggunan, 2005, p. 66). A perception confirmed by the Transport Education and Training Authority (TETA), which has been a widespread ideology among shipping companies and served as an obstacle to amongst senior officers and junior officers and aspiring ratings in the training and workplace. In theory all officer qualifications that meet both national and global standards should be viewed as equal value (Ruggunan, 2008.p. 123). The operation of merchant navy vessels in necessity is crewed by more 'ratings' than officers, resulting in ratings being the higher labor cost based on the mass occupational needs for the ship owners. With the global demand of goods and services in the maritime industry a new labor market,



that is shifting from domestic labor recruitment to include international prospectus, specifically for ‘ratings’ as the highest human capital labor demand. Cost effective means in recruitment of cheap skilled labor in the maritime industry, has resulted in continued marginalization of South Africa’s domestic seafarers in the domestic and international labor market (Ruggunan, 2008, p. 2). Marginalization experienced in the South African maritime industry resulted in a displacement of its seafaring jobs of all skill levels, displaced by foreign labor mainly Filipino crewmembers. The change in the composition and location of the labor market between the years 1980 to 1987 resulted with one of the highest rise of employment of Filipino seafarers working as ‘ratings’ in European owned ships (Bonnin, 2001. p. 64). The preference of ratings of Filipinos meant the displacement of “ratings” from traditional maritime nations. According to the MSSTTT27 (2014) report South African maritime industry

**3contributed about 13, 6% (55 billion) to the gross domestic product in 2013 and according to the World Bank, about 60% of the country GDP generates through trade**

in the maritime industry. The maritime industry has huge potential to contribute to the economic growth and development through, job creation and building an inclusive society, which targets the triple challenges of poverty, joblessness and inequalities for South Africa seafarers (MSSTTT, 2014). The bringing together of higher education institutions, further education and training colleges and the sector of education and training authorities, into a single ministry of higher education and training providing a powerful basis for addressing skills development in an integrated educated and skilled labor for the industry (HRDC,2011, p.2). 27

**3Maritime Sector Skills Technical Task Team (MSSTTT), Advancing skills development in the maritime sector**

(2014). Figure\_ viii Representation of citizen who have mathematics and science in their subjects in the SA navy: June 1995 Source: (Kubu, 2010, p.89) South African navy require applicants with exceptional symbols in Mathematics and Physical Science.

**1From the sample, it is apparent that the majority of the respondents have undertaken Mathematics and Physical Science at high school. Approximately 62 to 69 percent of the respondents are currently doing science related subjects. The majority of the critical**

mustering occupational opportunities

**1require Mathematics and Physical Science as subjects in Grade 12. The lack of candidates with Mathematics and Physical Science**

has a huge deficit towards the recruitment of the majority of the South African youth without employment. The lack such of skills across the South African maritime industry in South Africa suggest that in terms of technical skills there is an explicit ability deficit that needs to addressed (HRDC, 2011, p. 4).

**1‘On the filling of critical skills such as combat, technical and engineering fields. Black youth after a decade and more ago, did not take Mathematics and Physical Science seriously as subjects in Grade 12. The results of this practice were that the majority of black youth were only recruited in support mustering’s in the SA Navy. It is due to this that whites still continue dominating critical and scarce mustering’s within the SA Navy’**

(Kubu, 2010, p. 89). The statistics indicated in the above pie graph statistics which have

**1 proven that the majority of blacks have an interest in Mathematics and Physical Science and can be recruited to fill critical skills within the SA Navy to ensure a representative institution in all the**

mustering's. Black seafarers

**1 are utilised more in support mustering than within the scarce skills domains. The SA navy should market and recruit from rural areas by putting in place effective recruitment**

drivers. Identifying that there is a significant need for artisans and technical experts to meet the rigorous demands of new products and innovation and technical and developments (HRDC, 2011, p.5). 3.7. EMPLOYMENT EQUITY ACT Policies and procedures enacted by the democratic government to promote employment equity arise from the necessity to eradicate the deep inequalities still inherent in the South African labour market today (Tladi, 2001, p. 37). Internationally, unfair discrimination according to race and gender historically appears to be a feature of the workplace (Haberfield, 1992). In South Africa, in order to redress historical workplace discrimination, the EE Act no.55 of 1998 was introduced, largely modelled on the Canadian Federal EE Act of 1986 (Thomas et al, 2004, p. 38). South Africa and Canada are part of the commonwealth nations, democratic government intervention in the prevention and elimination of unfair discrimination in employment against racial groups, woman and people with disabilities. The EE Act assented on the 12th of October 1998 was one of the policies implemented to better combat EE. To provide for matters incidental thereto, EEA is an essential legislation under the labour policy, which is crucial to the development of the study (Kennedy-Dubordieu, 2006, p. 5). "The purpose of the Employment Equity Act is to ensure workplace equity (Fasset, 2011, p.71). It prohibits unfair discrimination in the workplace and guarantees equal opportunity and fair treatment to all employees. However, it recognises that, given the historical disparities, simply removing discrimination does not; in itself result in substantive equality (Fasset, 2011). The Act therefore imposes an obligation on certain employers ("designated employers") to implement affirmative action measures to advance "designated groups"(Bloola et al, 2002, p.14). One of the challenges of the EEA; has been addressing fairness in employment practices, in both developed and less developed economies. The implementation are all these issues are applied in both operational level and responsibilities of managers who have positions in shore-based management organization of the ship management companies (Celik, 2006, p. 1049). In order to create a work environment in which employees can experience job satisfaction and optimally achieve company objectives (Becker, 1971). The

**1 starting point for appointment is the existing and future manpower28/human capital plan of the organization. If the position is vacant, the demography in the job category should be studied, in conjunction with the demography of the**

organization and surrounding community

**1 as a whole. It may then be decided to give preference to a person from a previously disadvantaged group for appointment to this position. Unfortunately, this can never be absolute imperative since someone from that grouping with the adequate competencies may not be available to fill the position. Henceforth the inherent requirement of the job, therefore remain central to the selection procedure and require consideration**

(Kubu, 2010, p. 29). 3.5.1. EMPLOYMENT OPPORTUNITIES AND CAREER AWARENESS With over 30,000 vessels, passing South Africa's waters every year and 13,000 vessels dock in South African ports every year (Makhele, 2013). South Africa only serving maintenance on 5% of the fleet (Makhele, 2013). Occupational capacity of South African maritime industry needs to be training about 3,000 to 4,500 seafarers annually to reach the target. Applying the notion of illiterate equitable participation, South Africa

needs to be claiming a share of the 30,000 to 45,000 seafaring jobs in the international shipping industries (Makhele, 2013, p.16). Henceforth, the South African maritime safety authority realizes the potential of the international and 28 Manpower; he number of people working or available for work or service 69 domestic maritime industry in assisting with the creation of employment that is sustainable (Makhele, 2013, p.18). Global occupational opportunities for South African seafarers are highly favored due to the fact that South Africa is a multi-cultural, English speaking nation. In

**1order for affirmative action and equal employment opportunity initiatives are to be implemented with success, there is no doubt that sound career management practices should be**

**1enforced in any institution, specifically for previously disadvantaged communities**

(Kubu, 2010, p. 41). Regarding the current

**1state of affairs as far as career management in**

South Africa

**1is concerned there are social -political factors that impact on sound career management process in**

South Africa (Kubu, 2010, p.111). Owing to the history of segregation and discrimination in both the maritime training and education institutions under apartheid law. Henceforth in post-apartheid South Africa the majority of

**1Black youth are not aware of available career opportunities within the SA Navy. A concerted intervention should be put in place to ensure that youth obtains the required information about naval careers throughout the nine provinces**

(Kubu, 2010, p.100). A key obstacle towards employment opportunities in the South African maritime industry is the career knowledge and the limited number of training berths. The training of both the officers and ratings faces the issue of inadequate sea time or training berths, which requires 6 weeks of training for ratings and a minimum of 12 months for officers, which is a compulsory qualification in order to be a certified rating or an officer (Ruggunan, 2002, p. 71). It is apparent

**1that the majority of the respondents from the sample are not aware of available careers in the SA Navy. Approximately 54, 38 percent confirmed their lack of knowledge on possible career opportunities in the SA Navy**

prior occupation (Kubu, 2010, p.99). The

**1figures imply that the SA Navy should drastically do something to ensure that the required information is available to black youth.**

In terms of



the broader, sense (Kubu, 2010, p. 93). Figure\_ 9 Representation of citizen career awareness in the SA navy: June 1995 Source: (Kubu, 2010, p.99) 3.5.2. OCCUPATIONAL SEGREGATION FOR MEN AND WOMEN IN THE MARITIME INDUSTRY BY RACE AND GENDER Since the early ninetieth hundreds seafaring wages have always been a strong drawing card for black seafarer/Afro-American men and women in the global maritime labour market. Very much, like the apartheid government in South Africa who followed suit when it came to wages for historically disadvantaged seafarers in South Africa. Not only did apartheid construct racial and gender discriminative mechanisms in the South African society, apartheid government applied occupational segregation as means to further protect and preserve jobs for white South African citizens. Gender and racial inequalities found in the South African societies are particularly magnified with the African men and women constituting a majority of the marginalized groups from the 71 total population (Buchann&Powell, 2004). Occupational segregation in South Africa institutionalized apartheid and exacerbated inequalities in the labor force, not just between various races, but also between the sexes (Crankshaw, 1994). The outcome of occupational segregation is significant in pay differences between men and women workers. Identification of gender differences in job separation rates is infeasible without simultaneous information about employees and work places because of labor market sorting (Frederiksen, 2008, p. 9). Labor market sorting take place when matches between employees and workplace are non-random, employees make directed search when looking for a job and employers are selective in their choice of workplace. Henceforth, there are no significant gender differences in the job separation rates from employees working in similar workplaces. The South African government is in the process of taking action in the critical areas of concern previously identified as barriers to women's empowerment of poverty, education, and economy with institutional mechanisms for the advancement of women (Cele, 2003, p. 7). Post-apartheid government through legislative and policy implementation and amendments in the labor market recently incorporated the principal of equal remuneration for equal value of work (Cele, 2003, p. 33). 3.8. BACKGROUD OF THE SOUTH AFRICAN SEAFARER (Officers and Ratings) The Cape Town based Submarine29 company initially staffed its ships with white officers and blacks ratings (Trotter, 2008, p. 195). Safmarine company seafarers in Cape Town were only coloured ratings. While White seafarers were not allowed to hold positions of equality or subordination to their colleagues by law Therefore, the national representation of officers in the maritime industry during apartheid in South Africa was largely white males (Ruggunan 2008, p.2). This occupational differentiation and discriminated against all others, sought to favour white males based on their race. White males were direct beneficiaries of high paying jobs and were perceived as the more favoured employment under the apartheid regime, with specific reference to the maritime industry. Their presence grew to the exclusion and rejection of Black South Africans, introducing new patterns of discrimination through inequalities of recruitment, wages and working conditions for historically disadvantaged seafarers (Bonnin et al, 2006). 29 Safmarine; is an international shipping business offering container and break-bulk shipping services worldwide. Formed in 1946 by South African industrialists and American ship owners, Safmarine is now widely known as a north/south trade and African specialist (Lighthouse, 2017). Given the lack of opportunities to become officers most, black seafarers were ratings (Trotter, 2008, p.196). Below is a formula illustrating what "Favoured Employment" means in the maritime industry. All Employees = (E), Males= (M) and Females= (F), however Favoured Employees= (FE) which are males and within the favoured employees are white males= (WM) are more favoured than Other Males= (OM). (Below is a formula that works out how the "white male" proves to be the "favoured employee" in the maritime industry). Therefore:  $FE = F + M$ ; But  $M > F$  Thus  $FE=M$ ; Therefore,  $M = OM + WM$ ; But  $WM > OM$ ; Thus  $FE = WM$  The birth of democracy witnessed a transformed maritime labor market; the industry was forced to adhere to the EEA legislation. In a post-apartheid South Africa, all occupations were opened to people of all races and gender; this was inscribed in the law. The shackles of job reservations were untied and all South Africans were provided with equal opportunities in the eyes of the law. Apartheid racial selective policies could result to key issues that face the recruitment figures of seafarers, which are favorable at the global level for ratings. However, there is a substantial shortage of ship officers (Thai et al, 2013). The constant growth of the world fleet will result in a greater demand for both ratings and officers in the coming years (BIMCO/ISF, 2010). Post-apartheid South Africa's policy position of privileged White race was being dismantled. In post-apartheid South Africa EE Act



industries to become inclusive of all South Africans. 3.6.1 SEAFARERS RATING AND OFFICERS Seafarers work ranges from different vessels, operating different trades, with a diverse range of work conditions, not surprisingly; length periods of contracts are a significant factor that shapes the experience of being a seafarer (Thomas et al, 2010, p.62). The most widely quoted estimates of the developments in the demand and supply come from the studies commissioned by BIMCO/ISF30.Undertaken every 5 years since 1990,calculated the total demand for seafarers in 2005 as 1,062 million; consisting of 476,000 officers and 586,000 ratings (Glen,2008,p.848). The BIMCO/ISF study estimated that the growth factors were taken as projection points. The demand for officers was projected to grow to 449,000 in 2015, which is a 4.7% over 10 years. Ratings demand will experience growth too, from 586,000 in 2005 to 607,000 in 2015, which is a 3.5% growth over the same years (Glen, 2008, p.849). There are two principal officer classifications. Deck and engineer. Deck officer training to operate and direct the vessel. Whilst the engineer train to manage and maintain the engines and equipment vital to take safe operation. There are a number of other officer departments such as radio officer, pursers or hotel managers, which is limited to cruise ships. The most significant are the deck and engineer officer (Glen, 2008, p.847). 3.9. SOUTH AFRICAN SHIPS REGISTRATION Shipping is a key industry within the maritime sector and it is this industry that underpins the international economy. South Africa is positioned to exploit emerging shifts in the patterns of global trends and challenges that include, launching maritime awareness campaigns, creating and nurturing international partnerships between maritime training institutions and industries (HRDC, 2011, p.2). With at least 80% of ship operation globally conducted tax-free, during apartheid the government in South African gave incentives in the form of accelerated depreciated allowances on ships for many years allowing ship-owners to avoid paying income tax (NDoT, 2011, p. 11). 30 BIMCO/ISF(Baltic International Maritime Council/International shipping) is the study methodology essentially used to derive projected numbers of seafarer demand from estimates of the size, number, ship type and age composition of the world's merchant shipping fleet. They assumed that substitution between labor and capital is zero, and in effect, used a fixed coefficient production model (Glen, 2008, p.847). Notwithstanding the adoption of ship registration Act of 58/1998 intended to render ship registration in South African attractive to ship owners. The adoption of tonnage tax as an alternative tax regime for South African ship owners and operation (NDoT, 2011, p. 3) with an allowance equal to 201 (Siyavula, 2011). Even though South Africa

