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# CHALMERS



## Promotion Campaigns in the Maritime Sector and the Attitude of Young People towards a Career at Sea

Master Thesis in Shipping and Marine Technology

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# Promotion Campaigns in the Maritime Sector and the Attitude of Young People towards a Career at Sea

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## **Abstract**

The maritime sector is by the sector itself often seen to be unknown to the public and the interest in a career at sea seems to decrease worldwide. To increase the knowledge about the maritime sector and the career opportunities offered at sea as well as ashore, a few promotion campaigns have been carried out. The aim of this thesis was therefore the following:

1. to map promotion campaigns intending to attract young people to a career at sea, carried out mainly in Sweden but also in Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Norway and Poland,
2. to gather information on attitudes and career choices of young people in Sweden and
3. to study, with help of a survey, if students in Sweden have recognized any promotion campaigns carried out in Sweden in order to attract young people to a seagoing career and what attitudes they have towards a career at sea or within the maritime cluster.

Websites of maritime academies and promotion campaigns have been analysed to learn what measures that have been taken in the countries studied to promote the maritime sector. It was found that the campaigns in Denmark, Finland, Norway and Sweden were organized in similar ways. Different actors within the maritime sector supported the campaigns and the websites were a central part of the campaigns. Denmark and Norway distinguished themselves from Sweden and Finland by having more extensive websites and by putting focus on the career opportunities offered within the shore based side of the maritime sector as well as on a seagoing career. Different actors within the Polish maritime sector had started a co-operation with the purpose of carrying out joint promotion activities. In Estonia, Latvia and Lithuania the maritime academies arranged open days and participated in student and educational fairs, but no joint measures were taken to increase the interest in a career within the maritime sector.

The maritime sector often highlights the possibility to work internationally when promoting the career opportunities offered within the sector, but in previous studies it has been found that the possibility to make international contacts is one of the least important qualities of an employment and to work near home and being able to combine work and family is increasingly important with age.

The questionnaire survey showed that the period away from home was the most negative aspect of a seagoing career, but still could almost half of the respondents see themselves working at sea.

The results of the thesis show that the main advantage of a seagoing career- the relieving system- also is its main disadvantage. Therefore, the promotion campaigns should focus on the possibilities to find employment in the shore based part of the industry after a seagoing career.

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# 1 Introduction

## 1.1 Background

The maritime cluster is, in spite of the fact that the majority of all imported and exported goods to and from Europe are transported by ships (“Den oceanburna världshandeln”, 2010) relatively unknown to the public (Sjöfartsforum, 2010). The term the maritime cluster is often associated with ships and a career within the cluster is seen to be the same as working at sea (Sjöfartsforum, 2010), but as seen in figure 1 the cluster involves several career possibilities both at sea and ashore.

Figure1 showing the definition of the maritime cluster as elaborated by the European Union (EU) is used to describe the extent of the maritime cluster. The Swedish organisation *Sjöfartsforum* (2010) has, based on this figure, defined the maritime cluster in the following wording (translated from Swedish): “The maritime cluster represents all companies and organisations whose activities can be related to the sea” (p.9). The narrower shipping industry is defined as follows (translated from Swedish): “The shipping industry comprises of companies and organisations with a connection to the merchant fleet or to the passenger vessel traffic” (Sjöfartsforum, 2010, p. 9).



Figure 1 The European Union definition of the maritime cluster (Source: Commission of the European Communities, 2007)

It has proven to be difficult to calculate the number of people working within the maritime cluster in Sweden (Tillväxtanalys, 2010). However, if excluding tourism and rail and road transports connected to the sea, rough estimations show that at least 105 000 persons work

within the cluster as it is defined by the EU (Tillväxtanalys, 2010), of those are about 13 500 seafarers (Sjöfartsverket, 2010).

Apart from being an important employer (Tillväxtanalys, 2010), a strong maritime cluster and a Swedish merchant fleet are important to be able to exert influence on the international maritime scene in e.g. safety and environmental issues (Arbetsförmedlingen & "Utflaggning påbörjad efter regeringsbesked", 2010). Considering the fact that the majority of all goods to and from Sweden are transported by sea (Sjöfartsforum, 2008) the importance of taking part in the work of setting standards for the ships operating in the waters surrounding Sweden, under Swedish as well as foreign flag, is evident.

The EU project EfficienSea was launched in 2008 with the aim of increasing maritime safety in the Baltic Sea (EfficienSea, n.d. a). The project is divided into six sub groups called work packages (WP). The Swedish Maritime Administration (SMA) is one of the participants and is in charge of WP 3 handling competence and recruitment challenges (EfficienSea, n.d. b). The aim of WP 3 is to increase the interest in a maritime career among young people (EfficienSea, n.d. c). The leader of WP 3, Eva Nordström (EfficienSea, n.d. b), has been external supervisor of this thesis.

### **Go to Sea!**

Just as WP 3 within the EfficienSea project the International Maritime Organisation (IMO) strives to increase the awareness of the career opportunities offered within the shipping industry. In November 2008 IMO launched a campaign called Go to Sea! (IMO, 2011 a) in association with the following organisations:

- International Labour Organisation (ILO),
- Baltic and International Maritime Council (BIMCO),
- International Chamber of Shipping/International Shipping Federation (ICF/ISF),
- International Association of Dry Cargo Shipowners (Intercargo),
- International Association of Independent Tanker Owners (Intertanko) and
- International Transport Workers' Federation (ITF) (IMO, 2008).

The main purpose of the campaign was to recruit young people to a career at sea, but the campaign makers also wanted to promote the many career possibilities offered in the shore based side of the industry (IMO, 2011 a). The campaign was initiated because the ship yards' order books were full of new building orders at the same time as there was an expected shortage of seafarers, a lack of interest among youths to go to sea and low retention rates among those already working at sea (IMO, 2008).

Through the campaign document *Go to Sea! A campaign to attract entrants to the shipping industry* (IMO, 2008), the participating organisations in the Go to Sea! campaign wanted to encourage the shipping industry, governments, IMO and ILO to take every opportunity offered to improve the negative image of the shipping industry and promote its positive career prospects. Some of the suggestions given in the document on how to promote the industry are summarized in the following paragraphs.

The shipping industry is according to the campaign document responsible for the lack of interest in a seagoing career and need to take measures to make life at sea seem more attractive to the youths. The industry is e.g. encouraged to introduce shorter duty periods

onboard, improve the social security and to improve the communication possibilities when at sea including internet access. The campaign document also stresses the importance of both encouraging women to work at sea and to make the ships a more gender-friendly workplace. In other words, measures that make the life of a seafarer look more like the life of those working ashore must be implemented. Apart from making changes to improve the work conditions of seafarers the shipping industry should among other things carry out the following promotion activities to increase the interest in a seagoing career:

- Participate at conferences and other public events.
- Take every opportunity offered to promote itself in, preferably the electronic, media.
- The industry and the maritime administrations should jointly inform school students about a seafaring career and about the fact that sea experience opens up career opportunities ashore.
- Give school students the possibility to spend a few weeks of their summer holiday onboard a ship to see what life at sea is like.
- Invite students to ports and ships visits.
- Encourage active seafarers to inform about their profession.

To increase the number of seafarers it is also suggested that personnel from nearby professions will be retrained. New recruits will thereby be found among fishermen, mechanical engineers, trade mechanics and naval personnel.

In the campaign document it is suggested that children's books about ships and seafarers are developed.

Governments are urged to make efforts to raise the interest for the seafaring profession by establishing and maintaining high level training facilities. The way in which Governments deal with e.g. tonnage taxes, accidents at sea and criminalization of seafarers are factors influencing how the maritime industry is perceived by the public and therefore have an effect on the attractiveness of the shipping industry.

### **The Year of the Seafarer and the Day of the Seafarer**

In July 2009 the IMO Council agreed that the theme of the 2010 World Maritime Day would be "2010: the year of the seafarer" (IMO, 2011 b). The theme was chosen to give IMO and the maritime community a possibility to pay tribute to the 1.5 million seafarers around the world for their important contribution to the society and the risks they often encounter when executing their duties. The Year of the Seafarer was celebrated throughout the year and was also a complement to the Go to Sea! campaign.

In 2010 the IMO members agreed upon establishing the annually recurrent Day of the Seafarer to celebrate the important role of the world's seafarers (IMO, 2011 c). The date chosen was June 25, the same date as the, for seafarers as well as for the whole maritime community, important revisions to the *International Convention on Standards of Training, Certification and Watchkeeping for Seafarers* (the STCW Convention) were adopted. The first celebration of the Day of the Seafarer will be in 2011.

### **Promotion Campaigns**

As the shipping industry consider itself as well as the whole maritime cluster to have a low image and to be unknown to the public (Sjöfartsforum, 2010), several national recruitment

campaigns have been performed with the purpose of increasing the knowledge about the cluster and the awareness of the career possibilities offered within the cluster, at sea and ashore. Examples of such campaigns are *Sjöfartskaravanen* (“the Shipping Caravan”) in Sweden, *Ikke for alle* (“Not for Everyone”) in Norway and *Det Blå Danmark* (“The Blue Denmark”) in Denmark. Many of the national campaigns were started even before the launching of the IMO Go to Sea! campaign.

## 1.2 Purpose

The purpose of this thesis was threefold:

1. To map promotion campaigns with the intention to attract young people to a career at sea carried out mainly in Sweden but also in Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Norway and Poland (the countries surrounding the Baltic Sea and Norway as Sweden’s neighbour),
2. to gather information on attitudes and career choices of young people in Sweden and
3. to study, with help of a survey, if students in Sweden have heard about the promotion campaigns carried out in Sweden to attract young people to a seagoing career and what attitude they have towards a career at sea or within the maritime cluster.

In the work of mapping promotion campaigns it was of interest to find out if there was any cooperation between different organisations such as schools, shipowners or national maritime administrations or if each organisation carried out their own recruitment activities. It was also interesting to find out which target group the different campaigns turned to and what measures had been taken to reach out to this group. Another aim of mapping the promotion campaigns were to find out if they were seen to be successful and if so why. The measures taken in the countries studied to attract young people to a career at sea were compared to see if there were any differences and if any measures were more successful than others.

The focus of the thesis is put on Sweden whereas other countries are briefly covered.

## 1.3 Method

*Promotion Campaigns in the Maritime Sector and the Attitude of Young People towards a Career at Sea* is a qualitative study. By qualitative is meant that the analysis of the results, including the results of the questionnaire, is based on words and not on figures and that the study aims at describing the subject in question in a holistic manner (Denscombe, 2009). To give a more complete picture of the promotion campaigns studied and the attitude of young people towards a career at sea or within the maritime sector method triangulation combining interviews, documentary analysis and a questionnaire (Denscombe, 2009) has been used.

### 1.3.1 Promotion Campaigns

The main source of information about promotion campaigns carried out to attract young people to a career at sea or within the maritime sector was the Internet. Internet campaign sites launched by stakeholders in Denmark, Finland, Germany, Norway and Sweden have been studied with the intention to find out what image of the maritime industry that is conveyed, which the focus group/s of the campaigns were and who the campaign participants were. To learn more about the background, campaign activities and result of the

different campaigns people representing organisations which had taken part in the campaigns were contacted via e-mail. The e-mails were answered by Denmark, Finland, Germany, Norway, Sweden and Poland, representing 67% of the countries studied. E-mails were sent to a few different representatives from each country and totally 41% of the representatives responded to the e-mails.

With the intention to obtain more information about the promotion campaigns carried out in Sweden and to find out why Swedish shipowners chose to participate in the campaigns a telephone interview was carried out with a shipowner representative. A representative from the Swedish Ship Owners' Association was also contacted and gave a face to face interview. A set of questions were constructed to the semi-structured interviews and notes were taken during the interviews. A semi-structured interview means that the questions and the structure of the interview are prepared in advance, but unlike a fully structured interview the questions do not have to be put using the exact wording and the sequence of the questions can be changed during the interview (Robson, 2007). The interviewee in a semi-structured interview asked to answer the questions freely and is not given a set of alternatives as often is the case in fully structured interviews (Robson, 2007).

### 1.3.2 Questionnaire Survey

A questionnaire aiming at answering the following questions was constructed:

- “Have young people in Sweden heard about any of the promotion campaigns carried out in Sweden with the intention to attract young people to a career at sea or within the maritime sector?”
- “How do young people perceive the maritime sector as a whole and a career at sea in particular?”

The questionnaire was handed out to students in upper secondary school and to pupils in the ninth class of the nine-year compulsory school.

The questionnaire had a fixed set of alternatives that the respondents were asked to choose from when answering the questions. The respondents were, in addition to the fixed alternatives, given the opportunity to write freely at some questions.

A fixed set of alternatives makes the result of the questionnaire easier to quantify and compare and was therefore chosen instead of open questions allowing the respondents to write their answers freely (Denscombe, 2009). A negative aspect of using a fixed set of alternatives is that the respondents do not get the chance to give their own opinion about the subject (Denscombe, 2009). To deal with this problem the option “other” was added at relevant questions giving the respondents the opportunity to write freely.

When constructing a questionnaire it is important that the questions are not put in a leading way (Denscombe, 2009), yet the background to the questions must be explained in order for the respondents to be able to understand the questions. Many of the questions asked about the attitude and believe of the respondents and the fixed set of alternatives the respondents were provided with could perhaps, just as the way in which the questions were put, be leading. But, when constructing the questionnaire it was assumed that the knowledge about the maritime industry among the respondents was very low and if the respondents were not given a fixed set of alternatives there was a risk that they would not answer at all.

It turned out to be difficult to get in contact with schools and get the possibility to hand out the questionnaire to some of their pupils or students. The respondents were thereby made up of a convenience sample (Robson, 2007) of pupils and students of acquaintances; students having onboard practice onboard the workplace of one of the authors; and students from a school that agreed to participate.

The questionnaire was when handed out to the respondents accompanied by a letter giving contact information to the student carrying out the survey and informing about the purpose of the questionnaire and the anonymity of the respondents (Denscombe, 2009).

The study is limited to the age group 15-20 years old and is geographically limited to the southwest of Sweden. The result of the study is because of the small sample only representative for the participating respondents.