**3is a maritime trading country, it does not currently have any ships on its registry and thus makes the country a consumer of international maritime transport, which represents a significant expenditure in the country** (MSSTTT, 2014). Today, **approximately**

1220 deep-sea trading vessels, trading vessels regularly call at South Africa parts per annum top carry internationally bound cargo. These vessels are foreign owned and crewed by foreign seafarers they do not contribute in creating wealth for South Africa; instead, they create wealth through transporting South African produce in the jurisdiction where the vessels are registered (Safmarine, 2004, p .3). The ship registration Act 58 of 1998 which highlights issues addressing international policies on seafarers' labor market, which applies in the South African territory and has extraterritorial application, regardless of whether the territory of another state is involved. The ships registration Act provides that in order for a ship to be a South African ship and have a South African nationality that ship must either be registered in South African or be entitled to be registered under a South African (FOC) flag of convenience (Vrancken, 2004, p. 117). Figure. 3 The Ever Deluxe, exporting cargo from the Durban harbour Source: Mazibuko. M (2015) 3.7.1. SHIPS REGISTERED UNDER FLAG OF CONVIENCE COMPANIES (FOC) 31 20% is a five-year straight-line basis which is the depreciation and compound decay also be referred to as reducing-balance depreciation a straight-line method that reduces the constant amount of the purchase of the asset each year, which is calculated on the principal amount (<http://www.everythingmaths.co.za>, viewed 15 April 2016) In recent decades and despite the attempts by some shipping companies to move beyond the reach of regulatory-efficient nations by resorting to flag of convenience a powerful countervailing trends towards world-regional and global regulation has occurred, partly because of a long and still continuing sequence of much-publicized environmental disasters attributes to shipwreck (Alderton, 2002, p. 35). By the late 1990's, more than 50 percent of the global merchant navy fleet, which is equivalent to 80 000 vessels had flagged out (Koch-Baumgartner, 2000). By flagging a ship out to another country's flag, shipping companies circumvent the labour and maritime laws of the country where the shipping is based. The ownership of fleets32 as of 1 January 2014; highlighted that South Africa had 60 number of fleets, 49 sailing under national flag (FOC's), with 97,81% foreign flag ownership (United Nations, 2014, p. 32). Flag of convenience (commonly known as FOC's in the maritime industry) refers to the practice of ship owners registering their vessels in countries

other than those in which they are owned, this practice is usually more financially advantageous for ship owners. FOC shipping companies are able to escape the national fiscal regulations of their government and pay less tax. The owner or charterer of a ship who is a non-resident and who embarks passengers, loads, livestock, mails or goods in South Africa will be deemed to have derived taxable income equal to 10% of the amount payable to him/her (Taxation in SA, 2015/16, p.44). (FOC) registration also allows ship owners to circumvent the prohibitive labor legislation and unionization of their seafarers. Creating a more flexible and global labor market (Ruggunan, 2008). In traditional maritime states, there have historically been some restrictions on labor, both in terms of their nationality and pay and conditions (Alderton, 2002, p. 35). A strategy that helps shipping companies facilitate means to reduce overall operating costs by sourcing and hiring cheap unregistered and unionized labor mainly from 'developing' countries such as the Philippines, South Africa and Brazil. FOC, by contrast have few such restrictions and the crews aboard vessels flagged to these states are often labelled 'crew of convenience'. Crew of convenience, tend to be less developed countries of the world secondly and partly because of lower levels of union membership and recognition, are subject to inferior working condition. The industry has also been in the forefront of new development in new technology, containerization and extensive computerization of shipboard operating functions which have significant effects upon skilling, personal and industrial relations issues. All of these factors taken together, have intensified work and increased stress level for seafarers of all nationalities working aboard all vessels, but it is particularly the case for seafarers from the developing nations working aboard FOC vessels (Alderton, 2002, p. 37).

3.10. THE GROWTH AND DEVELOPMENT OF THE DURBAN PORT The port of Durban is regarded as a premier cargo and container port with strong growth prospects for containers motor vehicles and dry-bulk cargoes (George, 2003, p.45). The opportunities currently presented to the industry in the Port of Durban are vast and require exploitation (George, 2003, p. IV). A group of Xhosa women, who looked between 60 to 80 years of age, visited the naval base on the 3rd visit of my fieldwork days at the Durban port. The group of women, dressed in beautiful bright traditional clothing, got off the ferry after an hour's boat trip not more than 2 kilometers from the shore. They were accompanied by navy junior recruits or otherwise known as rating. The recruits continued to give a tour of the naval base for the women. In the picture below, we can see women freely seating around the permitted visitors pick up zone at the naval base. Looking out at sea and ecstatically discussing the scenery and the motion experience felt on their boat ride. Figure. 4 Visitors enjoying the sunshine and sea breeze at the naval base Source: Mazibuko, M (2015) Figure. 5 Buses leaving with visitors at the naval base Source: Mazibuko, M (2015) The port of Durban has experienced significant growth over the last 10 years in terms of volumes and number of vessels calling, which inevitably places pressures on all activities and industries within the part (George, 2003, p.1).

**3Boasting a coastline of around 3, 000 Kilometers, the country has the potential to offer enormous maritime economic opportunities**

(MSSTTT, 2014). Durban is one of the biggest and busiest on the African continent. A study, according to Van Coller et al (2007) revealed that approximately 25000 workers form part of the ports workforce. The port generates a significant amount of employment, particularly for unskilled and immigrant workers (Padayadee, 2012, p. 32). Although the ports workforce is predominantly comprised of migrants from surrounding townships in rural Kwa-Zulu Natal (Mlazi, KwaMashu and Ntuzuma). As early as 1824 Durban harbor was a tiny settlement of a few wattle houses and a scattering of sailing ships anchored off the point, used by the first Europeans as landing docks with the intention of setting up trading post the harbor was ruled by the white Europeans that had settled there. Leaving very little for the indigenous people to aspire in terms of marine life and business (Thomas et al, 2010, p. 25). Today, South Africa's port cities are becoming the seafaring center in Africa because of its location to both the Indian and the Atlantic seas (Thomas et al, 2010, p. 59). The Durban port being one of the busiest and most productive harbors, ranking 100th position in the world in 2009, in cargo volume shipping 37,419 "metric tons" (metric tons is a unit of weight equal to 1,000 kilograms) and in container traffic ranking 41 in "teus" (is an inexact unit of cargo capacity often used to describe the capacity of container ships and container terminals). It is a market that is making more than 50 billion each year from the international and local labor market. Durban has proven to be an important city for both South Africa and Africa. The Durban port is the busiest on the African continent and the biggest in terms of container capacity (Baker, 2012). The port plays host to seafarers from all corners of the globe. These seafarers are diverse in terms of their race, gender and nationality. "The Worlds seafarers can be seen as one of the first truly international and global workforces, comprising of individuals from regions and geographically and culturally disparate as Western Europe, Russia, South America, South Africa, India and the Philippines" (Thomas et al, 2003, p. 59). It is this specific social interaction of both race and gender



diversity, that has provided the impetus for this study. Race, gender and nationality are two crosscutting drivers of inequality that reflect how individuals and communities are able to access and safeguard resources, both concrete and intangible (Frye et al, 2008. p. 280). The growing learner ship and employment interest in one of the busiest ports on the African continent poses questions on the social and political transformation of the country and the maritime sector. While historically, poverty and inequality have had a clear racial bias because of the colonial and apartheid policies of racial discrimination and deliberate improvement (Frye et al, 2008.p. 279). CHAPTER FOUR 4. THEORETICAL FRAMEWORK 4.1.

INTRODUCTION One of the key aims of the study is to understand the impact of political legislation on racial and gender transformation in the South African Maritime industry. In so doing, this study seeks to provide a sociological explanation of the changing face of the South African seafarer. The theory will establish if any political implications have spurred any racial, gender and socioeconomic phenomenon for historically disadvantaged seafarers' in Durban port. The study amongst various relevant theories is influenced by the work of theorist (Guichard, 2005).understand in particular the career construction theory in specific relation to South African seafarers. Theoretically conceptualise work as human occupation for this thesis, the theoretical framework

**6provides a way of thinking about how individuals choose and use work**

in their everyday lives.

**6The theory presents a model for understanding behaviour across the**

life cycle of a South African seafarer's career. The theoretical framework seeks to provide a comprehensive analysis of the changing face of the South African seafarer. This is realised by utilising three perspectives to offer a theoretical understanding of the occupational differential (race and gender), development and implementation of Employment equity Act and Affirmative action towards education, training and social dynamics of a historically disadvantaged South African seafarer. In order to understand the life cycle of a seafarer in their respectful rank, one cannot negate the history of racial classification and gender oppression. Experienced by all non white South Africans under apartheid governed law. The central theme of this theory is that it assists the researcher for a descriptive examination of the changing face of the South African Seafarer. The chapter will unpack the concepts of changing face, race, gender, officer and rating differential of seafarers within the context of the study. Ruggunan (2005) and Guichard (2005) define career construction theory in an attempt to explain the social constructionism<sup>33</sup> and psychological perception for South Africa seafarers. Henceforth I present how this theoretical framework in particular can be <sup>33</sup> Social constructionism; the essential tenet of social constructionism is that people are not simply passive recipients of it (Brown, 2002, p.13). utilised to understand the social phenomenon of the changing face of the South Africa seafarer under democratic law and policy. Sociologists have been and still are vitally concerned with career choice making and development. Sociologists have focused on the antecedent to status of attainment, which include the socioeconomic status of the family, academic background, race and gender of the individuals chosen as favourable for the employment (Hollingshead, 1949, p.6). Sociological analyses to career choice has already considered the family influence on education and occupational aspirations in the context of the status attainment model. The thesis highlights, the various means historically discriminated individual utilised to gain interest or knowledge, of a career opportunity in the maritime industry post-apartheid South Africa. Post-apartheid South Africa has been able to build/rebuild various institutions such as the Naval base and maritime industry, as necessary for a democratic and transformative state (Carrim, 2010). The democratic constitution enshrines a right-based approach and envisions a prosperous, non-racial, non-sexist democracy to the entire people in all workplace. Notwithstanding the improved economic growth performance in South Africa since the end of Apartheid, unemployment remains high and poses a significant social and economic policy challenge (Arora et al, 2006, p.23), hence the need for the EEA and AA policies in the South African labour market. In 2004, the official rate of unemployment stood at 26% of the labour force, roughly the same as in 1994 (Vivek et al, 2006). Unemployment is particularly concentrated among historically disadvantaged groups and is higher among the rural and township settlements. 4.2.

UNDERSTANDING HUMAN WORK IN POST-APARTHEID SOUTH AFRICA Racial and gender transformation in the post-apartheid raises the identification of work in South African naval work place for historically disadvantaged individuals, who previously could not be part maritime work force. The maritime industry appears to constitute a shift in theorising about human occupation<sup>34</sup> in South African. Understanding that human occupation is always both <sup>34</sup> Human occupation; what humans do and do not do

every day. embodied by the individual/agency and embedded in the structure (Joubert, 2010). The

**1selection panels should be sufficiently diverse/representative across a range of criteria such as gender and race and function, to capture the potential that the prospective candidate may have to offer the**

South African maritime industry (Kubu, 2010, p.40). 4.3. SELF-CONCEPT THEORY OF CAREER DEVELOPMENT Among the many of career choice and development, Super (1990) theorised that the career choice and development is essentially a process of developing and implementing a person's self-concept. According to Super (1990), 'self-concept' is a product of complex interactions among a number of factors, including physical and mental growth, personal experiences and environmental characteristics and stimulation (Super, 1990, p. 120). Consequently, resulting in social constructionism in an democratic transformative society of South Africa. Effective social construction and career development guidance will assist the development of a knowledge economy and benefit individual, employers and society. Effective career development support is important not only for individuals but also for the organisations that employ them (CEDEOF, 2008). Effective career support by employers to their employees in the workplace meets both business and individual needs. It will only be sustainable if the mutual benefit is clear to both parties (CEDEOF, 2008, p.7). The seems to be little convergence in theorizing in the area of career development and occupational choice. With the emergence of social constructionism as available force in vocational psychology, convergence among theories and the development of an integrated theory (Brown, 2002, p. 15). The policy transformation and implementation in the South African maritime industry post-apartheid; can be view as a mutual beneficial change for South African naval/maritime industry and its seafarer a vital focal point of this thesis. 4.4. DEFINING THE CHANGING FACE OF THE SOUTH AFRICAN SEAFARER "A change of heart" is an English expression, which means 'a move to a different opinion or attitude' the study attempts to mirror this mien as stated 'the changing face' of South African seafarers. The South African maritime industry from apartheid government, to post-apartheid government has undergone some changes in terms of labour policy, social interaction spaces and employment choices. With different social, racial, gender and economic attitudes within the South Africa post-apartheid society. The changing face of South African seafarers does not necessity specify if the change is positive or negative but rather change noun the least. The sociological study into the notion of the changing face of the South African seafarer, through sociological analysis of the South African government applied policy, social concepts in the maritime industry. The perception of the changing face of South African seafarers is explored. 4.5. DEFINING THE CAREER CONSTRUCTION THEORY Guichard (2005) examines the perspective of individual psychology, looking at how the individuals' background is shaped towards the individual's career<sup>35</sup> opportunity in relation to the choices available. Considering at what different people prefer to do when compared to their current career occupation. The developmental psychology, examines the process of psychological adaptation of the historically disadvantaged individuals that occupy the occupational vacancy in the post-apartheid maritime industry. Examining how these individuals deal with development training, occupational transitions, cultural, racial, and gender cohesion. Guichard et al (2005) highlight the dynamics by which life themes such as; education opportunities, policy implementation, racial and gender transformation in the workplace, that

**6impose meaning on behaviour and why individuals fit work in their lives in distinct ways.**

Especially historically disadvantaged individuals that are part of the seafarers in the South African maritime industry. The three theoretical concepts, perspectives enabled the

**6researchers to survey how individuals construct their careers. Using life themes to integrate their self-**

<sup>35</sup> Career; is a multifaceted concept it can be about meaning, sense of purpose and direction (CEDEOF, 2008, p 13). organization and

**6self-extension of career adaptability into a self-defining whole that animates**

(Guihard, 2005, p. 5). CAREER CONSTRUCTION THEORY (Model below) Figure: Career construction theory (Guichard et al, 2005) 4.6. CAREER CONSTRUCTION/DEVELOPMENT It is important to establish the necessity of career construction for South African seafarers post- apartheid. To help inspire or gain interest amongst current and future generation in South African. According to Baer et al (2008), an individual's career development is a lifetime process of childhood, the formal career education at school, and the maturational processes that continue throughout a person's working adulthood and into retirement.

**1 Career planning and development in all organisations is one facet of human resource. Planning is succession planning and career development**

**1 of previously disadvantaged persons from both inside and outside the**

organisations (Kubu, 2010, p.30). Employee career development is a challenge; companies have to come across in order to continue growing from within. Capitalizing on employees is one principle that the Ethekeini maritime cluster (EMC) abides by sustain growing on different layers of the company. EMC provides employees with all resources required to continuously develop their skills and extend knowledge base throughout their careers in the maritime workplace. 4.7. MAKING A CAREER CHOICE According to Stead and Watson (2006), career knowledge relates to the knowledge base that the individuals have about career alternatives that are available to them (Kahn.S & Louw. V, 2013, p.13). Career decisions need to be made throughout the lifespan because a career has a major bearing on individual lifestyle (Beukes, 2010, p.46). South Africa has not been immune to the global changes that are happening in the world off career and work with the introduction of migrant work particularly in the South African maritime industry. The technological advancement and general changes in the global market is changing the perspective of the South African labour market, in terms of boundaries and extension of work, and its effect of career decisions (Barker & Kellen, 1998). Parallel processes in the global market is the outcomes of deregulating or flexibilizing labour occur in high seas in the global market, where states/governments who practise an open and second registry privileged experience under the Flag of convenience registry, which demands capital over that labour (Chin, 2008, p.114). Resulting in rapid changes in the labour market that have caused increased uncertainty and instability in people's careers working at sea. Henceforth, the career choice amongst historically segregated South Africans is an essential tool towards career awareness and development (White, 2007). Figure\_ 10 CAREER CHOICES MODEL Figure: A model construction of making career choices (Guichard et al, 2005). 4.8. LIFE THEMES Proliferation of occupations and the diversification of paid jobs that arose at the beginning of the 20th century became one of the most characteristic consequences of industrialization. To work at sea was advertised as one of the paying jobs in the 20th century as a way to attract labour (Chin, 2008, p.112). The South African maritime industry opened up to the global labour force, transforming the global labour market. The Labour market has opened up to different races and gender. In South African, specifically you can evidence of black women ship captains. Historically disadvantaged individuals exist in all hierarchies of the maritime industry, with numbers varying amongst the ranks. This new social arrangement of work brought about the need to help people find and negotiate paid employment in an industry with a potential of vast employment. The pioneering practices of vocational guidance, considered as a "micro-tool for the Industrial State" promoted the notion of hierarchical dependence and stable relationships. Consequently, loyal and dedicated workers could aspire to a job for the rest of their lives, and the organization would respond by offering job security. 86 During the 20th century, social norms and expectations circumscribed occupational careers in that the social order provided predetermined paths from which the individuals were to make fitting choices (Arthur, Inkson, & Pringle, 1999, p. 163). Transformation in the maritime industry can be understood as the patterned relationships, prescribed roles, legislative rules that govern the individuals' social behaviour towards other seafarers. With fitting prescribed qualification and skill requirements in the post-apartheid South Africa through modified and implemented legislation, hence a career as a seafarer was made available to all. The South African Maritime Industry and training institutions have over recent years grown; with the addition of historically discriminated and disadvantaged demographic society of seafarers entering the industry (Pickel, 2001, p. 48). The thesis emphasis on race, gender discrimination recognizes that these are two particularly pervasive and entrenched forms of discrimination that have been taken seriously in making sociological attempts on the theorization and understanding of the nature and significance of this transformation in a post-apartheid



South African maritime industry (Ruggunan, 2008, p. 6). Transformation theory' is "consumed" by a variety of actors, from individuals trying to establish themselves in a rapidly a changing environment for collective actors deciding on their institutional process (Pickel, 2001, p. 3). EE and AA are the "political implementation" introduced to mobilize, transform and economically empower individuals within designated groups (Pickel, 2001, p. 6). The transformation of a social structure requires the reconstruction of a social stratification<sup>7</sup> of a society (Grusky, 1998, p. 2). It is therefore critical to unpack the reconstruction and transformation of inequality within the occupational hierarchy, amongst South African seafarers; after the implementation of EE and AA policy.

4.9. INDIVIDUAL PSYCHOLOGY Job reservation, sustained the notion to priorities white males, sustaining the notion of individual psychology supremacy as a race. Such that they became direct beneficiaries of high paying jobs under the apartheid regime, in all sectors (Tladi, 2001, p. 16). This concept perpetuated racial stereotypes within an apartheid state; as well as enabling notions of patriarchal supremacy for White people in the workplace. Job reservations damaged the choices that black people could have made and limited their access to employment opportunities and career advancement. With the introduction of historically disadvantaged individuals in post-apartheid South Africa and the lifted measure of job reservation,

**6Career construction theory responds to the needs of today's maritime mobile workers who may feel fragmented and confused as they encounter a restructuring of occupations, the transformation of the labour force, and multicultural imperatives**

(Guichard, 2005). Global job opportunities of South African seafarers are highly favored globally due to South African seafarers being an English speaking multi-cultural nation.

4.10. DEVELOPMENT PSYCHOLOGY A South African marine sociologist explains the situation, saying 'the fragmented and multifaceted state of seafarer training in South Africa is directly attributable to apartheid based education programs (Trotter, 2008, p. 196). Racist and gender bias apartheid policies made access to training and employment opportunities in the maritime sector impossible for all black South Africans Four major shipping companies in South Africa found that "Black African officers were not perceived to be natural seafarers" (Ruggunan, 2005, p. 72). This racist, antagonistic environment relegated Black seafarers to the bottom rungs of the industry. Perpetuating these racist stereotypes of incompetence, inferiority and racial discrimination, further isolating all black people. This lead to a broad occupational category of seafarers being racially skewed, with the majority of South African officers being white males and ratings predominantly black seafarers (Ruggunan, 2005). The allocation of black workers into semi- skilled positions was not an uncommon practice in South Africa.

**6Instead of measuring personality traits as realist concepts and trying to prove construct validity of the apartheid legacy, the theory concentrates on how individuals use what they have.**

#### 4.11. CAREER DYNAMICS

**6Career construction theory emphasizes the interpretive and interpersonal processes through which individuals impose meaning and direction**

in the occupational behaviour. It is the uses of maritime society transformation and

**6social constructionism as a metatheory with to reconceptualise occupational personality types.**

Thereafter the essential meaning of any career choice is revealed in the self-defining stories, education, training, occupational transitions and work traumas. Career dynamics can be used to best transform, develop and sustain a growing institution such as the maritime industry in South Africa. Career development

**1 can be viewed as process by which employees obtain knowledge about themselves and information about the working environment**

(Kubu, 2010, p. 13). A crucial transformative initiation in the historically racially and gender segregated working environment. Important facets of human resources development in succession, which involves planning and career development. Offering

**1 an ideal route for the development of previously disadvantaged individuals from both internal and**

external persons aspiring a career in the maritime industry in filling more senior/important positions in the future of the development and transformation of the Durban harbour (Kubu, 2010, p.30). 4.12. CAREER PLANINING

**1 Career planning can be defined as the process by which employees obtain knowledge about themselves and information about the working environment**

(Kubu, 2010, p.18).

**1 It is a process by which an individual determines his/her short and long term career goals (Schreuder & Thevon, 1997,**

p.13). 4.13. OCCUPATIONAL PERSONALITY TYPES Occupational

**6 personality refers to an individual's career-related abilities; needs, values and interests.**

**6 Occupational interests are simply resemblances to socially constructed clusters of attitudes and skills.**

**6 Viewing career construction as a series of attempts to implement a self-concept in social roles focuses attention on adoption of a series of transitions from school to work.**

At

**6 each transition approach individuals can adopt more effectively if, they meet the change with growing awareness, information seeking followed by informed decision-making.**

4.14. CONCLUSION In a proposed assimilating society, the study identifies that the career construction theory is the most relevant theory in analyzing transforming occupational society in post-apartheid society. The theory tries to holistically describe the social stratification<sup>36</sup> of historically disadvantaged individuals. The study provides a theoretical framework that supports the social, racial, and gender expansion towards seafaring as a career of choice or opportunity for historically disadvantaged individuals in

South Africa to grow in the maritime industry as seafarers. The theoretical framework adapts the career construction; the theory examines the perspective of individual psychology, development, psychological, life themes, career dynamics and occupation personality types. Life themes examined the social arrangement of work in a labour market of proliferation of occupation and the diversification of paid jobs. That promotes the notion of hierarchical dependence of stable relationships in the workplace. The career dynamics illustrates the interpretive and interpersonal processes. Highlighting the individuals' choice or opportunity to impose direction towards the occupational behaviour and attitudes in the workplace. While the occupation, personality types relate individuals career abilities through established needs, values and interests.

Understanding the self-concepts of individual's transitions from school or training to the work environment.

36 Social stratification; is a society's categorization of people into socioeconomic strata, based upon their occupation and income, wealth and social status, or derived power (social and political). CHAPTER FIVE 5.

METHODOLOGY 5.1. INTRODUCTION This chapter of the dissertation will focus on the methodological approach that was applied in the study. The study has used purposive methodology, to interview individuals from historically disadvantaged background as a similar characteristic of the population and the objective of the study. The chapter will discuss the research methodology and design applied. Included in the sampling selection method and the system used for analysing data that was collected during the interviews. The chapter will also discuss the research experience in its entirety, specifically looking into the challenges and obstacles of the nature of research and the importance of using purposive sampling for the study. 5.2.

QUALITATIVE RESEARCH DESIGN According to Burns and Groove (2001, p. 374), exploratory research is defined by a research conducted to gain new insights, discover new ideas, and for increasing knowledge of the phenomenon, with the goal being to formulate problems and clarify concepts. Exploratory research seeks to create a hypothesis rather than test them. Qualitative attributes have labels or names rather than numbers assigned to their respective categories such as; skin color, gender identification, level of education and occupational rank can be all viewed as qualitative variables. Qualitative variables are used extensively in observational oriented studies. The categories of qualitative variables analyzed in this study will be labelled using numbers rather than names (Bailey, 1987, p. 61). Qualitative research ensures validity, reliability, generalizability and carefulness (Stanbacka, 2001, p. 551) which will be very important in this research for delicately capture data while staying sensitive to issues of as race and gender. Qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds (Fossey et al, 2002, p. 717). Qualitative research will help understand the issues or problems faced by the participants on a one on one basis with the researcher and removing them from their institution and getting to understand them on a more personal and social level in their work space. Qualitative study validity is traditionally understood to refer to the correctness or precision of the research (Ritchie et al, 2003, p. 356). In an attempt to uphold the studies, valid evidence of how well participants' meanings have been captured and interpreted. While reliability will rely on the nature that might be expected to be consistent, dependable or replicable generated by the participants and meanings that they have attached to them (Ritchie et al, 2003, p. 358). Like the social and occupational perspective of historically disadvantaged individuals that might still perceive white seafarers as dominant, academically with more skills and experience than their Black seafarer counterparts in the maritime industry. In qualitative work, participants are selected by means of theoretical sampling, for their ability to provide information about the area under investigation, which is the sailor's society, which is an industrial occupational area for seafarers. Generalizability in qualitative research refers to the extent to which theory developed within one study to provide an explanatory theory for the experiences of other individuals who are in comparable situations (Popay et al, 1998). 5.3. SAMPLE Participant sample seeks to complete the combination of cases that meet a designated set of criteria (Polit and Beck, 2004, p. 289) where as a researcher, I could form a generalizations of the sample base. The study was conducted at the South African naval base in Bayhead road, located 3.3 kilometers from the city of Durban via Margaret Mncadi Avenue. With a measurable distant from the busy Durban city. The maritime industry is able to cater for the needs of seafarers working in and around the port. It is a safe and relaxed environment away from congested traffic or city noise and pollution. Visitors are requested to carry access cards assigned at the gate for safety and security measures. It providers' seafarers to socially interact away from the ships. Integrating gender and race as means towards social respect and tolerance amongst seafarers in the rapidly changing South African maritime industry. Figure. 6 The view of the city from the harbour, located 3.3 kilometers from the city of Durban Source: Mazibuko, M (2015) 5.4. SAMPLING METHOD The researcher used purposive sampling method; The target sample exclusive historically disadvantaged individuals in the South African context working in the South African maritime industry, chosen out the convenience or recommendation of the study, it is only conclusive the method of sample only interprets the results of the population under study (Palinkas, 2013 p. 154). Considering the locale of the study, purposive sampling was convenient and useful in documenting events at the sailors' society since it is remote and exclusive from the



rest of the city and surrounding areas and not everyone can attend or witness the lives of South African seafarers (Zelditch, 1962). Despite the inherent bias suspected in a purposive sample, the method does deliver a reliable and robust data from the perspective of a historically discriminated and excluded demographic in the maritime industry (Barnard, 2002).