### **1.3.3 Previous studies on youth's attitudes towards work**

Apart from handing out a questionnaire the result of previous studies aiming at finding out how youths perceive the work life have been studied. These studies are divided into the two following parts: youths' attitude towards work in general and the attitudes of young seafarers or that of students studying to become seafarers towards a career at sea. The results of these previous studies are compared to the promotion campaigns aiming at attracting young people to a career at sea. The intention of comparing the campaigns and the studies is to learn if the campaigns turn to the right target groups, if the means of communication with the target groups was effective and if the qualities of a career at sea and within the maritime sector, as they are described in the campaigns, correspond to the qualities that youths seek and find important in their future careers.

## **2 Results and discussion**

### **2.1 Promotion Campaigns in the Maritime Sector**

The results and discussion chapter starts with descriptions of promotion campaigns carried out in the countries surrounding the Baltic Sea and Norway. The campaign descriptions are followed by short descriptions of TV-series with a maritime theme, the findings in previous studies on youth's attitudes towards work and the result and discussion of the questionnaire. The discussion of the promotion campaigns studied concludes the chapter.

#### **2.1.1 Sweden**

Two recruitment campaigns have been carried out in Sweden with the purpose of attracting new entrants to a career at sea. The campaigns are called *Sjöfartskaravanen* ("the Shipping Caravan") and *Bra Jobb* ("Good Jobs").

##### **2.1.2.1 *Sjöfartskaravanen* ("the Shipping Caravan")**

With the intention to spread knowledge about Swedish shipping to the public *Sjöfartskaravanen* ("the Shipping Caravan") travelled around the coast of Sweden in the summer of 2008 (Sjöberger, 2009).

#### **Participants**

The idea of *Sjöfartskaravanen* came up in March, the same year as the campaign was carried out, when Per A. Sjöberger at the Swedish Ship Owners' Association and Ulf Gullne, head of

the icebreaking division at the Swedish Maritime Organisation, started taking about the project (Interview with Per A. Sjöberger, 2010). The Swedish Maritime Organisation (SMA) put the icebreaker Ymer to the disposal of *Sjöfartskaravanen* and Transatlantic Ship Management, responsible for the operation of the icebreakers belonging to the Swedish government, thereby got involved in the planning of the caravan (Interview with Per A. Sjöberger, 2010). A project group was formed consisting of the head of the icebreaking division and staff from the department of information at the Swedish Maritime Administration, the personnel manager of Rederi AB Transatlantic, *Sjöfartens Utbildnings Institut* (SUI, “the Educational Institute of Shipping”) and Per A. Sjöberger from the Swedish Shipowners’ Association (Sjöberger, 2009).

*Sjöfartskaravanen* was conducted on a voluntary basis; organisations, companies and schools paid for their own expenses, the ports did not take out any port fees and the cities visited promoted the caravan via tourist information offices, websites etc. (Sjöberger, 2009). Student ambassadors, teachers, shipowner representatives, representatives from the Coastguard as well as other shipping representatives did, in addition to the ordinary crew, work onboard the icebreaker during the caravan (Sjöberger, 2009).

All shipping actors and organisations, such as the Swedish Maritime Administration, the ports that were called at, the maritime academies, the schools educating motormen and able bodied seamen, universities, shipbrokers, the Swedish Coastguard, labour unions, museums, associations and the members of the Swedish Shipowners’ Association, were welcome to participate in *Sjöfartskaravanen* (Sjöberger, 2009). The Shipowners that mainly participated in *Sjöfartskaravanen* were according to the logbook published on the website of *Sjöfartskaravanen* Rederi AB Transatlantic, Broströms, Sirius Rederi AB, Furetank Rederi AB, Tärntank Rederi AB and Atlantic Container Line (ACL) (n.d. a).

### **Strategy**

The icebreaker Ymer was used to draw attention to *Sjöfartskaravanen*, which started July 22 in Malmö and ended in Luleå in August 18 (Sjöberger, 2009). The caravan visited during the summer of 2008 eighteen ports on the Swedish coast (Sjöberger, 2009). By sailing around the coast in the summer the organisers of *Sjöfartskaravanen* wanted to reach people living in the inland parts of Sweden being on holiday at the coast (Sjöberger, 2009). The aim was that this approach would favour recruitment in general, but specifically increase the interest in the shipping industry among women and people with foreign extraction.

To inform about the shipping industry exhibitions about shipping, shipowners, schools and organisations were accommodated in the saloon and officer’s mess of the icebreaker and brochures and booklets describing shipping were handed out to the visitors (Sjöberger, 2009).

Because of its maximum draught of 8.3 meters the icebreaker Ymer is only able to enter approximately twenty out of one hundred Swedish ports and in some ports it is not possible to moor the icebreaker to the most accessible berths (Sjöberger, 2009). In some of the larger ports this meant that the icebreaker was not as visible from town as the organisers had wished for (Sjöberger, 2009). Efforts were made to compensate for this problem; e.g. did Stena Line arrange for a taxi boat in Karlskrona and the visitors in Sundsvall were transported by busses to the berth (Sjöberger, 2009).

The website [www.sjofartskaravanen.se](http://www.sjofartskaravanen.se) was created to inform about shipping and the activities of *Sjöfartskaravanen* (Sjöberger, 2009). The website was sponsored by many companies and organisations within the shipping cluster and the sponsorship money also covered for, among other things, a radio commercial (Sjöberger, 2009). People listening to the radio commercial were directed to the website, which was updated daily with pictures, links to articles in news papers and to TV- and radio broadcasts (Sjöberger, 2009). A map published on the website showed the route of the icebreaker and dates for arrival in the different ports (Sjöberger, 2009). In addition to the radio commercials and the website some cities, ports and stevedores helped with advertising in beforehand (Sjöberger, 2009).

During the autumn of 2009 and 2010 *Sjöfartskaravanen* had exhibition stands at job fairs in Gothenburg, Stockholm and Malmö (Sjöfartskaravanen, n.d. b).

### Results of the Shipping Caravan

*Sjöfartskaravanen* attracted, apart from schoolboys and girls, people in the ages of 25-30 considering a career change (Sjöberger, 2009).

*Sjöfartskaravanen* had totally 13 068 visitors during the summer of 2008 and the website had, from July 15 to August 19, been visited by 12 082 people (Sjöberger, 2009). From the number of visitors both onboard Ymer and at the website, the Swedish Ship Owners' Association believes that *Sjöfartskaravanen* was a success. Table X shows the number of applicants having any of the two Swedish maritime academies as their first choice of education. The number of applicants increased already in 2008, but any effect of *Sjöfartskaravanen* on the interest for a maritime career and the number of applicants to the maritime academies does not show until 2009. It can be noticed that the number of applicants increased in 2009, especially to the marine engineer programme, but in 2010 the number of applications decreased.

**Table 1 Number of applicants having a maritime education as their first choice (source Lighthouse & Sveriges Redareförening, 2009. \*Source: Sjöfartskaravanen, n.d. c)**

	Autumn term 2006 Applicants Change	Autumn term 2007 Applicants Change	Autumn term 2008 Applicants Change	Autumn term 2009 Applicants Change	Autumn term 2010* Applicants Change
Master Mariner	372 -23%	375 1%	583 55%	946 62%	816 -14%
Marine Engineer	136 -25%	150 10%	195 30%	437 124%	308 -30
Shipping and logistics	75 17%	73 -3%	80 10%	110 38%	- -
Totally	582 -20%	598 3%	858 43%	1493 74%	- -

### **Interview with Per A. Sjöberger at the Swedish Ship Owners' Association, 2010**

To learn more about the background of *Sjöfartskaravanen* one of the initiators to the campaign, Per A. Sjöberger from the Swedish Ship Owners' Association, was asked to give his point of view. Sjöberger thought that Swedish shipping had lost its identity and that the knowledge among people in general about the maritime industry was too low. He had not noticed that the members of the Swedish Ship Owners' Association had had any difficulties in recruiting neither seafarers nor people working ashore. If any, it had been slightly difficult to recruit engine officers. By the means of *Sjöfartskaravanen* he believed that they managed to make Swedish shipping more visible, but cannot tell whether or not there has been a change towards a more positive attitude to shipping amongst the Swedish public. The people visiting Ymer during *Sjöfartskaravanen* showed a great interest and many of the visitors already had an interest in ships and shipping. Some of the visitors had heard negative things about shipping, mainly about registration of Swedish ships in other countries and that Swedish shipping is not profitable.

Sjöberger was more than satisfied with the number of visitors they got onboard Ymer as well as with the number TV and radio broadcast from the icebreaker and the number of news papers writing articles about the event. The number of visitors to the website *sjofartskaravanen.se* was beyond their expectations as was the number of people who had heard their radio commercial broadcasted on local radio stations before the arrival of Ymer. The result of the Shipping Caravan was positive, even better than expected. He would like to point out that the campaign mainly turned to people interested in becoming officers and not to those interesting in working at ratings.

The interest in *Sjöfartskaravanen* was, according to Sjöberger, good among the Swedish ship owners. They who were interested were welcome to participate and everyone worked on a voluntary basis.

The Swedish Ship Owners' Association participated in job fairs for youths even before *Sjöfartskaravanen* and continued to do so in 2008, 2009 and 2010.

### **Interview with Kenneth Thorén, Manager Human Resources Sea, Broström AB**

With the purpose of learning why a ship owner participated in *Sjöfartskaravanen* and if they considered their campaign goals to be fulfilled after the completion of the caravan in the summer of 2008, Kenneth Thorén, Manager at the Human Resources Sea department at Broström AB, was interviewed via telephone in the spring of 2010.

Thorén is a member of the Committee for Education and Recruitment (Komittén för Utbildning och Rekrytering, KUR) within the Swedish Ship Owners' Association. The Ship Owners' Association planned and organised *Sjöfartskaravanen* and therefore it was natural for Broströms AB to take part in the planning as well as the realisation of the campaign. Another reason for taking part in the project was that Broströms AB wanted to take its responsibility for Swedish shipping and its future. With the campaign they wanted to spread knowledge about shipping and the fact that it is a profession with a future. They wanted to reach out the youths as well as to their parents. Many parents had thoughts about shipping that were not correct and by meeting them and taking to them onboard the icebreaker Ymer the point of view of the representatives from Swedish shipping could be brought forward.

Broströms AB as a company received positive advertisement, which was not seen as an unwanted secondary effect of the campaign.

Thorén considers the Shipping Caravan to be a success. The number of visitors in the major cities, Stockholm, Gothenburg, Malmö and Helsingborg was not as high as could have been expected. The interest in the smaller cities was on the other hand greater including the support from the ports, from people representing the city and local authorities.

Broströms AB have, apart from the tour with the icebreaker Ymer, participated in job fairs for youths in upper secondary school as well as on career days in schools. In 2009 was *Sjöfartskaravanen* active in Skåne in the south of Sweden and Thorén believes that they managed to spread knowledge about Swedish shipping. He believes that it is of importance that many more of the Swedish ship owners take an active part in recruiting people to the shipping industry and in spreading knowledge about shipping.

The organisers of *Sjöfartskaravanen* planned a new caravan in 2009, but due to the financial crisis it was not possible to realise. They received a lot of criticism for not being able to offer any jobs since the financial crisis was a fact, but Thorén sees *Sjöfartskaravanen* as a project with long-term thinking and that there will be jobs in four to five years, just as long as it takes to educate a deck or engine officer.

In 2009 *Sjöfartskaravanen* had an exhibition stand at job fairs for upper secondary school graduates in Stockholm, Göteborg and Malmö. They are planning to take part this year (2010) as well.

Concerning the possibilities for deck and engine officers to work ashore, Thorén said that out of six co-workers on the human resources department three have previously worked at sea. Within the technical department everyone has worked at sea. Many of the employees at the operations and chartering department have studied at the programme Shipping and Logistics. At the quality assurance department there is only one person which has not worked at sea.

According to Thorén the shipping industry is a relatively large sector and therefore he believes that it is important that it is brought forward. He believes that the knowledge in Sweden about shipping is still too low.

#### ***2.1.2.2 Bra Jobb ("Good Jobs")***

Around 2006 the maritime academies in Sweden were almost empty. At the same time were many marine engineers expected to retire and the merchant navy was expanding (Interview with Per A. Sjöberger, Swedish Ship Owners' Association, 2010). To increase the interest for becoming marine engineers the campaign *Bra Jobb* ("Good Jobs") was launched (Davidsson, 2007). The campaign was a co-operation between the two Swedish Maritime Academies (Chalmers University of Technology and Kalmar Maritime Academy) and the Swedish Ship Owners' Association (Brajobb.nu, n.d. a). The ship owner Atlantic Container Line and the management company of Transatlantic called ACL Ship Management contributed with the vessel Atlantic Cartier and the crew onboard (Interview with Per A. Sjöberger, Swedish Ship Owner's Association, 2010).

### **The Preparatory Course and m/v Atlantic Cartier**

Via the *Bra Jobb* promotion campaign the possibility to apply to a preparatory course at any of the two Swedish Maritime Academies was offered. This preparatory course gave youths who had never been at sea before a chance to see what life at sea is like and to learn more about the work tasks of a marine engineer before committing to full-time studies (Davidsson, 2007). The course, which included 11 weeks of theoretical studies at school and 5 weeks of practical and theoretical studies onboard the vessel Atlantic Cartier (Brajobb.nu, n.d. a), resulted in 25 ECTS (European Credit and Transfer Accumulation System) points (Brajobb.nu, n.d. b) and a Marine Engineer Class VIII certificate (Brajobb.nu, n.d. a).

If the students chose to start studying in Kalmar or Gothenburg to become Marine Engineers, their time onboard the vessel Atlantic Cartier would be included in the onboard training period that is a part of the marine engineer education (Brajobb.nu, n.d. a). The students would also be able to count part of the engine and work shop education that they received during the preparatory course, which means that they would already have completed a part of the compulsory training.

The vessel Atlantic Cartier partly had to be rebuilt to be able to accommodate twelve students and a classroom (Davidsson, 2007). Six single cabins were turned into double cabins and the old cinema was turned into a classroom. The ship made eight voyages with students from this preparatory course onboard (Brajobb.nu, n.d. b). The first course was held in the autumn of 2007 and the last begun in the autumn of 2009 (Brajobb.nu, n.d. b)

### **The website “brajobb.nu”**

Apart from the preparatory course, the *Bra Jobb* campaign launched a website called *Brajobb.nu* (“goodjobs.now”), which is still published but not updated. The website informs the reader about the important role shipping plays in the Swedish economy (Brajobb.nu, n.d. c). The website visitor can among other things learn that Sweden has the longest coastline within the European Union and that 95% of all exported and imported goods are transported by ships. It also informs the reader that shipping consists of several industries and that all of them are, more or less, dependant on the core industries; ship owners, ports and ship yards. The shipping industry is described in the following wording (translated from Swedish):

*A vessel is built, operated, insured, financed, bought and sold in an international market with in most cases equal conditions independent of the flag which the vessel is sailing under at the moment. This means that the work tasks for most people within the shipping industry - ashore and at sea - are the same regardless of if you work in Gothenburg, Oslo, Riga, New York, Singapore, Hong-Kong or anywhere else in the world. To work with shipping opens up an international labour market* (Brajobb.nu, n.d. c).

The main purpose of the website is to interest young people in becoming marine engineers. The advantages of working at sea and the work tasks and salary of the chief engineer, the first engineer and the second engineer are described on the site (Brajobb.nu, n.d. d). The following reasons for becoming a marine engineer are given (translated from Swedish): “...you are or will be excellent in solving problems.” “The work is both intellectually stimulating and practical.” “... a job is more or less guaranteed.” “The world can be your workplace.” “...you will have vacation half the year with full salary.” (Brajobb.nu, n.d. d)

Another advantage of working at sea is according to the campaign makers that you can choose to live wherever you want (Brajobb.nu, n.d. d). This should benefit sparsely populated or depopulated areas and the people who wish to live there (Brajobb.nu, n.d. d). The possibility to work on a ship registered under another flag than the Swedish, but unlike those working abroad within other professions still live in Sweden is also mentioned as an advantage (Brajobb.nu, n.d. d).

The bright future for those who choose to study to become marine engineers is highlighted at the website (Brajobb.nu, n.d. d). The reason given for these bright career prospects of marine engineers is the expected extensive shortage of officers within shipping – in Sweden as well as internationally. This expected shortage will be caused by, among other things, the high average age of the officers working at sea; higher qualifications that will be set internationally meaning that the need for qualified officers will increase; and by the fact that ship's officers are attractive, in many cases essential, for many functions in the organization ashore. The average age among officers working ashore is also high and many of the employees will soon reach the age of retirement.

The website describes the career opportunities available ashore for a marine engineer within e.g. the power supply industry, processing industry, ports, off-shore or ship owning business (Brajobb.nu, n.d. e). Marine engineers are according to the website attractive employees for positions ashore because of the excellent problem solvers that they have become after a few years of sea experience.

On the *Bra Jobb* website the visitor can see three short interview films with seafarers talking about their daily work (Brajobb.nu, n.d. f). Another film called *Sjöliv 2* ("Life at sea 2") can also be seen on the website. It is a little longer, nine minutes, and people working as engineers are interviewed explaining the advantages of a life at sea and talking about their work task, the leisure time activities onboard (work out, work on your tan, social activities, watch a movie), the advantages of having six months of vacation every year (possibility to travel whenever you feel like it) and the possibilities to use e-mail and telephone when onboard to communicate with the family at home. The possibility of using internet onboard the ships is also mentioned.

The *Bra Jobb* website has links to blogs and travel diaries written by marine engineer students when at sea fulfilling their onboard training and by students participating in preparatory education onboard the Atlantic Cartier (Brajobb.nu, n.d. g).

### **Results of the Bra Jobb Campaign and the Preparatory Course**

In table 2 the total number of students participating in the preparatory course can be found. The table also shows the number of students who chose to continue to study at the Swedish maritime academies. It can be noticed that 39 of the 103 students (37.9%) that participated in the preparatory course choose to begin studying on the marine engineer program and that 16.5% began studies at any of the other programs or courses offered at the maritime academies in Sweden. Altogether, approximately half of the students (54%) continued to study at the different programs and courses offered at the maritime academies. Information about whether or not the students have completed the studies was not retrieved.

**Table 2 The number of students at the preparatory course, the number of students who chose to study at the marine engineer program, the master mariner program, to Engine Officer Class VII or Deck Officer Class VII or at the shipping and logistics program (Source: Stefan Fagergren, Kalmar Maritime Academy and Johan Eliasson, Chalmers University of Technology)**

	Students	Marine Engineer	Master Mariner	Engine Officer Class VII or Deck Officer Class VII	Shipping and logistics
Kalmar Maritime Academy	59	29	5	4	Not given in Kalmar
Chalmers University of Shipping and Marine Technology	44	10	3	3	2
Totally	103	39	8	7	2

### 2.1.2 Norway

The Norwegian Shipowners' Association participates in two campaigns aiming at increasing the interest among young people for a career within the maritime sector (Norges Rederiforbund, n.d. a). One of the campaigns is focusing on increasing the interest in a career at sea and is called *Ikke for alle -en utdanning du kommer langt med* ("Not for everybody- an education that will take you far") (Norges Rederiforbund, n.d. b). The other campaign aims at increasing the interest in a career in the shore based side of the industry and is called *Maritim karriere* ("Maritime career") (Norges Rederiforbund, n.d. c). As a mean to reach out with the information two extensive websites with the same name as the campaigns have been created (Norges Rederiforbund, n.d. b and c).

#### 2.1.2.1 Maritimt Forum (Maritime Forum)

*Maritimt Forum* is a foundation representing approximately 700 businesses and organisations within the Norwegian maritime sector (Maritimt Forum, 2008). The vision of *Maritimt Forum* is that Norway will be the most attractive country within the European Economic Area (EEA) to run and develop a maritime business in. To be able to reach that goal they are working with popular education and information efforts to promote the industry and explain its importance to the Norwegian society. They also exert an influence on politicians in economic policy issues that are of common interest for the members of the foundation.

#### 2.1.2.3 Noe for alle (Something for everybody)

*Noe for alle* is a website that introduces the maritime sector and its career possibilities (Noe for alle, 2010). The site is divided into the following four categories:

- Career at sea – if interested in further information about a career at sea the website *Ikke for alle* is referred to

- Career ashore – for further information about working within the maritime sector ashore a link to the website *Maritim Karriere* is provided
- Higher education – with a link to the website *Maritim trainee* for visitors interested in learning more about the possibility of becoming a maritime trainee
- Competence centre – for more information a link to the website *Knowledge Hub* can be followed. Knowledge hub will not be discussed in this thesis.

On the *Noe for alle* start page a picture of different types of ships and buildings guides the visitor through descriptions of the ships and their specific purposes as well as through descriptions of the shore based parts of the maritime industry, such as classification societies and ship owners, accommodated in the buildings (Noe for alle, 2010).

#### 2.1.2.4 *Ikke for alle*

The purpose of the campaign *Ikke for alle* is to attract youths to a career at sea. To learn more about the campaign a few questions were sent by E-mail to the *Maritimt Forum* in Norway, the project leaders of the campaign (Norges Rederiforbund, 2011), and the *Ikke for alle* website was analysed to find out what picture of the maritime



Figure 2 The *Ikke for alle* campaign logotype (source noe for alle, n.d)

sector that is given.

#### **Reason for starting up the *Ikke for alle* campaign and the aim of the campaign**

The facts in the following paragraphs are given through e-mail correspondence by Mari Boie Brekkan at *Maritimt Forum* in Norway.

The campaign *Ikke for alle* started in January 2007. The target groups of the campaign are pupils in the ten-year compulsory school and students in the three-year upper secondary school. It also turns to study counsellors and parents who form the network of these youths.

The campaign was launched because of the low interest in the maritime industry among Norwegian youths and the very low number of applicants to the maritime schools. At the same time as the interest for the industry decreased the demand for maritime services increased and Norwegian shipowners ordered several new buildings from Norwegian shipyards; Ships that would need a crew when put into use. *Maritimt Forum* took the initiative to start up the campaign *Ikke for alle - en utdanning du kommer langt med*. The campaign was called *Ikke for alle* (“not for everyone”) because a career at sea is not for everyone but for those having ambitions. The campaign was called *en utdanning du kommer langt med* (“An education that will take you far”) because a maritime education gives you international certificates that opens up the possibility to work on the seven seas. With a maritime education there is also an opportunity to work in the shore based side of the industry.

The campaign goal was to increase the number of applications to the maritime vocational schools and the maritime upper secondary schools. To be able to reach the goals it was important to change the attitude among young people towards the maritime industry and move the focus from old opinions about life at sea towards the spectrum of possibilities that

the modern maritime industry offers. This message also had to be directed towards the counselling network that surrounds the youths; parents and study counsellors.

Apart from the *Ikke for alle* website, the campaign used ads in periodicals and newspapers and TV- commercials to reach out to the target groups. At exhibitions centre stands were used and brochures, give-aways and sweets were handed out to the visitors. The representatives at the exhibitions had uniform sweaters. To give information to the network surrounding the youths, sponsorship agreements with Norsk Rådgiverforum (the Norwegian Adviser Forum) was made. Material to the advisers at the forum and posters to their offices were handed out as well as newsletters to teachers and study counsellors.

### **Result of the *Ikke for Alle* Campaign**

The aim of the campaign, to increase the number of applicants to the maritime school, was achieved (e-mail correspondence with Marie Boie Brekkan). The increase of applications from 2006 to 2009 was significant. The upper secondary schools more than doubled its number of applications in 2009 compared to 2006. The number of applications to the vocational schools increased with 261% from 2006 to 2009. In addition there are applications and intakes to the logistics and economics programmes at the universities in Vestfold and Ålesund.

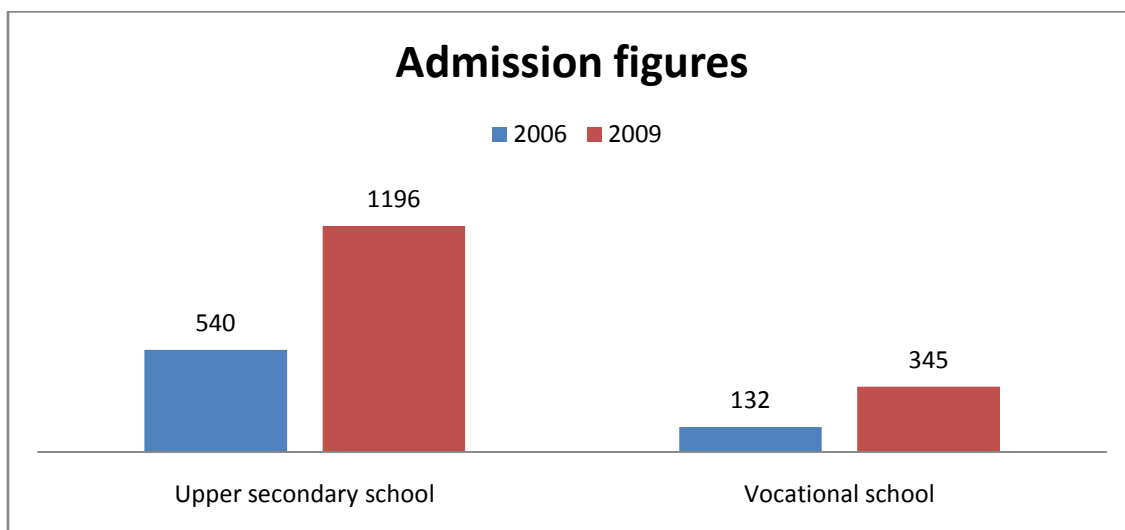


Figure 3 The 2006 and 2009 admission figures to upper secondary school and vocational school (Source: Marie Boie Brekkan, Martimt Forum, 2010)

### **The Website *Ikke for Alle* (not for everybody)**

“Not for everybody but perhaps something for you?” is the text meeting the visitor when opening the website *Ikke for alle* (2011 d).

The website gives a short presentation of the Norwegian maritime industry, including key figures regarding Norway’s position in the shipping world and about how many people who work within the maritime sector (*Ikke for alle*, 2011 a). At the website information is not only given to future recruits but also to study counsellors and teachers (*Ikke for alle*, 2011 b).

The main focus of the website lies on describing the different professions working onboard a ship (*Ikke for alle*, 2011 c). Information about the main work tasks of each position onboard and the necessary education to be qualified to work in this position is given. To each

description comes a short interview film of about 1-3 minutes with a person working in the profession. The interviewees talk about their work tasks and the life onboard.

The different professions of the crew working onboard a rig are also described (Ikke for alle, 2011 c).

The *Ikke for alle* website gives the following reasons for choosing a career at sea:

- A flexible educational system is offered and there are possibilities for further studies (Ikke for alle, 2011 b)
- Upon completion of the education there are good job opportunities (Ikke for alle, 2011 b)
- The relieving system used at sea gives long periods of vacation and a good salary
- A maritime profession gives competence that can be used in both shore based and land based companies (Ikke for alle, 2011 b)
- To work at sea gives the opportunity to work in different parts of the world (Ikke for alle, 2011 a).

In the interview films the interviewees give several positive aspects of working at sea, of which some are summarised below (Ikke for alle, 2011 c):

- The long periods of vacation which give the possibility to spend time with the family or to travel
- A day at sea never looks the same from one day to another
- The education can be used around the world on all different kinds of ships
- You can choose to live where ever you want
- The whole world is your workplace
- A clear career path
- There is a positive spirit onboard the ships.

No negative aspects of working at sea could be found on the website.

On the website an invitation to visit the *Ikke for alle* stand at educational fairs is given as well as the place and date of the fairs (Ikke for alle, 2011 d).

The *Ikke for alle campaign* uses facebook as a mean to communicate with people interesting in a career at sea and their facebook page can be reached through a link on the *Ikke for alle* website (Ikke for alle, 2011 d).

#### **2.1.2.5 Maritim karriere**

*Maritim Karriere* is an information and recruitment campaign conducted by the Norwegian Shipowners' Association, *Det Norske Veritas* (DNV) and the Federation of Norwegian Industries (Norges Rederiforbund, n.d. c). The aim of the campaign is to increase the interest in a shore based career within the maritime sector (Norges Rederiforbund, n.d. c.) The campaign makers wish to recruit smart, newly examined people with a Bachelor of Science (B.Sc.) degree or a Masters degree in economy, technology, law, social science or maritime studies (Norges Rederiforbund, n.d. c).