### 5.5. SEMI-STRUCTURED ONE-ON-ONE IN-DEPTH INTERVIEWS

I decided to use semi-structured interviews in order to provide some structure to encourage focus on the research topic (Raeisi, 2013, p.84), whilst permitting scope for exploration of new insights (May, 1993). Due to the nature of the study, meeting with the participants can prove to be difficult hereafter semi-structured interviewing, according to Bernard (1988), it is best used when you will not get more than one chance to interview the participants. According to (Ritchie et al, 2003) semi-structured interviews include drawing up a topic guide, which is a list of topics the interviewer wishes to discuss. The guide schedule does not restrict the interview, considering all sensitivity with flexibility that does not prohibit follow up points for the interviewer or interviewee. Particularly in an explanatory study of a remote area such as the international sailors' society that might have different social, cultural and traditional way of life away from ashore norms and values of the general populace.

Figure. 7 Preparing semi-structure interviews in the naval boardroom  
Source: Mazibuko, M (2015)

### 5.6. ETHICAL CONSIDERATIONS

According to Jones & Kottler (2006), ethics have become a cornerstone for conducting effective and meaningful research. Whether a researcher is a psychologist, educator or an anthropologist the primary responsibilities to participants is clear; obtain consent, protect from harm and ensure privacy (Jones & Kottler, 2006). The study ensured a direct method to obtain consent from the person to be involved. The research involves a potentially marginalised and vulnerable population group, which requires diligent attention to ethical principles such as integrity, respect and sensitivity. The demographic profile of participants in the study is reflective of a relatively designated group in the occupied in the maritime industry who have been classified as historically disadvantaged and marginalised group, with psychological and social implications. Physical implication presents inherent stereotypes of incompetence based on physical attributes like skin color or gender. Social factors increase vulnerability may include isolation, absence of individuals or small social groups based on shared social issues.

### 5.7. INFORMED CONSENT

While at first glance informed consent appears a relatively straightforward issue involving the provision of appropriate information to enable people to make informed decisions about participation in a research project, a closer examination of the issues involved reveals that the process is far from straightforward (see Alderson & Goodey, 1998). A vital component of the ethical discourse of research involving human subjects is the process of informed consent, which recognizes the autonomy of research subjects by sharing the power of decision-making with them (Frankel and Siang, 1999). In this study, it was made clear to participants that their participation is voluntary. Three elements must be present for an effective consent informed consent approach: capacity, information and voluntariness (Draw&Hardman, 2006). Capacity is the person's ability to acquire, retain and evaluate information. Rending all employed seafarers competent based on the Basic Conditions of Employment (BCE) Act 75 of 1997(Mahery & Proudlock, 2011, p.12). Section 4337 legal qualification for employees, which is regarded in terms of age. Henceforth all participants through purposive sampling are 18 years and older (Field & Behrman, 2004). The field and nature of study assured that no participants were deemed incompetent to give consent on their own or legally too young.

### 5.8. CONFIDENTIALITY AND ANONMITY

Comber (2002) noted that the use of signed consent forms may compromise issues of confidentiality and anonymity which are important issues where participants are in need of protection. Individuals may want to protect their identities from the researcher and expecting them to divulge it runs counter to other ethical principles. The first step in the process of fieldwork participation was the reading and signing of the informed consent highlighting participants' confidentiality. The study maintains the privacy of research study participants. The questionnaire study, basic confidentiality procedures have been prioritized including; the use of replacing participants' names and surnames with numbers.

### 5.9. DATA COLLECTION

Data collection provides the researcher time to consider the theoretical and objective aim of the study (Hakim, 1982), utilizing interviews, focus groups and observation method as tools for an effective qualitative method for data collection. Focus groups combine elements of both interviewing and participant observations (Frechtling, 1997, p. 9). Focus groups dynamics and technique inherently allows observation groups dynamics, discussion and first hand insight into the respondents' behaviour concerning social interaction amongst other seafarers in the remote

37 No-one may employ a child under the age of 15 or under the minimum school-leaving age. In terms of the Schools Act, the minimum school-leaving age is the last school day of the year the child turns 15 or the age at the end of the ninth grade; whichever comes first (Mahery and Proudlock, 2011, p.12). area of the sailors' society. While observation is the method, by which the researcher gathers first-hand insight data on the participants' occupational processes while providing an opportunity to collect data on a wide range of behaviour capturing the social essence of the study. Underlining social interaction, that explores the evaluation of the changing face of the South African seafarers. The observation approach allows the researcher to learn about issues participants may be unaware of or they are unwilling or unable to discuss in

an interview or focus groups (Bennett, 2011, p. 53). 5.10. INTERVIEW PROCESS Data collection through interviews is a face-to-face, one-on-one process. Following the interview schedule. The entire interviews were conducted at the international sailors' society in the Durban port. All the aims and objective prior the interview were highlighted while the participant read through the consent form. All participants interested in being interviewed were required to sign the consent forms, with all interviews thereafter conducted with the full knowledge and acceptance of the participants. With in-depth interview and focus groups conducted for the study, the interviews were verbally led in both English and Zulu. With all writing translated into English. Using both Zulu and English allowed for the historically disadvantaged Black African seafarers to be accommodated and respected as part of the study, while the English language as the medium of communication will accommodate other racial groups.

5.10.1. DATA ANALYSIS Thematic analyses is a systematic that is often used to analyze data in primary qualitative research (Thomas & Harden, p. 2). Thematic analyses is not another qualitative method but a process that can be used in most. The analyses is the formation, identification and development of themes (Thomas & Harden, p. 5). Polit and Humber (1999, p.699) refer to data analysis as the systematic organization and synthesis of research data, and the testing of a research hypothesis using those data. This research study was exploratory study of nature and therefore explorative statistics were calculated. Explorative statistics enable a researcher to reduce summaries and describe qualitative data obtained from observed evidence (Polit & Beck 2004, p. 716). The process of data collection will be approximately a month's process, with the first week establishing the adequate sample number of participants, and the remaining three weeks reserved for the formation of a focus group within the sample base of members interested in taking part in the research for the full duration of the stud. As mentioned above the method of semi-structured interviews, assist the participants explore in detail their own perceptions and accounts. The method is suitable for the research topic since very little is known about the topic of study. Specific tools used to collect and record the data for analysis, would be an audio tape recorder, since the port area is a busy place and continuous movement in and out the area can prove to be difficult to capture each response in writing, writing notes might be difficult and certain important data could be lost in translation. This research focuses on historically disadvantaged individuals in the Durban Maritime industry, particularly in South African registered ships, since these ships are more accountable to South African laws and regulations of "AA and labour policies. With an overview and opinioned measure from schools or school, that offers Maritime study in the city of Durban. The study was conducted at the seafarers in the sailors' society in Umbilo and Bayhead that is located at the Port city of Durban.

5.10.2. LIMITATION OF THE STUDY Due to the remote locale of the study, gaining gatekeepers approval proved to be difficult with officials being in and out of the office or away on work related issues acquiring appointment proved to be most difficult. Concerning the study itself was the model of adopting a purposive sampling methodology (Berrios et al, 2016). With a small sample size and the non-random nature of the sample that place severe constraints on the ability to generalize findings to the general population. Although this phenomenological approach was centered on gaining knowledge and understanding through the explication and illumination of the lived experience of those involved in the study rather than generalization to the wider population. Time and space proved to be difficult for the seafarers. The time limit proved difficult since the seafarers are only available during six o'clock until ten o'clock in the evening. Time for interviews was less exciting for the participants after a long day's work. Getting transport to the area was hard since public transport ends at seven o'clock in the afternoon.

5.11. CONCLUSION In this chapter, the research methodology was adopted to conduct the ethnographic component and purposive sampling method of the study. From the research design, sampling method, participants, ethical consideration, data collection, analysis, and limitations of the study outlined and explained in detail. Purposive sampling is a relatively innovative methodology in the area of race and gender involving employees in their workplace. This methodology has been an effective strategy in conducting research into a potentially sensitive topic. Purposive sampling was selected for the study because of the uncertainty involved in determining the response to an invitation towards participants in a study about the changing face of the South African seafarer. The study also used in-depth interviews that generated valuable data from the perspective of the historically disadvantaged individuals or designated group within South African seafarers. Therefore, necessitated targeting members of the population of interest. In the process, a number of ethical challenges were addressed, including informed consent, ethical clearance, confidentiality and voluntary participation. Word of mouth was the most successful strategy that depended on the commitment of friends and colleagues to assist in the recruitment process by acting as the source of referral between the researcher and potential participant. Using contacts within international sailors' society definitely assisted in the recruitment process. The participants were free to withdraw at the time of interview. Each component well described with direct relevance to the study of the changing face of the South African seafarers.

CHAPTER SIX 6. FINDINGS AND ANALYSIS 6.1. INTRODUCTION This chapter discusses the key findings and analysis of the qualitative data captured in the semi- structured schedule. Systematic thematic data analyses

themes are reviewed in the analysis section include exploring themes in the occupational seafaring profession, capturing the lived experiences and challenges from officers and ratings, highlighting political policy implementation and social interaction in the workplace. Underlining AA and EEA legislative implementation and racial and gender transformational process with the changing face of South African seafarers. The data findings involved 20 participants, all historically marginalised individuals who all hold position in the South African Department of Defence under the navy occupation. All interviews were conducted at the South African navy on the Bayhead Road Naval station. Interviews were smooth with a tasked warrant officer and officer secretary who gracefully assisted in the identification of interested participation identified through purposive sampling. Conducting scheduled interviews was made easy, since seafarers in the navy work in units of +- 65, varying rank occupations per ship. Each interview was conducted over a period of 30 minutes to an Hour. The interviews were piloted from 8h30 until 12h00 and break for lunch from 12h30 until 1h30. No interviews were conducted after lunch, since most of the participants proved to be less attentive to participate in the interview on the 1st day. The participants preferred to rest or recover from morning exercises and naval duties.

## 6.2. DEMOGRAPHIC OF RESPONDENTS

### TABLE 1 PARTICIPANTS' DEMOGRAPHICS

| Participants | Race         | Gender | Age   | Training period   | Rank                   |
|--------------|--------------|--------|-------|---|------------------------|
| 1            | African      | Female | 26-34 | Basic 6 months training + core 3 months officer training          | Officer                |
| 2            | African      | Female | 18-25 | Basic 3 months Military training + 9 months officer core training | Officer                |
| 3            | Coloured     | Male   | 26-34 | Basic 3 months navy training + 9 months officer core training     | Officer                |
| 4            | Indian/Asian | Male   | 18-25 | Basic 6 months navy training                                      | Officer                |
| 5            | Indian/Asian | Male   | 47-54 | Basic 24 months navy training                                     | Senior rating          |
| 6            | Indian/Asian | Male   | 26-34 | Basic 6 months navy training                                      | Rating                 |
| 7            | Indian/Asian | Male   | 47-54 | Basic 12 months navy training                                     | Patty officer          |
| 8            | Indian/Asian | Male   | 47-54 | Basic 6 months navy training                                      | Warrant officer        |
| 9            | Indian/Asian | Male   | 47-54 | Basic 9 months navy training                                      | Rating                 |
| 10           | African      | Male   | 26-34 | Basic 6 months navy training                                      | Rating                 |
| 11           | African      | Male   | 26-34 | Basic 6 months navy training                                      | Rating                 |
| 12           | African      | Female | 26-34 | Basic 6 months navy training + 9 months officer training          | Watch officer          |
| 13           | African      | Female | 18-25 | Basic 6 months navy training                                      | Public relation rating |
| 14           | African      | Female | 26-34 | Basic 6 months navy training                                      | Officer                |
| 15           | African      | Male   | 26-34 | Basic 6 months navy training + 9 months officer training          | Officer (A)            |
| 16           | African      | Male   | 18-24 | Basic 6 months navy training + 9 months officer training          | Officer (E)            |
| 17           | African      | Male   | 26-34 | Basic 6 months navy traing  | Rating (CC)            |
| 18           | Coloured     | Female | 26-34 | Basic 6 months navy traing  | Rating (J)             |
| 19           | Coloured     | Female | 26-34 | Basic 6 months navy traing  | Rating (J)             |
| 20           | Indian       | Female | 35-40 | Basic 6 months navy training + 9 months officer training          | Rating (PO)            |