The campaign has the following two intermediate goals (Norges Rederiforbund, n.d. c):

1. Increased consciousness and knowledge about the maritime industry among B.Sc. or Master students at an early stage in their studies
2. Increased knowledge about the Norwegian maritime industry among people working at academies and universities. The efforts should not be limited to the schools that traditionally educate students to a future career within the maritime industry.

To reach their goals *Maritim karriere* will inform about the industry, take measures to make the education more attractive to students as well as to present and future teachers at the educational institutes(Norges Rederiforbund, n.d. c).

The campaign platform is the website [www.maritimkarriere.no](http://www.maritimkarriere.no) (Norges Rederiforbund, n.d. c). On the start page is written (translated from Norwegian) “If you are studying at a higher level, like challenges, tempo and demanding work tasks listen now: we have use for you!” (Maritim Karriere, n.d. a).

The website offers information about different professions within the maritime sector (Maritim karriere, n.d. b). Most of the job presentations are written by young people working within the sector and describes their work tasks and education. The website also gives key figures about the maritime sector (maritim karriere, n.d c) and information about different educations that could lead to a career within the maritime sector (maritim karriere, n.d. d). Information about the possibilities to apply for scholarships by Det Norske Veritas and the Norwegian shipowners’ Association can also be found on the website (maritim karriere, n.d. e). Students are offered to write their project work, B.Sc. thesis or Master thesis for the maritime industry and help to make contacts and find information about their subject is offered as well (maritim karriere, n.d. e). Guest lectures, study visits and company based training posts are other offers made to students (maritim karriere, n.d. e).

Those interested in a career at sea are referred to the website [www.ikkeforalle.no](http://www.ikkeforalle.no) . On the Maritim karriere website information about the *maritim trainee* education can be found (Maritim Karriere, n.d. f).

#### **2.1.2.6 Education - Maritim Trainee**

*Maritim trainee* is a trainee program within the maritime sector run by the Norwegian Shipowners’ Association (Norges Rederiforbund, n.d . d). More than twenty companies, such as shipowners, banks and ship yards participate in the program that started in 2005 (Norges Rederiforbund, n.d . d). The purpose of the trainee program is to give the students a wide knowledge about the maritime industry, the possibility to build wide personal networks and that the students in time will work in central positions within the maritime industry (Norges Rederiforbund, n.d . d).

To be qualified to participate in the trainee program the applicants must be newly examined from a master degree program in economics, technology, law or have a bachelor degree from a maritime academy (Norges Rederiforbund, n.d . d). The student will during the two-year trainee program work at one of the companies within the project (Maritim trainee, n.d.). In addition to the company training six meetings are held with the purpose of

exchanging experiences, building networks and to increase the knowledge about the maritime sector through e.g. lecturers (Maritim trainee, n.d.).

### 2.1.3 Denmark

To find out if any recruitment campaigns have been performed in Denmark an Internet search was conducted. The campaign website *Det Blå Danmark* ("The Blue Denmark") was found and to learn more about the background and aim of the campaign, the campaign organisation and the target groups Martin Fyrst Jakobsen, campaign manager of *Det Blå Danmark*, was contacted.

#### 2.1.3.1 *Det Blå Danmark*

The term *Det blå Danmark* has been in use for 30 years in Denmark (e-mail correspondence with Martin Fyrst Jakobsen, 2010). It is the name of the cooperation between different actors and institutions within the Danish maritime sector from shipowners, shipyards, educational facilities and authorities to other actors that are indirectly related to shipping (Det blå Danmark, n.d. a). Shipowners, shipyards and suppliers of equipment are though the fundamentals of *Det blå Danmark* (Det blå Danmark, n.d. a).

In order to maintain their strong position on the world's maritime scene Denmark depend on maritime know-how and it is of importance to educate people to work within the maritime sector (e-mail correspondence with Martin Fyrst Jakobsen, 2010).

The whole maritime sector is in need of qualified personnel (e-mail correspondence with Martin Fyrst Jacobsen, 2010). Officers with seagoing experience have knowledge that is coveted both at sea and ashore. However, it is only through the shipowners that experienced officers are supplied. With this as a background, all members of *Det Blå Danmark* decided to participate in their first common recruitment campaign and in 2006 the recruitment campaign named *Det Blå Danmark* was launched.

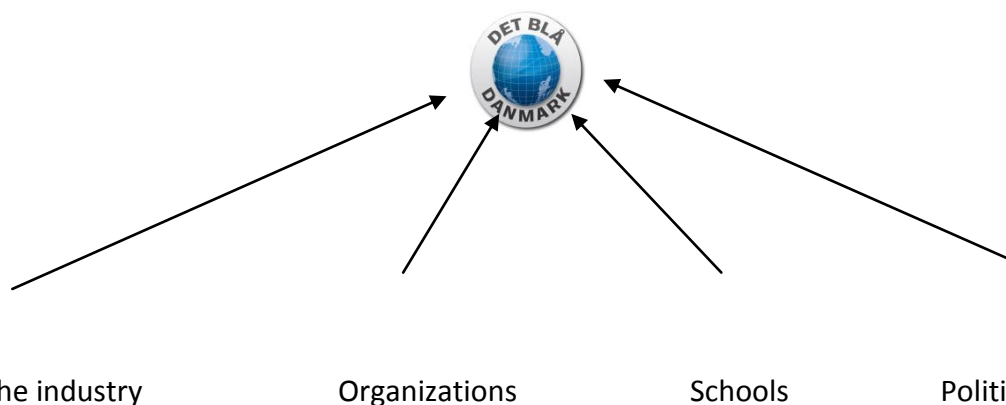


Figure 4 The members of Det Blå Danmark. The industry includes ship owners, shipping companies, ship yards and brokers/agencies etc. (Source: Received via e-mail from Martin Fyrst Jakobsen)

#### **The Campaign Organisation**

The following facts are given in 2010 by Martin Fyrst Jakobsen through e-mail correspondence.

A work group of representatives from the industry, organizations, schools and politicians was put together to plan the campaign in collaboration with the campaign manager. The

target group of the campaign was decided to be young people in the ages of 17-34. To reach out to this group of people an advertising agency and a media agency were engaged. The campaign goal was to increase the number of qualified students applying to the educations by informing about the maritime sector and show the many possible career paths within the sector, both at sea and ashore.

Some of the strategies used to reach the goal were to work on a long term basis; to give simple and realistic messages; credibility; well defined recruitment profiles; and to focus on the importance of quality of life and to have a good time at your workplace. It was also important to highlight that it is not a “dead end” to go to sea. There are many possibilities to work within the land based side of the maritime sector after a career at sea.

The campaign makers knew that they had a few challenges to overcome such as prejudices and the fact that it is a relatively unknown industry.

### **Det Blå Danmark – website and other means of promoting the industry**

As a part of the *Det Blå Danmark*-campaign the web-site [www.worldcareers.dk](http://www.worldcareers.dk) was created (e-mail correspondence with Martin Fyrst Jakobsen, 2010). On the web site information and key figures about the Danish maritime sector is given (World careers, n.d. a). The website visitors are introduced to the different parts of the maritime sector and informed about the jobs conducted by the people working within these different parts (World careers, n.d. b). The job descriptions include both information about their work tasks and the education required. It can be noticed that it is highlighted that the maritime sector needs people with a university education within e.g. economy, law or engineering.

On the website nineteen young people, most of them under the age of 30, write shortly about why they have chosen a career within the maritime sector, their expectations and how they perceive their career today (World careers, n.d. c). The campaign website also has a job portal with jobs currently available (World career, n.d. d) and a career compass which can help you to find a suitable future career within the maritime sector depending on your background, interests and future goals (n.d. e).

A career at sea is on the website described to be well paid, one day is not similar to another, you get the possibility to travel around the world and you will have the opportunity to work in a leading position both at sea and ashore (World careers, n.d. g). According to the website most people working at sea think that it is positive to work intensively when onboard and then have a period of vacation at home (World careers, n.d. g).

*Det Blå Danmark* organizes three event days for youths in the ages of 17-30 (World careers, n.d. f). Each day has its special theme and the events are called Ship Event, Tech Event and Trade Event. The event days are located to places typical for the theme, giving the visitors an idea of what it is like to work there. E.g. took the 2010 Ship Event day place onboard one of DFDS´ passenger ships and the 2011 Tech Event day was held in the quarters of Force Technology. During the event day the visitors are informed about education and future work possibilities. By participating in different games held during the day the visitors can test their skills for the work.

The *Det Blå Danmark* campaign has, besides the website, made school visits and participated in student fairs (e-mail correspondence with Martin Fyrst Jacobsen, 2010). Advertising in TV,

radio and at cinemas has also been a part of the campaign. At the latest campaign conducted in 2010 posters at train stations, schools and fitness centres were used as a mean to reach out to the target group. An example of what the posters looked like can be seen in figure X. *Det Blå Danmark* has also joined facebook (facebook, n.d. a). On the facebook page the organisation is described in short and pictures from the event days are uploaded.



Figure 5 Poster used in the campaign (Source: Received via e-mail from Martin Fyrst Jakobsen)

Several studies have shown that teenagers often ask the people closest to them, especially their mothers, for career advice (e-mail correspondence with Martin Fyrst Jakobsen, 2010). With this in mind the *Det Blå Danmark* campaign put together an advertisement directed towards mothers. Advertising was made in the magazines *Alt for damerne* ("Everything for the ladies") and *Femina*.

### Result of the Blå Danmark Campaign

Martin Fyrst Jakobsen, campaign manager *Det Blå Danmark*, think that the campaign has been successful. They managed to inform the public about the maritime sector and receive enough qualified applications to the educations. The number of visitors on the website [worldcareers.dk](http://worldcareers.dk) has increased and when participating in job fairs they have seen that the interest in the maritime industry has increased.

#### 2.1.4 Finland

To find out if Finland has taken any measures to promote the maritime industry a few questions were asked, via e-mail, to the Finnish Shipowners' Association. The questions were answered by Jukka Kantola, responsible for education, safety and security at the Finnish Shipowners' Association. The Finnish website [seaventures.fi](http://seaventures.fi) aiming at finding recruits to the maritime sector has been analysed to find out how the industry is promoted.

##### 2.1.4.1 The Recruitment Campaigns

The information in the following paragraphs has been given by Jukka Kantola at the Finnish Shipowners' Association.

Several different recruitment campaigns, more or less extensive, have been conducted in Finland. The maritime administration and the shipowners had for a few years experienced a shortage of qualified seafarers, especially within the technical professions such as marine engineers and electricians. Therefore the initiative to the recruitment campaigns was taken.

The recruitment campaigns have been a co-operation between the Finnish Shipowners' Association, the three Finnish seafarer unions and the maritime schools in Finland. A web portal, [www.seaventure.fi](http://www.seaventure.fi) focusing on young people, in particular students in upper secondary school, has been established.

The Finnish Shipowners' Association has participated in recruitment- and educational fairs. They have also informed study counsellors about the possibility to work at sea and about the different professions working onboard a ship. The study counsellors have also been supported with appropriate materials to be able to advise their clients.

The Finnish Shipowners' Association had plans on a shipping caravan, like the one in Sweden, but due to practical issues the plans has not been realised so far.

The campaigns are seen to be successful by Kantola at the Finnish Shipowners' Association.

### **Seaventures.fi**

The advertisement below (figure X) was published in *Sjöfartstidningen*, ("the Swedish Shipping Gazette") in 2011. The aim of the advertisement is to attract new entrants to the shipping industry. People reading the advertisement is referred to the new education and recruitment portal [www.seaventure.fi](http://www.seaventure.fi).



Figure 6 Advertisement published in Sjöfartstidningen, 2011. The advertisement wants to raise the interest for going to sea by using the arguments travelling half the year, be on vacation the other half- and even get paid for it.

The maritime education- and recruitment website Seaventures.fi is divided into the following sections (Seaventures, n.d. a):

- Maritime education
- Professions within the shipping industry
- The work at sea
- Jobs Ahoy
- The sailors' friends
- News

In the section called maritime education (Seaventures, n.d. b) information about how to apply for a maritime education is given. The different schools offering maritime educations are briefly introduced to the website visitors and those interested in learning more are provided with links to the schools' own websites.

The part called professions within the shipping industry (Seaventures., n.d. c) gives a short work description of all professions onboard a vessel, from the duties of the cleaner in the catering department to those of the master.

Under the work at sea headline (Seaventures, n.d. d) the visitor can learn about the important role seafarers and shipping play in Finland due to the geographical location of the country and the ice conditions in the winters. The page also informs about the maritime sector and the many job opportunities provided through the shipping industry.

Jobs Ahoy (Seaventures, n.d. e) gives the reader information about the job situation within the shipping industry. Information is also given about how to proceed when searching for a job. The page provides the visitor with contact information to e.g. the Finnish Shipowners' Association, employment agencies working towards the shipping industry and to study counsellors at the maritime schools.

The Sailors' friends (Seaventure, n.d. f) gives information on how to get in contact with the Finnish Shipowners' Association, different unions within shipping, Finnish seamen's mission, the Finnish seamen service and with foundations supporting education and research within the industry.

Under News (Seaventure, n.d. g) the reader will find information about where and when educational fairs will be held.

### **Why chose a career at sea?**

The reasons for choosing a career at sea are, according to the website [seaventures.fi](http://seaventures.fi) (Seaventure, n.d. d), the secure future, the good salary and the long periods of vacation. Another reason is that a maritime certificate opens up the opportunity to work internationally, on the oceans, for any employer.

### **2.1.5 Åland**

*Förbundet för Främjandet av Ålands Sjöfart* ("the Association for Promoting Åland Shipping", hereby called Åland Shipping) is an association created to safeguard the interests of the shipping companies and seafarers of Åland (Ålands sjöfart, n.d. a). The main focus of their work lies today on publishing the magazine *Ålands sjöfart* ("Åland Shipping") and to run projects to recruit young people to a seagoing career.

### **The website of Åland Shipping**

Åland Shipping has a website on which e.g. shipping news and old editions of the magazine (Ålands sjöfart, n.d. b) are published. One part of the website is called *Jobba till sjöss* ("to work at sea") (Ålands sjöfart, n.d. c). On these pages the website visitor can find information about the life onboard a ship and the tasks of the different professions working onboard. Examples of possible employments ashore for those with a maritime education who do not wish to work at sea anymore are also given. A test can be completed to find out if one is

suitable for a career at sea. A maritime vocabulary and a short description of the most common ship types are also published on these pages.

### **Recruitment Activities**

The project *Välj sjön!* ("Choose a career at sea!") is since 1999 a part of the promotion and recruitment work conducted by Åland Shipping (Ålands sjöfart, n.d. d). The project is directed towards all of Åland's pupils in ninth grade of the compulsory school and is based on six theme days to which the pupils are invited. Most of them, almost 350 people, participate in the theme days, during which study visits to Åland University, the seaman school on Åland, the maritime safety centre on Åland and the ferry Birka Paradise are made. The magazine *Ålands Sjöfart* publishes at the same time an edition focusing on maritime education, the maritime profession and the work places.

*Sjöfartens dag* ("the shipping day") has been arranged on Åland since 2001 (Ålands sjöfart, n.d. d). It is both a recruitment fair directed towards youths, students and people in search of a job and a trade fair for professionals already working within the shipping industry. Presentations of the shipping industry and ship own companies take place during the day and about 500 pupils in sixth and eight class of the nine year compulsory school come to listen to these presentations.

Åland Shipping, Åland's seaman's school and Åland's maritime safety centre arrange every year a maritime safety course for pupils in ninth class (Ålands sjöfart, n.d. d). In a training pool the participants get the chance to see what it is like to swim wearing a life jacket and they get to try different maritime evacuation systems such as slides and socks. Ålands seaman's school seize the opportunity to talk about the education offered at their school. Approximately 300 youths participate in the course.

The association Åland Shipping is, besides on their own website, active on Facebook (Facebook, n.d. b).

### **2.1.6 Germany**

Information about promotion activities in Germany was retrieved through the websites of the German Shipowners' Association (*Verband Deutscher Reeder*) and the Maritime Education Institute (*Berufsbildungsstelle Seeschifffahrt e. V.*). Information was also retrieved through e-mail correspondence with Max Johns, communication and press spokesman at the German Shipowners' Association.

The websites are published in German and the e-mail correspondence was also carried out in German, why possible misunderstandings caused by language barriers have to be considered.

#### **2.1.6.1 The German Shipowners' Association**

On the website of the German Shipowners' Association (*Verband Deutscher Reeder [VDR]*) information about how to start a career at sea can be retrieved (VDR, n.d.). The education and the main responsibilities of the different professions are described. A calendar with information about the date and location of different educational and job fairs is also published on the site. In the spring of 2011 more than twenty fairs and other similar events informing about shipping were planned. The Association points out that the maritime sector

offers career possibilities ashore as well as at sea for people with a maritime education (Karrieren in der Seeschifffahrt, n.d.)

No interviews with people working within the maritime sector are provided on the web site, but it is possible to order an information DVD free of charge (VDR, n.d.). The visitors are also via links directed to the Scottish TV website *stv-player* and the documentary *The Merchant Navy* (stv, n.d.). In the documentary one can learn what life onboard a ship is like for the cadets, officers and engineers.

From the website brochures in pdf-format developed by the German Shipowners' Association are available for downloading (VDR, n.d.). One of the brochures is called "Shipping Careers" (Karrieren in der Seeschifffahrt, n.d.) and gives in 32 pages information about ships, life onboard and education. In the brochure several pictures of ships and young people, mainly women, are printed. Several pages of contact information to e.g. the German Shipowners' Association, authorities and schools (both to seamen schools and maritime universities) are provided in the brochure.

### **Information given by Max Johns, communication and press spokesman at the German Shipowners' Association**

The German Shipowners' Association visits regularly schools and participates in job and educational fairs, but any extensive recruitment campaigns have not been carried out. The main reason for participating in fairs instead of carrying out recruitment campaigns involving e.g. advertisements is that they by attending fairs are sure to reach the intended target group. The association do however publish articles in newspapers and magazines with the aim of promoting a career at sea.

By talking to as many youths as possible when participating in educational and job fairs the representatives from the German Shipowners' Association want to increase the interest in a career at sea among youths. If a person shows interest in working onboard a ship and is at least 16 years of age, the opportunity to see what life at sea is like by spending 4-6 weeks of the summer holidays onboard a ship is offered.

The German Shipowners' Association wants to show that working at sea is an attractive alternative. The aim of their promotion efforts is to have an "enough number of applicants" to the maritime educations and that an "enough number of students" will pass the examination every year. The goal to attract new entrants to the educations has already been achieved. The number of students who begin their studies has tripled over the last years and they hope that it is a lasting trend.

In figure X the number of applicants to the maritime academies from year 2000-2009 is shown.

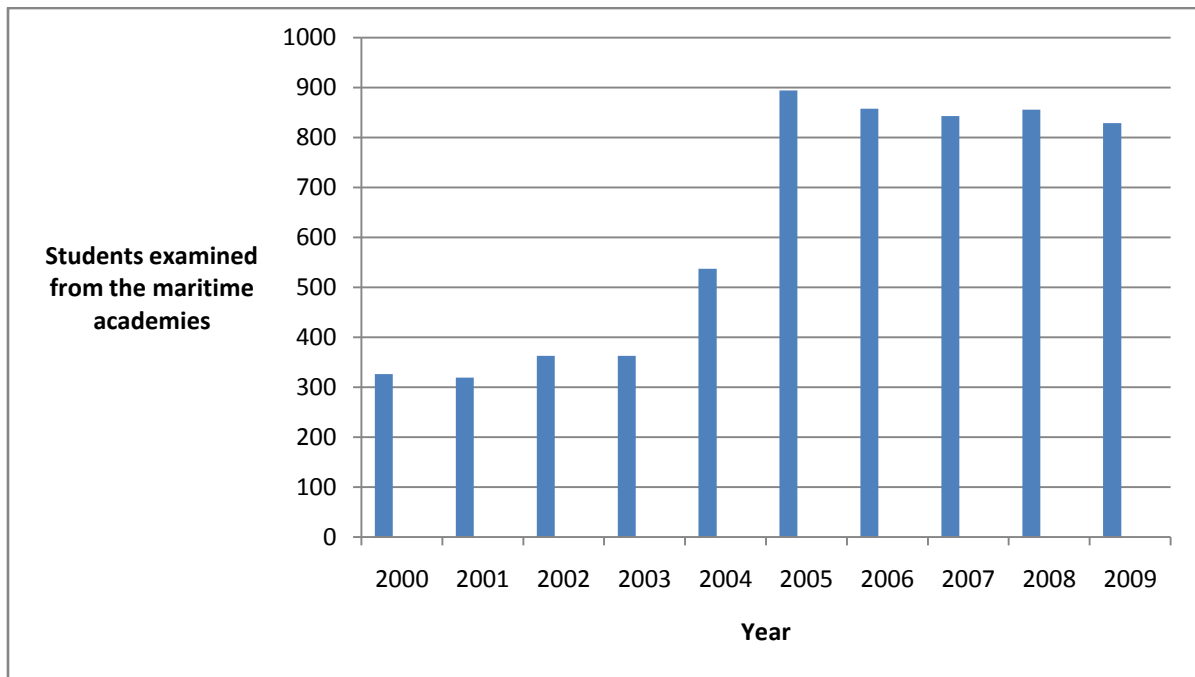


Figure 7 The number of examined students from the German maritime academies, 2000-2009 (source: Reederverband, n.d.)

#### 2.1.6.2 The Maritime Education Institute (*Berufsbildungsstelle Seeschifffahrt e. V.*)

In Germany a “Maritime Education Institute” (*Berufsbildungsstelle Seeschifffahrt e. V. [BBS]*) is established, having the following members (BBS, n.d.):

- The Federal Ministry of Transport, Building and Urban Development (die Bundesministeriums für Verkehr, Bau und Stadtentwicklung)
- The five Coastal States: Bremen, Hamburg, Mecklenburg-Vorpommern, Niedersachsen and Schleswig-Holstein.
- The German Shipowners’ Association (Verband Deutscher Reeder)
- The German Seamen’s Trade Union Ver.di (die Seeleute-Gewerkschaften Ver.di)

The institute is, among other things responsible for advising educators and students; supervise the educational facilities; inform about career possibilities at sea and act as study counsellors to those interested in a maritime education (BBS, n.d.).

The Maritime Education Institute has a website called [www.berufsbildung-see.de](http://www.berufsbildung-see.de) (BBS, n.d.), giving practical information about e.g. ships, the different professions working onboard, the training systems and maritime educational facilities. Information can also be found about the compulsory medical examination seafarers must pass and a link to a website with a list of doctors approved to carry out the medical examination is provided. It is also possible to pose questions via e-mail to the institute. The website is concentrated on the sea based part of the maritime sector.

#### 2.1.7 Estonia

The information retrieved from the Estonian websites was mainly in Estonian. Google’s translation service was therefore used to translate the websites that did not have an English

version. Because of the translation some information on the websites could be misunderstood.

To promote itself the Estonian Maritime Academy participates at student and educational fairs (Estonian Maritime Academy, n.d.). The Academy also participates at the Tallinn Maritime Days, which is a three day long summer event taking place in June (Tallinna Merepäevad, n.d. a). During the Maritime Days the opportunity to visit ships from mainly the Tallinn Maritime Museum is offered (Tallinna Merepäevad, n.d. b). Apart from the historical ships belonging to the museum people visiting the Maritime Days can go onboard a modern ship owned by the Tallinn Maritime Administration (Tallinna Merepäevad, n.d. b). The Nautical College of Estonian Maritime Academy also participates at the Tallinn Maritime days (Tallinna Merepäevad, n.d. b)

Rajaleidja is an Estonian website describing different educations and professions, including the professions onboard a ship (Rajaleidja, 2007 a). The website does not only inform about the advantages of working at sea, but point out a few negative aspects of the profession, such as the working conditions onboard with noise, vibrations, electromagnetic waves and seasickness (Rajaleidja, 2007 a) as well as the fact that a seafarer has to spend long periods away from home (Rajaleidja, 2007 b). The negative sides of working in the engine room, which include an oily working environment, narrow machine spaces and lack of daylight, are also described on the website (Rajaleidja, 2007 b).

### **2.1.8 Latvia**

The Latvian website was mainly in Latvian and the Google translation service was used to translate the text. The reliability of the translation service was considered when retrieving information from the website, but there is still a risk that the text has been misinterpreted.

The Latvian Maritime Academy offers education for positions within the sea based as well as the shore based parts of the maritime sector (Latvian Maritime Academy, 2006 a). To attract applicants to the academy open days are arranged giving interested youths the possibility to visit the school and talk to teachers and students (Latvian Maritime Academy, 2006 b).

On the website of the Latvian Maritime Academy information is given about the different educations offered at the Academy and about possible career paths after the completion of the studies (Latvian Maritime Academy, 2006 b). The information given about the Navigational and Engineer programs include career opportunities both at sea and ashore (Latvian Maritime Academy, 2006 b).

### **2.1.9 Lithuania**

Just as the Estonian and Latvian websites the Lithuanian sites have been translated by the use of the Google translation service, and the information retrieved from the Lithuanian websites could therefore be misinterpreted.

To promote the academy the Lithuanian Maritime Academy participates in educational fairs (Litexpo, 2003) and arrange open days giving interested youths the possibility to listen to presentations and to look at school buildings and simulators (Lithuanian Maritime Academy, 2009)

### **2.1.10 Poland**

Some of the Polish websites had an English version, but the main part of the sites was in Polish. The Google translation service was used to translate the pages and the risk that the information on the websites is misunderstood must be taken into consideration.

In February 2008 the Polish Maritime Partnership was established under the protection of the Ministry of Infrastructure (Ministertwo Infrastruktury, 2008). The partnership has participants from maritime universities, schools, companies and institutions (Ministertwo Infrastruktury, 2008), and is led by the Maritime University of Szczecin (Partnerstwo dla morza, n.d.). The goals of the partnership are among others to present a positive view of the Polish maritime industry, to increase the interest in working within the Polish maritime sector and to work for favourable economical and juridical conditions for companies and employees within the maritime sector (Akademia Morska Szczecin, n.d. a).

The partnership organises according to Aleksandra Woźniak at the Maritime University of Szczecin joint presentations turning to young people with the purpose of encouraging youths to study at the Maritime Universities.

#### **2.1.10.1 The Maritime University of Szczecin**

Every year the Maritime University of Szczecin carry out a recruitment campaign aiming at increasing the interest in studying at the university among students in upper secondary school (e-mail correspondence with Aleksandra Woźniak at the Maritime University of Szczecin, 2011). As a part of the campaign presentations are given at upper secondary schools and educational fairs. Both teachers and students participate in the fairs and brochures and leaflets informing about the university are handed out. Adverts in newspapers, on TV and on websites are also used to promote the educational possibilities offered. The recruitment campaigns are seen to be successful by the university.

In addition to participating at educational fairs and advertising in the media, the Maritime University of Szczecin arrange open days at the university (Akademia Morska Szczecin, 2011). During the open day anyone interested in the school is invited to take part in guided tours showing among other things simulators and laboratories in the school facilities.

On the website of the Maritime University of Szczecin the need for qualified personnel within the maritime sector is highlighted (Akademia Morska Szczecin, n.d. b). Students with an exam from the Maritime University of Szczecin are according to the same website well prepared to meet the demands in the sector and have the opportunity to make a fast career and receive generous remuneration at an early age.

The salary and the career opportunities are in focus on the website of the university (Akademia Morska Szczecin, n.d. c). On the website a schematic picture of the different career steps on the way of becoming a master or a chief engineer is published. For every step on the career ladder the approximate salary of that position is given. At the age of 30 years it is according to the website possible to work as Master or Chief Engineer and earn € 5000 net per month.

### **2.1.10.2 Gdynia Maritime University**

To promote the university Gdynia Maritime University arrange an open day welcoming people to the school to e.g. listen to information from the different faculties or take a look at the simulators (Akademia Morska Gdynia, 2007).

### **2.1.10.3 Akademia Marynarki Wojennej (Naval Academy Gdynia)**

During the “Day of the open university” the Naval Academy Gdynia is open for interested people to visit the academy, to take a look in the planetarium, to listen to information about the academy and to try the navigation, engine room or artillery simulators. (Akademai Marynarki Wojennej, 2011).

## **2.2 Short presentation of TV-series with a maritime theme**

TV-series with a maritime theme have the possibility to influence the way in which people perceive the maritime industry. In the questionnaire conducted as a part of this study the respondents are asked if they have seen any TV-series with such a theme. The purpose of these questions is to find out whether or not these series have made any impression on the respondents and affected their view of the maritime industry. Below follows a short presentation of the TV-series referred to in question four and five of the questionnaire.