### BIOGRAPHICAL INFORMATION OF PARTICIPANTS

- Participant one is a 27-year-old, African female. From Gauteng Orange farm township. Her current education level is a 3 years Maritime Studies Diploma from Cape Peninsula University of Technology. With additional 6 months' basic navy training, with additional 9 months' officer core training with the South African Navy. An officer who takes pride in her work and like most seafarers in the navy well dressed in the formal white navy officer uniform. The participants did not have any friends or relatives in the Department of Defence or South African Navy, her choice of employment can be accredited to her curiosity to explore new horizons and adventure that comes with the nature of travelling in different line of occupation compared to most on land. Gaining employment access as a seafarer: The participant was introduced to the nature and occupational opportunities in the maritime industry and South African navy station from the SA navy school visits and career exhibitions where she also further learnt about opportunities particularly as part of the South African navy. Training for employment as a seafarer, where means to obtain employment towards furthering her studies from the officer navy salary occupation. Becoming an officer in the SA navy was through rigorous training and dedication and most importantly aligned education matriculate and tertiary results.
- Participant two is a 23-year-old, African female. From the mid-sized faming and trading rural area of Matatele in the Eastern Cape. Her highest education achieved is a Diploma from Mangosuthu University of Technology, her parents paid her tuition and residential fees. The diploma took her 3 years with one year for practical's. The 105 SA navy attained her academic qualifications with the completion of SA navy's 6 months basic training, with an additional 9 months' core officer training as part of the requirements for the sub-lieutenant officer rank. Gaining employment access as a seafarer: Working at sea has always been the participant's childhood dream. Her father, who worked in a shipping company and still works at sea, influenced much of the interest in working at sea. Her father use to take them to the harbour for boat rides, which opened her up to the experience of sailing. The participants followed her dream of working at sea, after completing her electrical engineering diploma applied for the navy.
- Participants three is a Coloured Male, 27 years old. He comes from the small town of Paarl in the Western Cape Province, the name Paarl is derived from Parel, meaning pearl in Dutch symboling of the "riches" from Dutch ships that passed the cape in the early 1960s. The participant has a three-year Bachelor's Military degree in Technology and defence management from Stellenbosch University in Cape Town. He expressed that requirements for enrolment to Stellenbosch University required him to receive an E symbol (Higher Grade) or a D symbol (Standard Grade) in both Mathematics and Physical Science for the final matriculation examination, which he achieved comfortably.

The participant completed his basic and core SA navy over a 12 months' period and is a qualified Ensign Officer (Junior Officer). Gaining employment access as a seafarer: The participant was exposed to the different branches of the South African DOD through open days at the University and from friends who were also interested to be employed in different Military service departments. His initial interest was to be part of the air force in the South Africa department of defence. He preferred employment that allowed him to be outdoors. When the opportunity to be part of the DOD.

4) Participant four is a 24-year-old, Indian male. He comes from the peripheral area of Avoca suburbs in Durban north. After matriculating in 2007, the participant did not have the means to further his education in a higher learning institution. The basic six months' navy training was his best option, from applying for further education. Gaining employment access as a seafarer: With no friends or relatives in the maritime industry or navy, the participants learnt about the navy funded training programme from friends in his community.

5) Participant five is an Indian male, 45 years old. The participants live in the suburb of Crest wood Hilllane in Durban. Being the oldest of seven siblings, completing his education was difficult due to financial difficulties at home, forced to drop out from high school and look for employment to help support his family. The South African navy gave the participants an opportunity to provide for his family and serve his country, which after 34 years of experience in the navy he feels proud to be part of the South African department of defence. Gaining employment access as a seafarer: The participant's mother was a house-wife, his father worked at the Natal Government Railways Point Station building for a Railway Company near the port in the early 1950's. When the railway companies closed down he was The South African army was his best option for training and recruitment. After 24 months of training, in 1981 the participant was amongst only 3 male Indian fire fighters in the South African navy in Durban.

6) Participants six is a 29-year-old male rating, who lives in the Phoenix which was established as an Indian township in 1976 (EThekweni municipality, 2011). Located 20km from Durban city centre, Phoenix is one of the communities affected by apartheid segregation policies. With evidence of the tiny semi-detached properties handed out by the apartheid government the settlement. Their houses built on top of each other, built so close to one another that you could see what your neighbour was cooking for dinner. Aside from residing in a demographic historically marginalised community of Phoenix. After enrolling in the South African Navy the participant using his funded by the South African navy was able to register a degree in psychology from the University of South Africa. He is currently completing his 2nd year of his 4-year degree. Gaining employment access as a seafarer: A next door neighbour advised the participants to apply to work in the department of defence since he held a matriculate certificate as his highest education. With no means of funding further tertiary studies, the navy was his best option.

7) Participant Seven is another 48-year-old Indian Male veteran, a senior rating in the South African navy. The participant lives approximately +-4km from the naval base station in the Bluff suburb. Growing up the participant remembers the naval base and navy being a big part of the local community, the naval station always open to the community prior to its closure in 1992. he is reminded of navy carnivals in the early 1970's when his brother and himself use to visit the naval station to fly kites near the sea breeze from the naval base playing grounds, with varies activities going on around the naval base from ferry boat rides to civilian navy training conducted every Saturday afternoon. In 1982 the participant enrolled in the South African navy following on his friend's footsteps. With only a standard 8 (grade 10) education background the participants' dedication over the years has promoted him to petty officer rank, which is a superior rank petty officer, are usually among the specialists of the ships' company. Gaining employment access as a seafarer: With most of his older friends joining the navy after high school. He was inspired by the well- groomed, disciplined and inspirational young gentle man his friends had turn out to be, as military and marine trained individuals in the South African defence force. Participant Eight currently ranked as a rating in the South African navy; is a 25 year old, Indian male that lives in Chatsworth suburban area created in the 1960's as prescribed by the group areas Act of 1950 No 41. A predominantly Indian community in the South Durban basin, roughly boarded by the Umhlatuzana river in the north and the Umlaas river in the South. The participant remembers fishing and swimming in the Umhlatuzana river as a child. The river was best known for naturing juvenile fish, making it the best river to catch fish before they swam to sea, past the Durban harbour. His 6 months basic training was based in Saldanha Bay, which is the only ideal natural harbour on the western coast line that's stretches over 2,5000 kilometers from the desert border with Namibia. Gaining employment access as a seafarer: The participant has three brothers in the South African department of defence; one is in the air force while the other two are employed in the navy. Family influence from the older brothers, 109 and a childhood interest in water-oriented activity such as swimming and fishing. After completing his matric at 18 years of age, the participant registered for the navy training.

Participant Nine is a well-experienced 53-year-old Indian male. A warrant officer in South African Navy. The participant lives in the thriving township of Phoenix that has a tangible sense of community rarely found in the plusher suburbs, some 20km northwest of central Durban. The participant completed his N1, N2, and N3 diploma qualifications in electronics at the Sastri collage, located in the Musgrave area, Durban. Gaining employment access as a seafarer: With a weapons

certificates training from the Defence force collage in Saldanha in the Western Cape. The participant registered for training and enrolment in the navy in 1982. He felt holding a diploma in electronics and a weapons training credentials in the early 1980; s the South African navy, presented the best opportunity for employment for him. Participant Ten male, 33-years-old comes from Botshabelo<sup>38</sup> in Bloemfontein. Botshabelo is a large black township settlement set up by the then apartheid government 45 km east in the Free State province. A close family friend who works in the navy introduced the respondent to his career. The participant was proud to mention he finished building his grandmother a house last November. Gaining employment access as a seafarer: His friend bought him application forms to apply for the navy. Struggling to find employment after matric and his grandmother as his only source of income; enrolling in the navy was his best option, as advised by his family friend. Participant Eleven is a 28-year-old, African male who also completed his basic navy training in Saldanha in the Western Cape. The participant comes from the large 'tropical garden town' of Tzaneen situated in the Mopani District Municipality of the Limpopo province. The participant has never imagined exploring new countries, an experience that 38 Botshabelo; meaning "a place of refuge". was life changing. As a young boy in the poverty stricken province of Limpopo travelling and seeing how other people of different race and backgrounds has been a great cultural, social and occupational transformation. Gaining employment access as a seafarer: The participant was originally interested in joining the army; however, transformation in the Department of defense resulted in increased opportunities in the navy. Having worked in the navy for eight years, he finds work at sea very interesting. Participant Twelve is a cheerful 26-year-old, African female who comes from East London. In a small suburb of Cambridge areas stretching only 1.69 km<sup>2</sup>. Like most post- apartheid urban settlement, Cambriges is a racially diverse community with a racial makeup of 29.2% Black African at, 8.5% Coloured, 2.4% Indian/Asian and 59.3% White (StatSA, 2011). The participant applied and registered for the navy funded 6 months basic training course and further completed a 9 months' officer training course. Gaining employment access as a seafarer: The participant recently joined the navy in January 2014. With a diploma qualification in nautical science from Durban University of Technology Steve Biko campus. After seeing an advert, adverting employment opportunities in the South African navy particularly for African females. She felt office work is "boring"<sup>39</sup> compared to the occupation at sea. Participant Thirteen is a lively, well opinionated 21-year-old, African female. Coming from a very influential community of Orlando East in Soweto. A dominantly black African community that was historically involved and affected in the 1976 dramatic shoot-out the same day that Pieterse was killed in West Orlando. Coming from an low income household that participant was funded by the national student financial aid scheme (NSFS) for her 3 year diploma. The participant registered in the navy as a way to rebel to her parents. Unlike most participants occupation and sea was not "a calling" for 39 Boring; an adjective describing as not interesting and tedious process. 111 the participant but rather a root to rebel and escape. She felt frustrated by the pressures at home to find tradition public relation occupation in the city. The South African navy presented the means to rebel, escape and explore new occupational opportunities as a public relations rating. Gaining employment access as a seafarer: The participant felt she, was forced my occupational circumstances at home. Being the oldest amongst her siblings and the only girl finding occupational in the maritime industry, in a male dominated industry was a rebellious act. The participant is not only breadwinner at home but also her three male siblings show equal if not more respect for her as the oldest working sibling. Participant Fourteen has been working in the South African navy since 16 January 2006 on a Wednesday approximately 2h30, a proud day for the 29-year-old, African male. The participant comes from the rural community of Lusikiski, which is 352km from East London city. That lies on the Indian Ocean coast, largely between the Buffalo River and the Nahoon River, and hosts the country's only river port (Department of Water and Sanitation,2014). Gaining employment access as a seafarer: Coming from a fishing community in the Western Cape coastline. Seeking occupation in the seafaring industry has always interested the participant. Participants Fifteen is a 27 year old, African male from Ngqeleni a small town in O.R. Tambo District Municipality in the Eastern Cape. Ngqeleni is a rural settlement, the population makeup consists of 98% Black Africans. Eastern Cape has the second highest poverty levels in South Africa with 47% of households below the poverty line (Brandshaw.D et al, 2000, p. 5). Hence gaining tertiary education funding from the national student financial aid scheme was not a problem, since the participant was able to complete his 3-year diploma from the Walter siZulu University. The participant applied and completed his 3 months basic training plus 9 months' core officer training. The participant is currently an auxiliary officer stationed in the engine room. Gaining employment access as a seafarer: During the last year of his diploma, the South African navy visited Walter Sizulu University; for a workshop towards gaining access in the funded training and occupation opportunities presentation for graduates interested in the South African navy. Participant Sixteen like participant fourteen is also an ensign officer. The youngest in his unit, a 20-year-old African Male seafarer who comes from Matatele in the Eastern Cape. With a mechanical engineering diploma from Durban University of Technology, the participant felt gaining occupational access in the South African navy was not difficult. The participant's tertiary



qualification and maths and in high school made him the favoured employee for the ensign officer rank. He expressed that in the navy it not difficult to gain promotion if you worked hard in your rank and fit the demographic, training and academic qualification criteria requested in the post. The participant is one of the youngest ensign officer in the Durban naval station. He feels passion in the work you do helps you succeed. The participant feels that the South African navy is doing well in integrating more young recruits in the navy, but the participant feels this transformation is equal or balanced in terms of recruitment based on demographic logistics in the South African navy. Gaining employment access as a seafarer The naval visit to the Durban University of technology helped the participant gain interest in the industry. The participant main interest was the fact that working at the navy allowed him an opportunity to access occupation that could also fund is studies onwards. Participant Seventeen is a 26 year of African male from Atteridgeville township in the City of Tshwane Metropolitan Municipality, located to the west of Pretoria. With 4 years Bachelor degree in psychology from the University of Tshwane, The participant is a rating mustering as a catering chef in the navy. Which he chose for himself since the navy promotes new recruits to muster in a rank that they feel best suits them. Although most mustering ranks are allocated by the navy based on demographic transformation, qualifications and experience. The participant views the South African navy and the employment opportunity in the maritime industry as a stepping stone. He was able to pay his tuition fees form his navy salary, built his mother a new house and recently got married. Gaining employment access as a seafarer: The participant joined the navy seeking employment; he enrolled under military skills development (MSD) navy initiative. The program was implemented to promote racial and gender transformation in the navy, by harnessing the skills new recruits had acquired with the relevant skills acquired in the navy. Participant Eighteen is a 25-year-old Coloured female, is a junior rating. The participant comes from Cape Town (Ocean view).In an areas that was first called Slangkop and the first residents moved in 1 August 1968, Ocean view was established in 1968 by the apartheid government under the Group areas Act as a township for coloured people who had been forcibly removed from so called "white areas" such as Simon's Town, Noordhoek, Red Hill and Glencairn. With a history embedded in apartheid, bitter resentment among White and Coloured people still exists in the area. Matriculating from, a local high school the participants highlighted that 'she has never interacted with individuals of different race groups' coming from an all Coloured community. Recruitment training in the navy was both an eye opening experience of working and living with individuals from different races, religious, ethnic and cultural groups. She was happy to mention that she was currently engaged to an African male, an interracial relationship should did not imagine being in prior the 6 years in the South African navy. Gaining employment access as a seafarer: Simons Town open day navy festival presented the participant with an industry and occupation, which could change her lifestyle, from the coloured township of Slangkop. In a job that allowed the participant to travel, while holding a stable occupation. Participant Nineteen is a Coloured female. She is 27-year-old AB rating from Adelaide in the Eastern Cape a small town that dates back to 1835 when a British officer named Captain Alexender Boswell Armstrong (1787-1862), who named Fort Adelaide after the wife of King William IV. The participant originally had his interest in serving in the South African army like his father before him. With the demographical transformation due the change in governance and policy, post-apartheid South Africa. His father steered him to venture into the employment opportunities now available in the South Africa navy. With a first cousin working as a leading seaman in the South African navy, the participant's family; particularly his father he has been the main influence for working in the maritime industry under the South African navy. Gaining employment access as a seafarer: My father having served in the SANDF, her interest in the defence force has always been something she looked to, from her father. With the development and rejuvenation of the South African navy post-apartheid. The navy industry was an industry where should could defend South Africa while being employed and earning a living. Participant Twenty is a 37 year old, Indian female that lives in the interracial community of Bluff<sup>40</sup> with both Coloured, Indian Black and very scarce White population. Since the mid-nineteenth Century, historically known as 'white man's Bluff' referencing the early colonial habitation by shipwreck survivors. The region has been purposed for navigational and military use. With a Diploma in IT from Business Collage with various employment opportunities in the corporate market, the participant beliefs working at sea for her was a "calling"<sup>41</sup>. Ever since tertiary, she has had friends studied and training under the navy. This exposed her to various 40 Bluff; the traditional Zulu name for Bluff is isibubulungu, meaning a long, round-shaped ridge. 41 Calling; a strong urge towards a particular way of life or career; a vocation. employment opportunities in the navy. The participant felt fascinated and in love with the idea of working at sea. Which she feels was an unrealistic reality for historically disadvantaged individual, particularly women. PARTICIPANT ACADEMIC BACKGROUND AND MUSTERING RANK PAR TICI PAN TS LEVEL OF EDUCATION HIGHER EDUCATION INSTITUTION HOME (\*)SET TLEM ENT MUSTERING 1 Diploma (Maritime Studies National diploma) Cape Peninsula University Technology of Gauteng Province Orange farm Rural settleme nt Deck Officer 2 Diploma (National Diploma: Engineering: Electrical) Mangosuthu University Technology of Eastern

Cape Matatele Rural settlement Sub-lieutenant officer 3 Diploma (Tech and Defense management)  
 Stellenbosch University Western Cape Paarl Suburb settlement Ensign Officer 4 Matric Certificate Paarl  
 Girls High School Kwa-Zulu Natal Avoca Hills Suburb settlement Junior rating (R0) 5 Standard 8 (Grade 10)  
 Chatsworth Secondary School Kwa-Zulu Natal Township settlement Senior rating Chatsworth, Durban 6  
 Matric Certificate Phoenix High School Kwa-Zulu Natal Durban Phoenix Township settlement Junior rating  
 (R0) 7 Standard (Grade 10) 8 Eastbury Secondary School Kwa-Zulu Natal Bluff, Durban Suburb settlement  
 Petty officer 8 Matric Certificate Montarena Secondary KwaZulu Natal Chatsworth, Durban Township  
 settlement Rating 9 Diploma (Electronics and weapons) Sastri Collage, Defence force collage Kwa-Zulu  
 Natal Phoenix, Durban Suburb settlement Warrant officer 10 Matric Certificate Mpatleng Secondary School  
 Bloemfontein Botshabelo Rural settlement Rating (R0) 11 Matric Certificate Merensky High School  
 Limpopo Tzaneen Rural settlement Rating 12 Diploma ((National Diploma: Engineering: Electrical)  
 Mangosuthu University of Technology Eastern Cape Cambridge Suburb Officer (WO) 13 Diploma (Marketing  
 Management) Central Johannesburg Collage Gauteng Soweto (Orlando east) Township Rating (PR) 14 Matric  
 Certificate Mqikela High School Eastern Cape Lusikiski Rural Ensign Officer 15 Diploma (Mechanical  
 Engineering) Walter siZulu University Eastern Cape Mtata (Ngqeleni) Rural Electro-technical Officer 16  
 Diploma (Mechanical Engineering) Durban University of Technology Eastern Cape Matatele Rural Ensign  
 Officer 17 Bachelor's Degree University of South Pretoria (Atteridgeville Township Junior Rating (Psychology)  
 Africa) 18 Matric Certificate Ocean View Secondary School Cape Town (Ocean View) Suburb/ City  
 Junior Rating 19 Matric Certificate Adelaide School High Eastern Cape Adelaide Suburb Rating (AB) 20  
 Diploma (Information technology) Kwa-Zulu Natal Durban Bluff Suburb Rating (PO) 6.3. SUMMARY The  
 legal occupational age set between 18 and 22 (Graduates up to the age of 26), that are seafarers in the  
 South African navy. You must be a South African citizen, you must also have obtained a National Senior  
 Certificate and comply with the fitness requirements, not be bound to a specific area, have no criminal  
 record and preferably be single (). This legal occupational policy transcends throughout the maritime  
 industry. Participants in the study range between eighteen and fifty-four years of age. Participants  
 homesteads array from rural, township and suburban areas, from various South African provinces commonly  
 coastal regions. Both male and female South African seafarers working in various occupational vacancies,  
 from junior to senior ratings and officers. Ranging from junior rating/entry level, petty officer, ensign officer  
 and electrical officer. Participant are aged between 18 years, which is the requirement to join the South  
 African navy, and 60 years being the closest to 65 which is their retirement age. With four participants  
 between the ages 18-25, ten participants' ages between 26-34, five participants the ages 47-54 and only  
 one participant with ages 35-40. figure\_ 11 Age distribution of participation in the study Source: Mazibuko,  
 (2015) Some of the seafarers in the South African navy have work on and off-shore on both national and  
 international waters, with a few of the participants furthering their academic qualifications in various higher  
 education institutions self-funded by their navy salary. The rest of the participants are happy with their  
 current field of occupation although, they argue that in several occupational vacancies promotional  
 opportunities are very scarce specifically amongst the older staff. With many of the senior seafarers not  
 fitting the demographics, gender and age category requested, in most promotional occupational  
 opportunities in the South African navy. Participants range from different provinces, regions, rural settlement,  
 township and suburban areas in South Africa. Kwa- Zulu natal has the highest number of participants  
 working in the South African navy with seven of the twenty seafarers, Eastern cape trailing in second with  
 six seafarers, Gautang with only three seafarers and two provinces namely Limpopo and the Northern cape  
 each sharing a participant. Many of the seafarers' expressed feeling home sick, a feeling commonly over  
 shadowed by the privilege and responsibility of being breadwinners within their historically disadvantaged  
 families. Seven of the twenty participants live in rural settlement, with eight participants residing in suburban  
 areas and only five participants residing in townships. The South African navy seafarers staff holds a sense  
 of family and unity, any racial and gender 'jokes' are not taken seriously or given much attention. Both senior  
 and junior seafarers say this helps the working relationship amongst seafarers, which have to work and live  
 in closed quarters with each other from dining halls, sleeping quarters on ships and on the navy base and  
 work stations off and on shore. These factors are perceived as stressful especially during resting and  
 sleeping times, which can distinctly impact the recreational value of the leisure time (Oldenburg et al, 2010,  
 p.253). 6.4. SEAFARING AS AN OCCUPATION OPPORTUNITY Supply and demand in South Africa  
 investigated various occupational opportunities in the maritime sector. Looking at boatbuilding, which has  
 about 4500 people employed. Accredited short courses for boat building specific skills, such as laminating,  
 welding, marine electrical are currently not catered for and this is needed to up-skill the existing workforce;  
 the recognition of prior learning is also a priority (HRDC, 2011, p.4). According to the maritime labour  
 convention (2006) all ships must have, a sufficient number of seafarers employed onboard to ensure that  
 ships are operated safely and efficiently. In the last few decades, globally the disaster and incident rates in  
 seafaring have fallen sharply (Oldenburg et al, 2010). Seafarers are often exposed to various high diversity

of occupational health hazards on board ships (Oldenburg et al, 2010, p.249). Not only during working time but also during leisure time on shore. Seafarers are continuously exposed to ship-related environmental stress factors such as ship motion, noise and vibration (Oldenburg, et al, 2010, p.253). These factors are perceived as stressful especially during resting or sleeping times, which can distinctly impact the recreational value of leisure time. In recent years a development in merchant seafaring has occurred in which reduced crew size owing to modern techniques has lead to increased workload aboard, which has minimized crews social contacts.

**6.5. THEME ONE: RACE** How respondents Feel About Racial Transformation In The Maritime Industry? **RESPONSE #1** A lot can still be done. People should be appointed based on merit not on race. Since in the South African Navy people are appointed based on racial demographics, which does not benefit the maritime industry. **#2** it's good, it just that people are not informed about the maritime industry and South African navy. **#3** Good but the industry needs more people, although certain seniors still impose their presence towards junior, which can be taken offensively or as a navy joke amongst 'colleagues' **#4 #5** It has it pros and cons since the racial transformation has resulted in a younger demographic joining the navy, which has not resulted with any major racial skirmish but rather a discipline conflict since young cadets have attitude issues towards older/senior seafarers. Particularly when a younger seafarer holds an officer/senior rank **#6 #7** The racial transformation is fantastic, working of different race and gender groups is awesome **#8 #9** Indians are still disadvantaged looking at the Indian racial representation in the Durban area the SA navy does not present a sacifactory Indian demographic **#10 #11** its feel good that historically disadvantaged individuals are being promoted in the maritime industry. Things are different racial transformation and equal training enforces racial and "gender equality **#12 #13** it's amazing to see this transformation in her life time! **#14** There is an influx of Black cadets compared to White Cadet **#15** The South African Navy and maritime industry shows that South Africa's political governance and legislation has changed "towards a positive direction **#16** Racial transformation is negative, the criteria of recruitment and promotion is based on demographics, which is unfair to long serving cadets **#17** it's good but the larger unemployed demographic is not informed about occupational opportunities in the South African navy and the maritime industry. **#18** it about racial groups getting promotional posts. **#19 #20** figure\_12 Racial graph of participants in the study Source; Mazibuko (2015) This theme offers a vital, however critical historical racial construction of South Africans. Analyzing occupational differential and individual choices, which suggests that our identity originates not from inside the person but from the social realm (Burr, 1995). Recognizing that due to the apartheid government South African seafarers in particular are not occupationally homogenous in the occupational differential (Bonnin et al., 2006). A critical segregation policy implemented during apartheid is the Group Areas Act 41 of 1950, enforcing residential segregation. Towns and cities divided into areas, each reserved for one race only. With 35% of the participants residing in rural settlements, 25% of the participants in townships, 30% in Suburbs and only 5% in Cities. Above statements are responses attained from scheduled interviews with the participants. With a 60%, response to the racial transformation question promotional demographic occupational differia tion and transformation is a matter of discussion with different social, occupational, gender and racial perspectives from participants. Mixed perspectives from junior and senior seafarers. 45% of the participants had a positive response to the demographic transformation in the South African Navy and 30% of the participants with a negative response and only 5% null response. Eight of the eighteen participants firstly highlighted that South African Navy and maritime industry is evidence that South Africa's political governance and segregation legislative policy has changed "towards a positive direction transformation, but the industry still needs more people, the racial transformation is fantastic transformational process, the experience of working with different race and gender groups is awesome. Secondly participants emphasized, "It's amazing to see this transformation in their life time" being a senior female seafarer, "it feels good that historically disadvantaged individuals are being promoted in the maritime industry. Participants also expressed, people should be appointed based on merit not on race. With an influx of Black seafarers compared to White seafarers which can be critically viewed as (a reversed apartheid racial occupational differiational/segregational mandate).