*Landgång (The Gangway)* is a Swedish cookery programme (Wikipedia). In the programme the viewer gets to follow the cook German Zamudio in his work onboard a Swedish oil tanker. The journalist Anne Lundberg works together with German as a mess man. The TV-series has been shown in Swedish television channel 1 at three occasions in 2006, 2007 and 2010.

In 2007 Lundberg and Zamudio received SEKO Sjöfolks kulturstipendium (the cultural award of the Swedish seafaring union) (Fors, 2007). Lundberg and Zamudio received the award because of the importance the series has had in creating an understanding for the shipping industry and the situation for seafarers. Each episode was seen by approximately 1.2 million viewers in Sweden. The series has also been shown in Denmark, Norway and Finland.

*Färjan (The Ferry)* is a Swedish reality show in which the viewer gets to follow some of the crew members onboard the cruise vessel m/s Cinderella (kanal5.se, 2009). The show focuses on the part of the crew having the most contact with the passengers, e.g. the bartender. The doings of the passengers that come onboard to enjoy themselves are also an important feature of the show.

During 2008 and 2009 three seasons of the reality show were broadcasted on the Swedish Channel 5 (5play).

*Rederiet (The Shipping Company)* is a Swedish soap opera (SVT.se, n.d.). The story circles around the Dahlén family, owners of the shipping company Dahléns, and their crew onboard the ferry m/s Freja. The drama series is, with 318 episodes, the longest running TV-series in the history of Swedish Television. It was broadcasted from 1992 to 2002.

*Kustbevakarna (The Coastguards)* is a Swedish reality show broadcasted on Channel 5. The viewers got to follow the coast guards on duty in the archipelago of Stockholm and on the west coast of Sweden (kanal5.se, 2007). From 2006 until 2008 (5play, n.d.) three seasons of the reality show were broadcasted (Kanal5.se, n.d.).

*Kasta Loss (Let Go)* is a TV programme, shown on Channel 4 and channel 4+, addressing people who own or is dreaming about owning a leisure boat (TV4.se, n.d.). The presenter was the well known Swedish TV profile Harald Treutiger and the programme was shown 2006-2007 (Agentbolaget, n.d.).

*Båtmagasinet (the boat magazine)* is another Swedish TV programme about leisure boats and boat life. The program gives among other things suggestions about equipment and interesting excursions (TV8.se, 2009). It was broadcasted 2008-2010 on TV 8 (TV8Play, n.d.).

*Deadliest catch* is a reality show following the life of crab-fishers working onboard fishing vessels operating in the treacherous waters of the Bering Sea (Discovery Channel, 2011 a). Six seasons of *Deadliest catch* have been broadcasted on the Discovery Channel from 2005 to 2010 (Discovery channel, 2011 b) and in April 2011 the seventh season will have premiere (Discovery Channel, 2011 a).

## 2.3 Previous Studies

To find information about the attitude of young people towards a career at sea, previous studies aiming at finding out why students at the Swedish maritime academies and at the shipping program at upper secondary school made their chose of education have been studied. To broaden the study so that it would not only include the point of view of Swedish students, the outcomes of the Young Seafarers Focus Group have been studied.

To try to draw some conclusions about how young Swedes not already involved in the maritime sector perceive a future career within the same, studies aiming at finding out the attitude of young people towards work in general have been analysed.

The studies aiming at finding out how work in general is perceived by youths will begin this part of the thesis.

### 2.3.1 Y.R.M.i.S

YRMiS is short for Young Role Models in School and is a Swedish organisation working to spread information, mainly through the internet, about the occupational opportunities available to young people (YRMiS, n.d. a). The organisation wants to inspire young people by letting young role models and employers inform about the modern working life. Another aim is to facilitate for teachers and study counsellors in school to increase pupils' knowledge of the modern work life. The organisation also wants their website to be a mean for employers to reach out to and engage young people.

As a mean to inform young people about different occupations, YRMiS has published some short films on their webpage. In these films young employees and people running their own businesses talk about their work (YRMiS, n.d. b). The maritime industry is not represented in any of the films, but if interested employers and other stakeholders can produce and show their own films on the site.

YRMiS claims that their website has had an impact on schools and youths (YRMiS, 2009). In the YRMiS study referred to below approximately 16% of the respondents answered that they had visited the YRMiS' website. YRMiS themselves believe that their success springs out of combining a close cooperation with the school, the work life and using film, which they

believe is a way of communicating that attracts youths, as the main tool of communication with the youths.

### **2.3.1.2 Y.R.M.i.S' Youth Study**

In 2009 YRMiS conducted a survey called "What are you going to be when you grow up?" (*Vad ska du bli när du blir stor?*) (Greiff, 2009). The survey was spread via a banner on the website Spotify to youths in the ages of 13-21. It was answered by 4600 youths and completed by 1999 of them. The purpose of the survey was to find out what choices youths make when it comes to studies and future careers and what factors they are influenced by when making those choices.

In the study it was found that most of the respondents base their choice of studies and occupation on role models and their own interests. Only one out of four stated that they take the needs of the labour market into consideration when making their choice of studies.

According to the YRMiS study, most youths now very little about the labour market. The respondents believe that they have a good insight in approximately five different occupations.

In the 7-9 class of the nine-year compulsory school, often even earlier, most youths begin to think about what their future occupation will be. Forty percent of the respondents said that their choice of program in upper secondary school was a step towards a future occupational dream.

Most of the respondents, 77%, expected the school to inform them about future career opportunities. Two out of three replied that school is the forum through which they are mainly informed today.

The best way of getting an insight in different occupations is according to the youths participating in the YRMiS study to visit different workplaces for a period of time to get practical experience. Study visits at different workplaces are also seen as important followed by employers making visits to school and films portraying young people in the work life. Traditional activities such as job fairs, catalogues and ads seemed to be of less significance to the youths.

### **2.3.2 Youths with Attitude (Unga med attityd)**

With the purpose of analysing the attitudes and values of Swedish youths in the areas of work, health, education, leisure time and their possibility to influence their life situation the Swedish National Board for Youth Affairs (*Ungdomsstyrelsen*) has carried out four surveys, in 1993, 1997, 2002 and 2007, having the same base of recurring questions (Ungdomsstyrelsen, 2003). The last survey from 2007 is called Youths with Attitude (Ungdomsstyrelsen, 2007) and is based on 7500 questionnaires which were sent to 6000 youths in the ages of 16-29 years (in the survey report referred to as youths) and to 1500 people in the ages of 35-74 years (in the survey report referred to as elderly). The purpose of including the elderly group was to learn if the attitudes and values of the youths are specific to this group. The percentage of answers was 53 and the results of the study has been calibrated and weighted to represent the Swedish population.

#### **2.3.2.1 Results of the Youths with Attitude Survey**

##### **Education**

According to the Youths with Attitude Survey 70% of the youths are planning to conduct university studies for at least three years. Youths having parents that are workers are less interested in a longer university education than those having parents that are higher non-manual employees. Just above 50% of the children to workers and 80% of the children to higher non-manual employees are planning a longer education.

Three main reasons for higher education were identified and found to be the possibility to get a good job (70%), the possibility to work with something that you are really interested in (57%) and one's own personal development (42%). Studies were seen as an option to avoid unemployment by approximately one fifth of the youths.

### **Employment – which factors are important?**

The five most important qualities of a workplace were found to be nice colleagues, good superior(s), a healthy working environment, permanent employment and receiving a good salary. The factors of least importance were the possibility to make international contacts, flexible work hours, equally many men as women on the workplace and the work as status symbol. It can be noticed that it was of greater importance for the youth respondents than the elderly respondents that there are approximately equally many women as men on the workplace; Approximately one fifth of the respondent in the ages 16-19 years thought that this factor was of great importance and of the elderly respondents in the ages 55-74 years one tenth thought that it was.

The elderly group, in the ages of 35-74, more frequently thought that the possibility to combine an employment with family, children and leisure time was of importance. Other factors that are of greater importance to the elderly than the youths are the content of the work and its organisation, its independence and flexibility (the possibility to schedule your own work hours) and that the work is of importance to others. This group is also established in the community and is not interested in an employment in another location.

The importance of having nice colleges, good superiors, a healthy working environment and good possibilities for education and development within the profession was more important to young women than to young men. The young women also agreed to a greater extent that it is important that the work is located within the community (not having to move to another town) and that it is possible to combine an employment with home and children. The young men considered career possibilities and becoming a manager to be of greater importance than it was to the young women.

### **Employment – which areas are the most popular?**

The most popular area to work within was, as shown in table X, culture, media and design. Security and transport was one of the least popular areas. Men and women were equally interested in administration, law and politics; sales and marketing; and economy, finance and insurance. The women were more interested in culture, media and design; body, diet and health; animals and nature; pedagogic and teaching; hotel, travel and service; health care; aid and help; and pharmaceuticals than the men. The men were on the other hand more interested in working within construction; security and transports; IT and telecom; and the defence. The areas of interest to work within did not differ much between youths born abroad and youths born in Sweden. Neither did the answers of youths living in a small community differ from the ones living in a large community.

**Table 3 Percentage of respondents in the ages 16-29 that replied Yes, absolutely or No, definitely not to the question “In the future, would you like to work within any of the following areas?” (Source: Ungdomsstyrelsen, 2007).**

	Yes, absolutely			No, definitely not
	Men (%)	Women (%)	Totally (%)	Totally (%)
Culture/media/design	21	27	24	19
Body/diet/health	10	23	17	34
Animals/nature	11	21	16	22
Pedagogic/teaching	10	18	14	40
Sales/marketing	12	14	13	37
Hotel/travel/service	9	16	12	24
Health care	4	21	12	37
Administration/law/politics	9	12	11	26
Construction	15	4	10	25
IT/telecom	15	4	10	35
Economy/finance/insurance	11	10	10	25
Industry/mechanics	15	4	10	39
Aid/help	7	14	10	43
Pharmaceuticals	5	10	8	39
The Swedish defence	13	4	8	45
Security/transport	11	3	7	32

### 2.3.3 Youth's View on Work (Ungas Syn på Arbete)

In the spring of 2002 the Swedish National Board for Youth Affairs sent a questionnaire by post to 5000 randomly chosen youths in the ages of 16-29 years (Ungdomsstyrelsen, 2004). The questionnaire was replied to by 2768 youths. It is a deepening study to the *They Call Us Youth*-study which is the third out of four attitude and value studies that has been conducted up until today by the Swedish National Board for Youth Affairs. The study resulted in a publication called *Youth's View on Work* and the purpose of the study was to describe how the view on work differs within the group of young people. The material that the questionnaire resulted in was not used to draw conclusions about the youth population as a whole, but only represents the view of the respondents. Among the respondents were youths from all parts of Sweden, some of the respondents were born abroad and they had different levels of education. Some of the respondents were still studying and others were working. The material was divided into the age groups 16-19, 20-24 and 25-29 years old.

According to the study the group of 19-29 year olds is a very heterogonous group, yet they belong to the same generation but are in different phases of their lives. Because of this, phases of life and not generation or changes over time have been studied.

### **2.3.3.1 Results of the Youth's View on Work Study**

In the questionnaire 18 qualities connected to work were listed and the respondents were asked to state how important they thought the different qualities were. The qualities listed were:

- Permanent employment
- Within the community
- Home, children and spare time
- Teamwork
- Nice colleges
- Good manager/management
- In accordance with the education
- International contacts, travel
- Interesting work assignments
- Responsibility
- Varying work tasks
- Education and development within the profession
- Personal development
- Career, becoming a manager
- Good salary, possibility to increase the salary
- Healthy working environment
- Equally many men as women
- The work is of importance to others.

The most important qualities of a workplace were having nice colleges, a good manager and a healthy working environment. No one thought that these qualities were unimportant.

Factors influencing which workplace qualities that were of importance to the respondents were found to be gender, age and if the respondent were born in Sweden or abroad. Men valued career possibilities slightly higher than women did. The youths born abroad valued career opportunities (which include having a good salary and making international contacts) and the organization (including team work, equally many men as women and that the work corresponds to the education) higher than the youths born in Sweden. As a person gets older and the number of people to support increases it is of greater importance to have a permanent employment. The importance of being able to combine family and work as well as the work place being close to home increases at the same time and the career becomes of less importance.

### **2.3.4 Young Seafarer's focus group**

Next summaries of maritime oriented studies will follow. The purpose of including these studies is to find out why young people choose to go to sea and how life at sea is perceived.

In the world's merchant navy there is a shortage of seafarers and the need to recruit new seafarers as well as increase the retention at sea is urgent (The International Transport Workers' Federation [ITF], 2009). With the intention to learn how young seafarers perceive their maritime careers ITF (The International Transport Workers' Federation) and INTERTANKO (International Association of Independent Tanker Owners) gathered a group of

young seafarers to a meeting in London in the spring of 2009 (ITF, 2009). During the three days long meeting different aspects of a maritime career were discussed and the outcomes of the discussions were hoped to be useful in the work of increasing the retention at sea as well as the interest for a maritime career among youths (ITF, 2009).

The group called Young Seafarer's Focus Group (YSFG) was put together by three women and seventeen men (Young Seafarer's Focus Group, 2009) from seven different nations (ITF & INTERTANKO, 2009). The representatives came from both the deck and the engine department and were, because of INTERTANKO being initiators to the meeting, mainly working at tankers. Still, there was some experience within the group from working at different types of ships, such as cruise ships, tug boats, cargo ships and car carriers. Officers and ratings as well as one cadet were represented in the group (Young Seafarer's Focus Group, 2009).

#### *2.3.4.1 Results of the Discussions*

The YSFG summarized the outcome of their discussions in a document (YSFG, 2009). The young seafarer's opinions and thoughts that are of value for this study are found below.

The reasons for initially going to sea were according to the YSFG the following:

- Salary and tax break
- Family members working at sea
- Opportunity to see the world
- The lifestyle with hard work and long vacation or shorter contracts with paid vacation
- No other employment was available
- Challenging and interesting work

The group members thought that a career at sea probably is more attractive to practical people and that it is important to get the chance to experience life onboard before commencing studies at a maritime academy.

During the meeting in London the YSFG also discussed whether or not they would recommend family and friends to go to sea. The ones who said that they would recommend the profession thought that a career at sea gives the opportunity to develop good life skills and that you receive a wide range of training. Group member/s from India mentioned that the maritime industry had improved its reputation and nowadays is more positively perceived than it used to be. Group members who would not recommend a career at sea did on the other hand mention negative publicity and that people in general have an old-fashioned view of the maritime industry. Other reasons for not wanting to recommend a career at sea was the difficulty to combine seafaring with family life and members from Asia mentioned that the salary at sea is not much higher than it is at home.

The YSFG also discussed if the seafaring profession is a career suitable throughout the working life and came to the conclusion that the following issues make it difficult to stay at sea up to retirement:

- The difficulty for women to combine a life at sea with starting a family
- The lack of job security for contractual workers
- The hard work at sea not being suitable when getting older.

Another subject discussed during the meeting was the main issues of concern regarding a career at sea. Below the issues of importance for this study and the recommendations given by the YSFG of measures to be taken to deal with the issues are summarized. The issues of concern are written in bold letters.

**Job security and employment conditions** including the following:

- Length of contract (9 months agreed to be too long)
- The time ashore being in proportion to the time onboard (eight weeks onboard followed by eight weeks of vacation acceptable)
- The company paying for travel expenses when the seafarer signs on/off the ship
- Receiving payment once a month.

To deal with the above issues the recommendations of the YSFG were the following:

- Companies should offer direct employment agreements instead of hiring contractual workers
- Company spirit should be emphasized and its importance understood by companies
- The length of contracts should be reduced without too much negative effect on the salary or vacation.

**Manning in relation to workload** which includes the following issues:

- New requirements that constantly are laid upon the seafarers
- It being more or less impossible to go ashore when the ship is in port
- Fatigue
- Any additional work should be in proportion to the crew size.

The following recommendations were given by the YSFG to deal with the manning and workload issue:

- With regard to the safety and quality of life at sea, the manning onboard must be reviewed urgently
- Four hours on – eight hours off watches to be promoted both at sea and in port.

**Living conditions and communications with home**, including the following:

- Poor standards of accommodation and recreational facilities and not having single cabins negatively affect the quality of life when onboard
- Difficulty to keep in touch with families ashore.

To improve the living conditions onboard and the possibility to communicate with family and friends at home companies are recommended by the YSFG to take the following actions:

- Install computers with free internet access for the crew members and give every member of the crew a private e-mail account
- Make sure that when ordering a ship the accommodations spaces fill their purpose in an adequate way.

Lack of time and manpower makes the **extensive paperwork** carried out onboard a burden for the crew.

**Training issues** including the following:

- Companies should pay for necessary training and costs for required licenses
- Education on seafarers rights to be provided.

**The negative image of the industry:**

- Airline pilots are often portrayed as heroes whilst seafarers are portrayed as criminals
- The public often lack knowledge about the maritime industry or have an old-fashioned idea about seafaring.

To improve the negative image of the seafaring profession the YSFG suggested that investments should be made to promote a positive image of the maritime industry.

**The ISPS – Code and its consequences for seafarers** which are the following:

- Seafarers are treated like terrorists and criminals
- Conflict between safety and security
- Not enough people onboard to cover watches
- Seafarers are often denied to go ashore
- Some nationalities are more often being denied shore leave than others.

**Seafarers have the right to go ashore when in port**, but are often denied of this right.

The YSFG feel that seafarers often fear **being criminalized**. They could e.g. be held responsible and blamed for environmental accidents.

To limit the dangers of sailing in **piracy** infested waters the YSFG welcomes official military support instead of private security firms. They also suggest that companies support rerouting to avoid these waters and that companies should reassure seafarers sailing in waters with pirates that they will be supported and ensure that they will be relieved if taken hostage. Seafarers should also be compensated and receive danger money if sailing in waters where pirates operates.

### **2.3.5 Motivation and Lifestyle at Sea**

Motivation and lifestyle at sea (Håkansson & Persson, 2008) is diploma thesis written in Sweden at Kalmar Maritime Academy. The purpose of the study was, among other things, to learn why active seamen and students in upper secondary school studying to become AB: s or motormen have chosen to work at sea and how active seamen experience the life onboard the ships. Three different questionnaires were distributed; one to active seamen, one to students at the shipping program in upper secondary school and one to ship owners.

#### **The questionnaire distributed to students**

The questionnaire sent to students at the shipping program in upper secondary school got 25 respondents, of whom 12 studied to become AB: s and 13 to become motormen. The authors were interested in learning why the students had chosen to work at sea and sent the

questionnaire to students who had not yet had any experience of onboard training which could have had an impact on their reasons forgoing going to sea.

Of the students studying to become motormen 38% stated that one reason for becoming motormen and finally perhaps engine officers instead of AB:s and deck officers were that it is easier to find a work ashore for engineers than it is for deck officers.

When being asked to mention a few reasons to why they had made the decision to go to sea, 36% answered that it was because they had family members who worked at sea. Some of the students, 28%, chose the profession since they liked the sea and 16% thought that it was a funny and practical work.

Most of the students, 92%, would consider to study at any of the maritime academies to become deck or engine officers. Only two students (8%) hesitated and answered maybe.

What is it that makes life at sea attractive to these students? The most popular answer was the beneficial relieving system (32%). Some had heard funny stories about life at sea (20%) and some wanted to see the world (16%).

Had the students heard anything negative that made them doubt if they wanted to work at sea? The respondents mainly thought that it was negative for the family that they would be away for such a long time (24%). Another issue was that they thought that there were many work related accidents onboard the ships (16%). Another 8% of the students thought that there is a risk that they might feel isolated and that social life at home would suffer.

#### **The questionnaire distributed to active seamen**

Of the 10 active seamen who had participated in the survey 5 worked in or had worked in the deck department and 5 worked in or had worked in the engine department.

The main reason for the respondents to choose a career at sea was the relieving system (50%). The relieving system was also the main positive thing with working at sea (90%).

When being asked if they thought that life at sea had any negative aspects, 70% answered that the long periods away from home were hard to deal with.

#### **2.3.6 Career Choice for Master Mariner Students in Kalmar**

The diploma thesis *Career Choice for Master Mariner Students in Kalmar* (Gervind and Sjöström, 2008) aims at finding out which factors influenced the master mariner students at Kalmar Maritime Academy when choosing a career at sea. The essay also intends to investigate if the students with previous seagoing experience had other reasons to study than those students who had had no experience of working at sea prior applying to Kalmar Maritime Academy.

The thesis is based on 131 questionnaires handed out to students at the Master Mariner programs at Kalmar Maritime Academy.

#### **Results of the questionnaire**

The main reason for the master mariner students without previous seagoing experience to choose a career at sea was that they thought that it seemed like an interesting profession (more than 40%). The students with previous seagoing experience thought that the main

reason to start studying was that they needed a new challenge in their professional life (almost 30%).

### 2.3.7 Which Factors are Mainly Valued by the Students at Kalmar Maritime Academy When Seeking an Employer?

The purpose of the diploma thesis *Which Factors are Mainly Valued by the Students at Kalmar Maritime Academy When Seeking an Employer?* (Hallerström, Ljungqvist & Tylegård, 2008) was to learn how the students value different qualities offered by employers, such as receiving a good salary or having a beneficial relieving system. The thesis also aimed at finding out what motivates the students to possibly find an employment outside of Sweden.

By handing out a questionnaire to 250 marine engineer and master mariner students at Kalmar Maritime Academy it was found that the most important qualities of an employer were:

- The salary (89.2%)
- Get the possibility to receive in service training (41.2%)
- Access to internet and other means of communication (38.4%)
- Career paths (36.4%)
- Leisure time onboard (36.4%)
- Well functioning relieving systems (34%)
- Employment security (30.8%)
- Working less than 6 weeks (28.8%)
- Number of working hours when onboard (28.4%)
- The ship owner and its reputation (24%)

Through the questionnaire it was also found that 66.8% of the students were interested in or planning to work in another country than Sweden. The main reason for seeking an employment in another country was the salary (23.9%).

## 2.4 The Questionnaire

To find out if youths have heard about any of the Swedish campaigns performed to attract young people to the maritime sector and what thoughts, if any, young people have about the maritime sector in general and working at sea in particular a questionnaire was constructed as a part of this study. The distribution of the questionnaire is shown in table X.

**Table 4 Number of respondents to the questionnaire from the different schools and classes**

School and town	Programme	Year	Boys	Girls	Total
<b>Rönnowska upper secondary school, Helsingborg</b>	Shipping programme	2	6	0	6
<b>Rönnowska upper secondary school, Helsingborg</b>	Shipping programme	3	7	1	8
<b>Frida upper secondary school, Vänersborg</b>	Natural science programme	3	6	2	8

<b>Frida upper secondary school, Vänersborg</b>	Social science programme	3	6	13	19
<b>Frans Möller upper secondary school, Kävlinge</b>	Construction programme	3	23	1	24
<b>Totally, upper secondary school</b>			48	17	65
<b>Frida nine-year compulsory school, Vänersborg</b>		9	24	33	57

Because of the small number of respondents, the answers from the students in upper secondary school are divided into the following three groups: the shipping programme, the theoretical programme and the practical programme.

The answers from the students at the shipping program differed from the answers from the other students and are therefore evaluated as a separate group. In this group both students from the second and the third year are included.

The answers from the respondents in the construction program also differed from the answers from the respondents in the other programmes and are therefore also evaluated as a group of their own.

The respondents in the natural science programme and the social science programme answered similar and the results from these classes are shown as one group.

There is an imbalance in the number of male and female respondents and the answers from the male respectively female respondents are only shown separately at question where it could be of interest to know if the answers differ. In these cases the answers from the girls in all three evaluation groups are shown as one group called "girls", since only one girl at the shipping programme and one girl at the practical programme participated in the study.

The result from the questionnaire sent out to pupils in the ninth year of the nine-year compulsory school will, because of the age difference, be shown separately. This group is called ninth class. The evaluation groups are shown in table X.

The results from each evaluation group are found in appendix X.

**Table 5 The evaluation groups (\*Source: Gymnasium.se [n.d.]**

<b>Evaluation group</b>	<b>Programmes and schools</b>	<b>Males</b>	<b>Females</b>	<b>Totally</b>	<b>Age</b>	<b>Onboard training included in the education (weeks)</b>
<b>The shipping programme</b>	The shipping programme, Rönnowska	13	1	14	17-20	16 *

	upper secondary school, Helsingborg					
<b>The theoretical programme</b>	The natural science programme and the social science programme, Frida upper secondary school, Vänersborg	12	15	27	18-20	None
<b>The practical programme</b>	The construction programme, Frans Möller upper secondary school, Kävlinge	23	1	24	18-20	None
<b>Total number of respondents, upper secondary school</b>	-	48	17	65	-	-
<b>Ninth class</b>	Frida, nine-year compulsory school, Vänersborg	24	33	57	15-16	None

#### 2.4.1 Recognition of promotion campaigns (question 1)

##### Upper secondary schools

Half of the students (50%) in the shipping program had noticed one or more of the campaigns performed in order to attract young people to a career at sea. Of the students in the theoretical programs 11% had noticed such a campaign and in the practical program 8%. One reason to that the campaigns had been noticed by so many of the students in the shipping programme, but only by a few of the students at the other programmes could be that the students in the shipping program already had an interest in shipping, which probably makes it is easier both to notice and remember seeing a campaign promoting shipping.

##### Ninth class

Five percent of the students in the ninth class of the compulsory school had noticed one or more of the campaigns performed in order to attract young people to a career at sea. This means that 3 out of 57 respondents have seen one or more of the campaigns aiming at attracting young people to a career at sea or within the maritime sector as a whole. At first sight the result seemed low and that the campaigns did not reach out to the youths. But, if considering the small number of participants in the survey and that all of the respondents came from the same town and school the campaigns might have had a better impact than it first seems like when looking at the result of this question.

According to the YRMiS study (Greiff, 2009) young people start thinking about their future profession already in the 7<sup>th</sup> to 9<sup>th</sup> class of the nine-year compulsory school. With this in mind the younger youths should be an as important target group to the promotion campaign managers as the students in upper secondary school. Forty percent of the respondents in the YRMiS study said that their choice of programme in upper secondary school depended on their future professional aims.

#### 2.4.2 Recognition of *Sjöfartskaravanen* and *Bra Jobb* (question 2)

##### Upper secondary schools

Only students at the shipping program had noticed *Sjöfartskaravanen* touring the coast of Sweden with the icebreaker Ymer. The caravan visited Uddevalla, in the vicinity of Vänersborg where the Frida upper secondary school is situated. It also made a visit to Helsingborg where the Rönnowska upper secondary school is located. The Frans Möller upper secondary school in Kävlinge is situated close to Malmö and Helsingborg, cities that were both visited by *Sjöfartskaravanen*. This means that the students at the different upper secondary school all would have had the possibility to visit the icebreaker if they were interested and had heard about the event.

The reason to that only the students at the shipping program noticed the caravan and the icebreaker Ymer could be that they already had an interest in shipping and found it more interesting than the other students to visit an icebreaker.

The participation of *Sjöfartskaravanen* in job fairs was noticed by 9% of the students; 5 persons in the shipping program and 1 person in the theoretical program. *Sjöfartskaravanen* in the media (TV, radio, newspapers internet etc.) was seen by 2 students in the shipping program, 1 in the theoretical program and 1 in the practical program. Before the arrival of Ymer to a town jingles were played in local radio stations, and the participants in the caravan were often interviewed by local newspapers and radio stations. Perhaps this is one reason to why at least two persons from the theoretical- and practical programs had heard about the caravan in the media.

None of the respondents had seen the website of the *Bra Jobb* campaign.

##### Ninth class

*Sjöfartskaravanen* visited Uddevalla, in the vicinity of Vänersborg where the Frida nine-year compulsory school is situated. This means that the pupils would have had the possibility to visit the icebreaker if they were interested and had heard about the event. The caravan was noticed by 4% of the respondents.

None of the pupils in ninth class had noticed the participation of *Sjöfartskaravanen* in job fairs. The reason to this could be that job fairs such as the SACO (Sveriges Akademikers

Centralorganisation) fair mainly invite students in upper secondary school (SACO, n.d.). As mentioned in the discussion of question 1, the YRMIS study found that youths think that it is important to start thinking about a future profession no later than in ninth class. Perhaps should the job- and educational fairs arranged focus on the younger youths as well. On the other hand did only 5% of the respondents in the YRMIS study answer that career days and job fairs affected their choice of profession.