**6.6. THEME TWO: GENDER** How has the Affirmative action policy assisted gender equality for historically disadvantaged seafarers by gender? **RESPONSE #1** Highlighted that the implementation of AA policy "brought about an influx of Black seafarers in navy specifically African females, which has pressured female seafarers to prove themselves within their occupational rank. More woman are coming up specifically amongst senior officers, it does not take time for woman to get promoted in the South African navy due to the demographic transformation mandate". The policy has not had a significant impact with many of the woman in the vocation occupied due to self- invested interest. **#2** Woman enter the South African navy based on self-interest; experiencing very little or no gender discrimination. Both junior and senior seafarers alike show gender equality in all workstations. **#3 #4** "Like most government institution that South African navy apply and follow the South African constitution especially in matters concerning employment transformation and equity. "As the only woman in my base I feel are created as equal with my male



counterparts, I am expected to complete all my duties like all the guys in my work station. #5 Affirmative action has helped woman to enter the maritime industry, but they should be able to perform and not be token or indication of transformation” with some junior female niggling for assistance with their seniors, it leaves the work not done at times. #6 #7 #8 Today woman in the South African navy and maritime industry woman are addressed as equal, given equal; opportunities with some holding senior positions. Specifically, when it comes to promotional vacancies in the industry. #9 Yes, the policy assisted woman a lot, in this ‘so called man’s world’. The South African navy has implemented and shown not only racial but gender transformation as well. #10 Female seafarers are treated equally at times, although the masculinity of females is challenged at times, though the man are happy to help it’s not easy since each seafarer is tasked to complete individual’s duties. #11 The policy has not done much, woman are still not exposed to the occupational opportunities, to a point that they do not re-advertise posts in the service. #12 No the AA policy has not assisted, more woman today are courage’s to try new occupations, such as the meaning of being a soldier or seafarer which are all previously male occupations. #13 #14 The policy has worked over the years, transformation is evident in different stations of the maritime industry, although woman may complain or report illnesses more often as way to avoid certain duties or sea bound journeys, which is not fair to us males. #15 Affirmative action has not had much transformation, since all of the occupation opportunities are based on qualification rather than gender promotion. #16 #17 The policy has influenced a lot of women to enter the industry, specifically black woman. #18 As a female seafarer, I choose to work in the industry the AA policy has no influence in my decision I was simply looking for decent employment. #19 The AA policy assisted woman greatly, the apartheid South African navy had very little occupational opportunities to offer for woman, although men still hold more occupational ranks in the maritime industry. #20 figure\_ 13 Gender graph of participants in the study Figure: Mazibuko (2015) The AA policy in South Africa seek to implement the broad equality objectives of the constitution in the field of employment by prohibiting all forms of unfair discrimination in the workplace. AA as a policy

**1 has a meditating function to ensure that inequalities are addressed it therefore, has a profound effect on the public agency procurement**

(Kubu, 2010, p. 45). Questions answered under this theme offers a disruptive background of influx of not only woman in the South African navy, but particularly a large Black demographic group, understanding the perilous historical discrimination against women, with sufficient evidence that demonstrates that women in similar job positions who display equal education and experience do not earn as much as men in comparable tasks (Gutex, 1985, p. 85). Women seafarers, expressed a driven self- invested interest. With more women holding senior positions in the maritime industry with equal salary and other employment benefits than ever witnessed in the South African maritime industries history. 6.7. THEME THREE: EMPLOYMENT What does it mean to be a seafarer in the South African navy? RESPONSE #1 With experience of working in both national and international waters participant one, highlighted the great opportunities “travelling around the world, serving my country whilst being the only bread winner at home to my widowed mother makes me feel very proud #2 I feel like I am a role model to many people out there, because for a female most people would not expect me to be at sea under those uncomfortable conditions, a two-month international deployment to Mozambique made me very proud to wear a South African national flagged uniform to understand what we mean to the rest of the world as a defence force #3 Viewed occupation in the South African navy as, my future and career choice. #4 #5 It’s a challenge everyday protecting state property at sea and most importantly protecting life’s. #6 #7 Happy to find employment and being at work. #8 Being part of the peace keeping mission under the United nations mandate is my proudest moment as a seafarer in the South African navy. #9 I love the sea. #10 Being a seafarer in the South African Navy means a lot, being deployed to serve and protect not only my country but also aiding other countries. #11 Being a seafarer, give me courage and pride to be able to protect and serve my country. #12 #13 It straieness work being at sea for months on end, but you get to make friends during this time from built social ties through drinking and team building sport event. #14 Job security, I love my job it makes me happy I feel important in my country and proud of myself. #15 #16 #17 Showed me that I can do a lot of things for my country, protecting and serving my country helping people in my community as a role model whilst providing for my family is everything to me. #18 Means long periods away from home, you go with your assigned ship”. #19 #20 figure\_ 14 Rank graph of participants in the study Source: Mazibuko (2015) Understanding South Africa’s apartheid history, it is noticeable that apartheid constructed racial and gender discriminative mechanisms in the South African society, it applied occupational segregation as means to further protect and preserve jobs for white South African citizens (Buchann&Powell, 2004). Occupational segregation in South Africa institutionalized apartheid and exacerbated inequalities in the labour force, not just between

various races, but also between the sexes (Crankshaw, 1994). A combination of apartheid haze, social attitudes and gender inequality in education and maritime training has largely contributed to occupational segregation, resulting in men and women being streamlined into different trades, professions and jobs (Cele, 2003, p. 32). With only

**3three high schools that offer maritime studies at the basic education level.**

**Maritime training at a basic level**

proves to be an important entity towards the growth of historically disadvantaged individual's occupational opportunities in the maritime industry. The backlog of basic maritime education

**3presents a huge skills development potential and has assisted in awareness creation about the industry**

(MSSTTT, 2014, p. 1). 6.8. THEME FOUR: POLICY IMPLEMENTATION Have you witnessed the implementation of the EEA in the South African navy? RESPONSE #1 Although the South African navy abides to the RSA constitutional EEA no.55 of 1998, the navy has similar employment policies but differ in cases of a war threat or war in a country navy seafarers being in the defence force we automatically forfeit certain rights as employees of the state. #2 Yes, the EEA is evident employee and employer protocols being implemented by both sides in the South African navy. #3 Not really, since they is a low White population in the navy today. #4 Yes, everybody has an opportunity to apply for the South African navy. #5 #6 #7 #8 #9 We are guided by the Military code hence the EEA is nullified. #10 #11 Highlighted that the EEA is applicable, but the difference is the additional military code, the military policy protocol is central amongst all navy seafarers. #12 Unlike EEA employee dismissal protocol the military policy in line with the EEA extends its policy to give second chances to certain drug or substance abuse cases. The South African navy further assists seafarers enrol in rehabilitation centres. #13 Yes, and no, yes the EEA implementation has been drafted under military documents to be in line with the South African Constitution. The practical implementation of the policy has not been implemented above military code. #14 Navy have their own employment policies although some laws are similar, for example, the navy do not go to civil court but court Marshall. #15 They EEA promotes similar polices. #16 #17 #18 #19 #20 Internationally, unfair discrimination according to race and gender historically appears to be a feature of the workplace (Haberfield, 1992). Maritime post-apartheid history between the years 1994 to 2003 shows no evidence of policy implementation that is directly directed to the equity and redressing of racial and gender discrimination of South African seafarers (Vrancken, 2004, p. 1). 6.9. THEME FIVE: GAINING EMPLOYMENT INTEREST AND ACCESS AS A SEAFARER How's did you become interested in becoming a seafarer? RESPONSE #1 it was means to further he4r studies after high school, since the navy funds all their students under their training programs. #2 it was a childhood to sail and travel the world by sea. #3 I had originally wanted to register under the South African air force, the growing interest and

**1opportunities in the SA navy resulted in me enrolling under the navy, with the**

love of working outdoors life at sea was the best alternative. #4 from people giving out navy application forms at my varsity. #5 To serve my country. #6 I was introduced into the industry by a friend working for SAMSA, as an alternative route into finding occupation opportunities in the maritime industry. #7 While I was in high school I had friends that were working in the South African navy, this inspired me to get involved in this industry due to the occupational opportunities availed. #8 I am the youngest of four boys, my oldest brother is in the defence force, whilst my two older brother are in the South African air force navy hence I grew up with the interest to serve in the defence force I was the navy was the only available occupation opportunity for me after high school. #9 My aim was to find a decent job, hopefully make a career in the navy. #10 As early as I could remember growing up, in my household I have always had relatives or family friends that were employed or involved in one way of the other in the South African maritime industry specifically the navy. #11 I originally wanted to enrol in the South African army, opportunities that were more visible and available after 1994, were presented in the navy under the South African department of defence force encouraging applicants such as myself to enrol in the navy. The maritime industry in 2006 sounded very interesting to a 18 year matriculate and enthusiastic young adult with an opportunity to explore new

provinces and countries. #12 My educational background steered me into my mustered occupation in the navy. I hold a national diploma in maritime studies from Durban University of Technology, with a qualification as a cadet navigation officer which consist of sea-going occupational profile in the industry. #13 Being the only daughter amongst three boys at home, choosing to enrol in the South African navy was a rebellious act towards my parents who felt a woman's place and job is indoors. With a diploma qualification in public relation, opportunities to work in the human resources department in the South African navy. #14 South African navy high school visits made me aware and interested in the navy's occupational opportunities, with funded training the South African navy was the best occupational opportunity. The way navy officers marketed and presented the naval institution interested me the most to enrol in the industry. #15 I officially got interested to enrol in the maritime industry, after a presentation was made at Walter siZulu campus at the Durban University by marine officers. The officers explained that with dedication and my qualifications in mechanical engineering I stood a good chance to enrol in the maritime industry as an officer. #16 Coming from rural and economically challenged area of Matatele in the Eastern Cape, I could access funding to further my studies after matric. The South Africa navy was the best occupation opportunity and choice with a funded training program plus occupational salary. #17 I am catering chef ,studying opportunities in the maritime industry attracted industry, the opportunity to study while being employed allowed to study a degree in psychology I am currently doing my final year at Unisa. #18 I was mostly interested in the job security that comes with, occupational opportunities within in government/state owned institutions. I also wished to change my occupational locale away from the overpopulated busy polluted city. #19 My father was a soldier in the South African department of defence force, he was the one who influenced me to enrol in the department of defence; it so happened occupational opportunities were more available in the demographically transforming naval institution. #20

**CHAPTER SEVEN 7. CONCLUSIONS AND RECCOMENDATIONS** To transform post-apartheid South Africa, to a competitive global maritime nation. The changing face of the South African seafarer is vital to create occupational opportunity an all-inclusive maritime industry. Implementation of EEA and AA in the South African navy has shown the potential of an all-inclusive maritime sector. The South African navy has evidently shown historically disadvantaged individuals accomplishing great feats in South African maritime industry. EEA and AA policy implementation and shown positive results towards building social tolerance and cohesion in the workplaces. Limiting race and gender discrimination in a historically white male dominant maritime industry. South African navy has transformed tremendously by race and gender through regime and policy amendment from the once royal navy fleet under the British and later apartheid government. South Africa has the greatest potential to be a competitive maritime nation based on the locale of our ports. Revised academic syllabus in high schools to include maritime subjects to expose occupation and career opportunities in the maritime industry from an early age to South African youth. Utilizing the means of reskilling, historically disadvantaged individuals will also assist the numbers of tertiary qualified candidates interested to be part of the South African maritime industry. Investment in South African owned ship companies and ships can gradually defuse the flag of convenience registry, which does not benefit South African import and export GDP on a national level. Targeting illegal or informal occupation contracts of foreign seafarers, and tax cuts for foreign ship companies, which does not favor South African seafarer's growth a potential maritime nation. 7.1.

**INTRODUCTION** This chapter will summarize some of the transformations that have been taken place in the explorative process of the study. Breaking down the experiences, experienced by historically disadvantaged individuals based on race, gender. Understanding the training dynamics for a new generation of seafarers. Analyzing the historical background and current need of ratings and officers. Subsequently laying out the road that has resulted in the changing face of South African seafarers post-apartheid. Lastly stating the limitations that are plummeting the potential of South Africa as an aspiring maritime nation. With a prospective South African human capital that is essential for the growth of the industry. Nationally improving the unemployment numbers of historically disadvantaged individuals, and launch South Africa in the world as an all-inclusive competitive maritime nation in the global market. 7.2. **RACE AMONG HISTORICALLY DISADVANTAGED INDIVIDUALS** The transformation of race in the maritime industry in post-apartheid South Africa has both negative and positive perspectives form the participants. Participant one noted that a lot can still be done. People should be appointed based on merit not on race. Since in the South African navy people are appointed based on racial demographics, which does not benefit the maritime industry. In particular, Indians are still disadvantaged looking at the Indian racial representation in the Durban area the South African navy does not present a satisfying Indian demographic. Participant sixteen-viewed racial change as a negative process, the criteria of recruitment and promotion is based on demographics, which is unfair to long serving cadets. Although the transformation has made the growth of senior seafarers stagnant, participant seven highlighted that the racial transformation is fantastic working of different races and gender groups is awesome. The racial transformation and equal training enforces racial and gender tolerance and equality. With an influx of Black cadets compared to White cadets. The influx gives historically



disadvantaged individual getting promotional opportunity posts in the industry. 7.3. GENDER AMONG HISTORICALLY DISADVANTAGED INDIVIDUALS Participant one, highlighted that the implementation of affirmative action policy; brought about an influx of Black seafarers in navy specifically African females, which has pressured female seafarers to prove themselves within their occupational rank. Today woman in the South African navy and maritime industry are addressed as equal. Specifically, when it comes to promotional vacancies in the industry; today historically disadvantaged females are holding senior positions in the industry. More woman seafarers are coming up specifically amongst senior officers; it does not take time for woman to get promoted in the South African navy due to the demographic transformation mandate. The policy has not had a significant impact with many of the woman in the vocation occupied due to self-invested interest. Participant added that besides the introduction AA in the maritime industry, woman enter the South African navy based on self-interest. They are experiencing very little or no gender discrimination. Both junior and senior seafarers alike show gender equality in all workstations. Although AA has helped woman to enter the maritime industry, but they should be able to perform and not be viewed as tokens or indication of transformation. The underlining that affirmative action has been an influential motive in driving gender equality in the work place, today in the work station on board woman perform just as well if not better than man. Although females are treated equally at times, the masculinity verses femininity of females is challenged at times with man basic certain more muscular tasks as the downfall for woman in the industry. Some man are happy to help it's not easy since each seafarer is tasked to complete individual duties on and off the ship. Participant two; noted that "As a female seafarer in the navy, I feel like I am a role model to many people out there, because as a female most people would not expect me to be working at sea under such, testing uncomfortable conditions, after the two-month international deployment to Mozambique, which made me very proud to wear South African national flagged uniform and understand what we mean to the rest of Africa as a defense force. 7.4. TRAINING AMONG HISTORICALLY DISADVANTAGED

INDIVIDUALS In terms of training among historically disadvantaged individual, participant one expressed that "a lot can still be done. People should be appointed based on merit not on race or gender. Since in the South African navy people are appointed based on gender and demographics, which does not benefit the maritime industry, moving forward. On the other hand, participant ten noted, "it feels good that historically individual are being promoted on the maritime industry. A problem amongst aspiring South African officers and ratings, found it increasingly difficult to complete their experiential training at sea, owing to South Africa's vessel-owner in the merchant navy and fishing industry through FOC registration/flagging out (Synders, 1997, p.9). Under the FOC registration, regulated that South African vessel-owners were no longer compelled to employ relatively more expensive local South African sea-staff/seafarers. They may choose to recruit cheaper, qualified foreign personal from developing countries such as the Philippines, Poland and Yugoslavia to crew their vessels (Synders, 1997, p.9). Hence crippling the education, training and occupational development for South Africans. 7.5. RATINGS AMONG HISTORICALLY

DISADVANTAGED INDIVIDUALS The enrolment of historically disadvantaged individuals as ratings in the maritime industry is a positive onset for the demographic and transformational growth. Participant three added that "it's good but the industry needs more people of all demographics, although certain seniors still impose their presence towards ratings (junior ranks), which can be taken offensively or as a marine navy joke amongst 'colleagues'. An empirical study by Synders (1997) revealed that 90, 3 per cent of vessel-owners in the Republic of South Africa's fishing industry are involved in the training of maritime officers. Through a process of training deck-ratings, that are showing the necessary potential to be sent for additional training to become navigating officers (Synders, 1997, p. 94). Despite the fact that owners indicate an active participations, which is not motivated on the imperative of transformative policy in the maritime education and training process. The evidence at hand confirms that very little training has been targeted at historically disadvantaged ratings in the maritime industry. 7.6. OFFICERS AMONG HISTORICALLY

DISADVANTAGED INDIVIDUALS Not much has been explored about the integration and progression of historically disadvantaged officers, headlines such as the Zimasa Mabela articles, gives a glimpse insight of the integration of historically disadvantaged individuals in the maritime time industry. "Born and raised in the Eastern Cape, Mabela, joined the navy in 1999 as a telecommunications operator. She completed her office training in 2004, becoming a combat officer at the navy's warfare training Centre in Gordon's bay. Mabela later joined the South African sailing centre as an assistant operations officer (BrandSouthAfrica.com.2015)" Faced with double standards of discrimination through, race and gender. Zimase's story of being appointed by rank as the first lieutenant commander and first female navy vessel commander during women's month when she took control of the Safety and security station in Umhloti, she consequently became the first African to captain an active vessel (BrandSouthAfrica.com.2015). 7.7. THE FACE OF HISTORICALLY DISADVANTAGED SEAFARERS As early as 2006, the South African maritime industry with its navy, has witnessed an influx of Black cadets compared to the enrolment of White cadets as observed by participant fourteen in his 10 years of service in the navy. This influx is good but as highlighted by participant

seventeen, “the larger unemployed demographic is not informed about occupational opportunities in the South African navy and the maritime industry”. The changing face of historically disadvantaged seafarers, as noted by participant eighteen, “it’s about racial groups getting promotional occupational posts in the maritime industry”. The policy implementation has had a huge impact towards the changing face of historically disadvantaged seafarers in the industry participant five stated that “Affirmative action has helped woman to enter the maritime industry, but they should be able to perform and not be token or indication of transformation” with some junior female niggling for assistance with their seniors, it leaves the work not done at times”.

**7.8. LIMITATIONS AND RECOMMENDATIONS** To improve, the vacuum of job opportunities amongst a huge population of South African. Specially the majority, who have been discriminated through socioeconomic and political practice and ideology under apartheid law. A population largely excluded in the emerging important South Africans market that offers promising prospects for shipping especially in Africa (United Nations, 2014, p.15). the South African navy in post-apartheid South African protecting; the life pulse of the nation, opens a pool of occupational opportunities, academic and financial independence for historically disadvantaged individuals. The South African Training and academic institutions from; primary, secondary and tertiary education need to invest and focus more in maritime related professions. It is essential that Primary and secondary schools include maritime education as part of the academic syllabus. Training and tertiary institutions need to expand qualifications in the maritime profession to compete with that of the world. The findings in this dissertation support the following recommendations that can be applied in the South African maritime workplace. Participants in the study come from different backgrounds and communities; rural, township and suburb settlement. They have all been able to acquire occupation in a historically discriminative industry. Many of the participants live far from home and their families. Many of the respondents draw inspiration to train and work hard for the families. They do not only take pride in their uniform and work, but most importantly the means to be breadwinners at home or self-independence and development. Maritime regulations that permit (FOC) ship registration can be viewed as fundamental issue that stunts the growth of the Durban port. Limiting the prospects of South African owned ships and South African crewed ships in the industry. Government policy implementation in the maritime industry should not only be applicable to South African registered ships, but all ships including FOC ships. South Africa seafarers should not only dominate in the navy, which serves to protect both international and domestic ships. Ships that are dominantly not crewed by South African seafarers or owned by South African shipping companies.

**7.9. SUGGESTIONS FOR FUTURE RESEARCH** The study found that political reform has a huge influence to the social composition of a prescribed society. The change of segregated policy in the maritime industry, gave rise to the historically disadvantage individuals. The white South African seafarer integrated with the rest of South African citizens in the workplace, forced racial and gender tolerance. Today White, African, Indian and Coloured seafarers train, play, eat, sleep and work together. Historically marginalised South African seafarers’ have to mobilise their energies and their resources to persuade the authorities to translate the policy of EEA and AA into practice in all occupational and ownership opportunities in the South African maritime industry. Access to free education, vocational training and jobs with career opportunities.

**7.10. SUMMARY** Perhaps the glaring evidence of the rapid changes in the racial and gender, occupational vacancy in the South African maritime industry and navy. The study identified the transformed political ideology and legislative policies in the post-apartheid South Africa. The South African maritime industry is occupied by with different racial and gender groups. Each historically disadvantaged individual has a different reason of being part of the maritime industry. A group of individuals; eager to learn, work, grow and most importantly find occupational dignity through financial independence for their families and themselves. South Africa in just over two decades of democracy has fast tracked its education, training and employment of historically disadvantaged individuals. As a country, we have high standard qualifications amongst our seafarers. South Africa’s deregulation of FOC ship regulations in our port stands to benefit the South African lack of employment opportunities amongst the historically disadvantaged individuals. Whilst, financially benefiting the country’s GDP through import and export. Resulting in South African ship owners and companies with South African crewed ships. Today, globally South Africa’s maritime industry can and should be regarded as a competitive industry, providing quality seafarers (Mokhele, 2013, p.18).

Final departure Source: Mazibuko, M (2015) The explorative study and the experiences learnt from the seafarers at the Durban naval base will remain as a panicle point in my academic progress as a sociology student.

**APPENDIX 1: ETHICAL CLEARANCE LETTER** 07 December 2015 Mr. Mfanafuthi Justice Mazibuko (209531092) School of Social Sciences Howard College Campus Dear Mr. Mazibuko, Protocol reference number: HSS/1630/015M Project Title: A sociological analysis of historically marginalised Seafarers: A case study of the changing face of South African Seafarers at the Port City of Durban Full Approval — Expedited Application in response to your application received on 11 November 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL. Any alteration/s to the approved research protocol i.e.

Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years. The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis. I take this opportunity of wishing you everything of the best with your study. Yours faithfully Professor Urmilla Bob University Dean of Research Supervisor: Professor Mariam Seedat-Khan Academic Leader Research: Dr Jean Steyn School Administrator: Ms Ayanda Ntuli / Mr Michael Eley Humanities & Social Sciences Research Ethics Committee Shenuka Singh (Chair)Westville Campus, Govan Mbeki Building, Postal Address: Private Bag, Durban 4000 Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za 1 snymanm@ukzn.ac.za / mohunp@ukzn.ac.za Website: www.ukzn.ac.za APPENDIX 2: INTERVIEW SCHEDULE A sociological analysis of historically marginalised South African Seafarers: A Case study of the changing face of South African Seafarers at the Port City of Durban. Interview Guide Biographical Information 1. Name 2. Please state your age as of the 1st of January 2015? 3. Gender? 4. Race? 5. Where are you from? 6. What level of education do you currently hold? How you accessed employment as a seafarer 7. How did you become interested in seafaring? 8. How did you arrive in this position? 9. What made you decide on a job at sea? 10. How were you introduced to the seafaring industry? 11. Did you know anyone in the industry prior to joining the industry? 12. Do you have any relatives or friends working in the seafaring industry? 13. In your opinion do you think the South African maritime industry is experiencing an increasing or decreasing number of seafarers from historically disadvantaged gender and racial groups constitutionally defined as 'designated groups'? Education and Training 14. How did you train for your job? 15. Where did you study? 16. How long did you study for? 17. Did you have any funding or scholarships for your studies? Employment 18. Are you employed by a company directly? 19. Are you employed under an agency-owned firm? 20. Have you been employed as an independent seafarer or "free-man" in the maritime industry? 21. Do you work in national or international waters or both? 22. How long are your periods of work away from home annually in months? Race 23. Can you express how you feel "designated groups" have been historically disadvantaged in the maritime industry? 24. Do you understand the meaning of "Black people" in the South African context? 25. Do you feel racial imbalances have been redressed in the South African maritime industry? 26. How has your life transformed as a "designated employee" in the South Africa maritime industry in terms of racial discrimination? 27. Would you encourage more individuals from 'designated groups' to become involved in the South African maritime industry? 28. Have you witnessed the noun discriminative policy protocol by the Employment Equity

**1Act 55 of 1998** being applied **in the South African**

maritime industry? Gender 29. How has the Affirmative Action policy assisted the introduction of historically disadvantaged seafarers within the South African maritime industry? 30. Do you see female seafarers being treated as equals to their male counterparts? 31. Is the gender transformation holistic at both junior and senior ranking levels in the South African maritime industry? Ratings and Ranks 32. What does being a "seafarers" mean to you? 33. Which rank do you occupy as a seafarer? 34. Do you fall under Ratings or Officer within your job rankings? 35. How different are officers compared to ratings in the ranking of privileges in the maritime industry 36. What it the name of the company that you are registered under? 37. Do you think historically disadvantaged South African seafarers are gaining equal access to positions in the maritime industry? 38. If more historically disadvantaged South African seafarers are participating more in the maritime industry in which rank has this increase been witnessed? 39. Could you tell me about your achievements as a seafarer in your specific rank? 40. Have you encountered any form of racial or gender marginalisation within your workstation? 41. Have you noticed any seafarers being discriminated in any form within or around your work? 42. Have you noticed an influx of young historically marginalised individuals becoming part of the maritime industry? 43. Have you noticed more males or females from 'designated groups' joining the maritime industry? 44. As a seafarer, would you encourage historically disadvantaged South Africans to join the maritime industry? 45. If yes, Why? 46. If no, why not? 47. Do you know of any supportive measures to help increase seafarer's rankings in the maritime industry specifically for historically disadvantaged seafarers through academic sponsorship/scholarship or training workshops? 48. Can you explain your working relationship with seafarers from other countries as a designated employee? 49. In your opinion, what has the South African maritime industry done to increase the social interaction and morale of inequality amongst seafarers from different, racial and gender groupings in South Africa? APPENDIX 3: GATEKEEPERS LETTER Dear Mfanafuthi, Please find herewith a letter written by the CEO for you to

produce for your dissertation. May I wish you all the very best with your studies and I hope you get to interview a few seafarers. I will contact Beverley at the Bayhead Mission in the morning to tell her about you, but I suggest you also ring her to find out what time(s) you will find seafarers at the Mission. With best wishes, Linda Secretary

APPENDIX 4: INFORMED CONSENT

INFORMED CONSENT Dear Participant, My name is Mfanafuthi Mazibuko (209531092). I am currently a Masters candidate at the University of KwaZulu-Natal, Howard College. The title of my research is: A sociological analysis of historically marginalised seafarers: A Case study of the changing face of South African Seafarers at the Port City of Durban.

**5I would be very interested in interviewing you for this study. I would appreciate it if you would be willing to share your experiences and observations on the topic. PLEASE NOTE THE FOLLOWING:**

- The information that you provide will be used for scholarly research only.
- Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.

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**5Pseudonyms will be used instead of the participant's real names.**

Neither

**5name nor identity will be disclosed in any form in the study.**

- The interview will take about an hour.
- The records as well as other items associated with the interview will be held in a password-protected file accessible only to me and my supervisor. After a period of five years, in line with the rules of the university, it will be disposed of by shredding.
- If you agree to participate please sign the declaration attached to this statement

**I CAN BE CONTACTED AT: The School of Social Sciences, University of KwaZulu-Natal, Howard College Campus, Durban, Contact details: Email: 209531092 @stu.ukzn.ac.za Mobile: 076 5472 774 MY SUPERVISOR: Dr Mariam Seedat-Khan The University of KwaZulu-Natal. The School of Social Sciences, Howard College Durban Contact details: Email: Seedatm@ukzn.ac.za,**

Phone number: 031 260 1056 Contact details: The Humanities and Social Sciences Research Ethics Committee Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number: 031 2603587

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