*Sjöfartskaravanen* in media (TV, radio, newspapers internet etc.) was noticed by 2% of the respondents in ninth class and 2% had seen the website of the *Bra Jobb* campaign.

### 2.4.3 Recognition of the Preparatory Marine Engineer Course and the Vessel Atlantic Cartier (question 3)

#### Upper secondary schools

Totally 6% of the respondents had heard about the possibility to take the preparatory course in marine engineering. This means that 4 students, 3 from the shipping program and 1 from the practical program had heard about the course. It should be noticed that when the preparatory course was given the respondents to the questionnaire were too young to apply to the education (Brajobb.nu, n.d. b).

#### Ninth class

Five percent of the respondents in ninth class had heard about the possibility to take the preparatory course in marine engineering. Just as the respondents from upper secondary school, these respondent were too young to apply to the education (Brajobb.nu, n.d. b)

### 2.4.4 TV series with a maritime connection (question 4 and 5)

#### Upper secondary schools

To find out if and how different TV-series with a maritime connection have affected the respondent they were asked about which TV-series they had seen and if the series had altered the way in which they perceive the maritime sector. Apart from seeing the soap opera *Rederiet* from the start in 1992, all respondents were old enough to have seen all the series mentioned in the questionnaire.

All students at the shipping program, 81% in the theoretical and 92% in the practical program had seen at least one TV-series with a maritime connection.

The TV-series *Landgång* ("the Gangway") had been seen by one third (31%) of the respondents. Some were positive but in general was their attitude towards the maritime sector not changed by the series. The TV-series was very popular when it was shown on TV, but it is possible that the programme attracted an older audience.

The students at the practical program were more positive to the TV-series *Färjan* ("the Ferry") than the students at the theoretical and the shipping program. The students at the shipping program were more negative to the series than the students at the other programs. One of the respondents from the shipping program wrote that *Färjan* does not show real shipping. The series is mainly about the crew working in the onboard services, and to interpret the comment from the respondents he would probably be interested in seeing more about the work of the deck and engine department.

Two thirds of the respondents had watched the Swedish soap opera *Rederiet* ("the Shipping Company"). The respondents from the shipping program were equally positive, negative and

not affected at all. The other students were equally positive and not affected at all, but only one person was negative. The soap opera does not correspond to the reality and perhaps the knowledge the respondents from the shipping programme possess about shipping influenced the way in which the TV-series was perceived.

The majority of the respondents were positive to the reality show *Kustbevakarna* ("the Coastguards"). The show has many elements, such as fast boats and rescue operations that could be attractive to young people. Most positive to the show were the students at the shipping program (57%) and at the practical program (54%).

The program *Kasta Loss* ("Let Go") about leisure boats was only seen by 16 of the 65 respondents. Fourteen of the students answered that the program did not change their attitude. The program "*Båtmagasinet*" (the Boat Magazine) is also mainly about leisure boats and the program had been seen by 17 of the students, out of which 2 answered that they were positive to the series, 2 were negative and 13 answered that their attitude did not change.

*Deadliest Catch* is an American reality show that was suggested by 4 students in the shipping program. They were all positive. This is a popular show and if it would have been an option in the questionnaire it is likely that some more of the respondents would have chosen this option.

### **Ninth class**

Apart from seeing the soap opera *Rederiet* from the start in 1992, were the respondents in ninth class, just as the ones in upper secondary school, old enough to have seen all the TV series referred to in the questionnaire.

The majority of the pupils (75%) had seen one or several TV - series with a maritime connection.

The TV-series *Landgång* ("the Gangway") had been seen by almost one third (29%) of the respondents. The most common answer was that the attitude towards the maritime sector did not change after watching the series.

More than half (56%) of the respondents had seen the TV - series *Färjan* ("the Ferry") and the majority answered that their attitude was affected in a positive way.

Some of the pupils (35%) had seen the Swedish soap opera *Rederiet* ("the Shipping Company"). The main part of the pupils that had seen the series answered that their attitude towards the maritime sector was not changed because of the series.

The majority of the respondents in ninth class were positive to the reality show *Kustbevakarna* ("the Coastguards"). The show has many elements, such as fast boats and rescue operations that could be attractive to young people.

The main part of the students that had seen the TV - series *Kasta Loss* ("Let Go") and *Båtmagasinet* ("the Boat Magazine") did not experience an attitude change after watching the series. The reason to this could be that these are programs about leisure boats and they do not involve the merchant navy. Both *Kasta Loss* and *Båtmagasinet* were seen by one fifth of the respondents in ninth class.

#### **2.4.5 Characterising features of the work of deck and engine officers (question 6)**

##### **Upper secondary schools**

The respondents' opinions about the characterising features of the work of deck and engine officers are shown in figure X. The result could be summarised as follows: You have to be good at solving problems and decision making. The captain and chief engineer do not make all the decisions. The work involves several different work tasks and is often practical, especially if you are an engine officer.

The students at the shipping program more frequently than the respondents at the other programs thought that "you have to be good at solving problems", "you have to be good at decision making", "the work involves a lot of administrative tasks" and "the work includes several different work tasks". The marked difference could depend on the fact that the shipping students have some education and experience from working at sea.

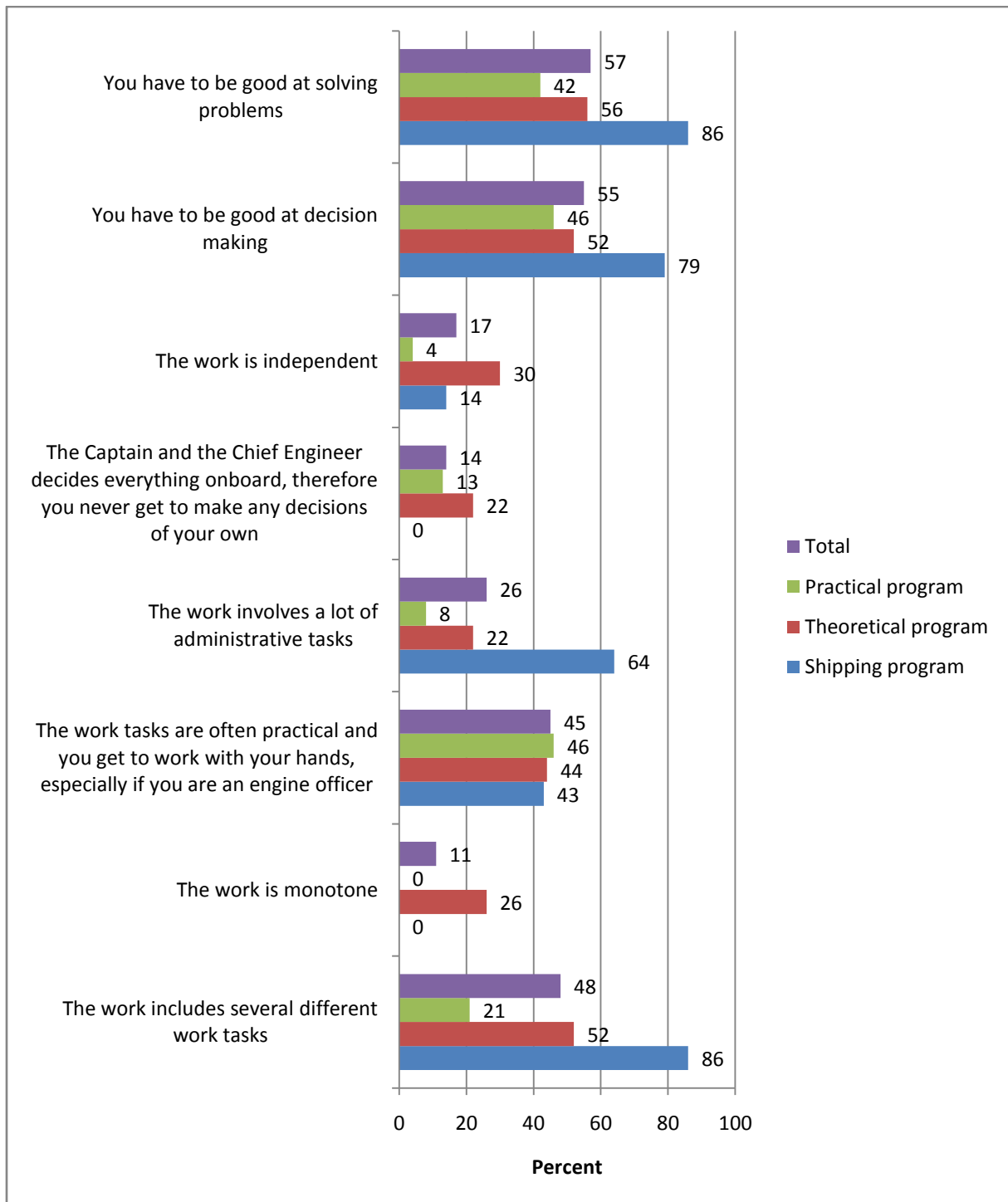


Figure 8 Result of the question “Which of the following do you think characterises the work of a deck or engine officer?”

**Ninth class**

As shown in figure X more than half of the respondents in ninth class thought that the following alternatives were characterising for the work of a deck or engine officer: “the work tasks are often practical and you get to work with your hands, especially if you are an engine officer”, “You have to be good at solving problems”, “The work includes several different work tasks” and “You have to be good at decision making”

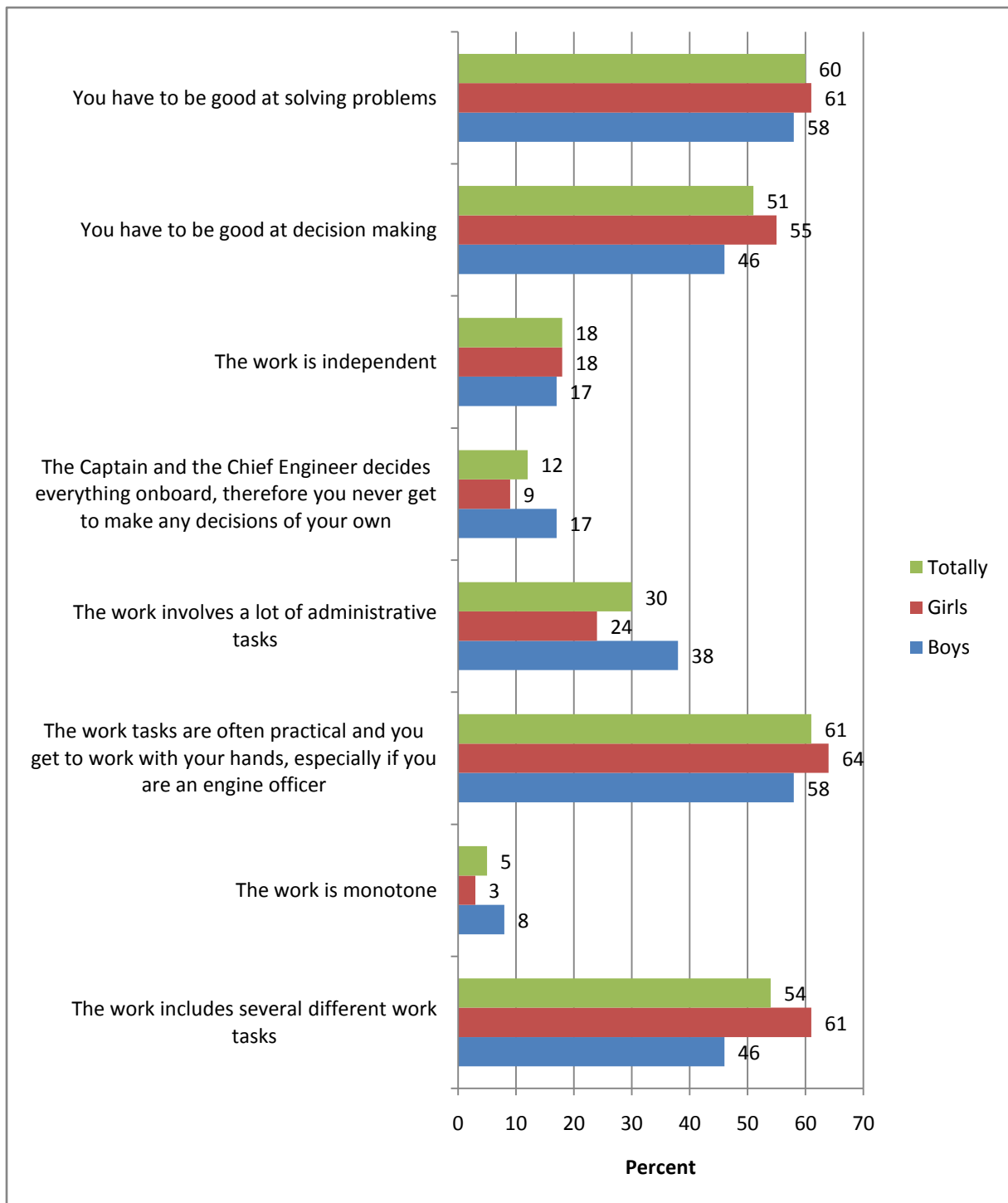


Figure 9 Result of the question “Which of the following do you think characterises the work of a deck or engine officer?”

The four alternatives mostly chosen by the pupils in ninth class are the same as the once mostly chosen by the students in upper secondary school.

One of the respondents wanted to work onboard a crab fishing vessel, as in the TV – series “Deadliest Catch”, or onboard a vessel like that in the TV –series “Whale Wars”. Even though only one person mentioned these TV – series in this question, it gives an indication that this

kind of series has impact on youths. Some respondents in upper secondary school mentioned “Deadliest Catch” on the question if they had seen any TV-series about shipping or leisure boats and they were all positive to the series.

#### **2.4.6 Thoughts about life at sea (question 7)**

##### **Upper secondary schools**

As can be seen in figure X almost half of the respondents (48%) thought that a career at sea seemed like an interesting choice. The students at the shipping program were more interested in a career at sea than the respondents studying at the other programs, but approximately 40% of the students at the other programs chose the option that a career at sea seems like an interesting choice of career.

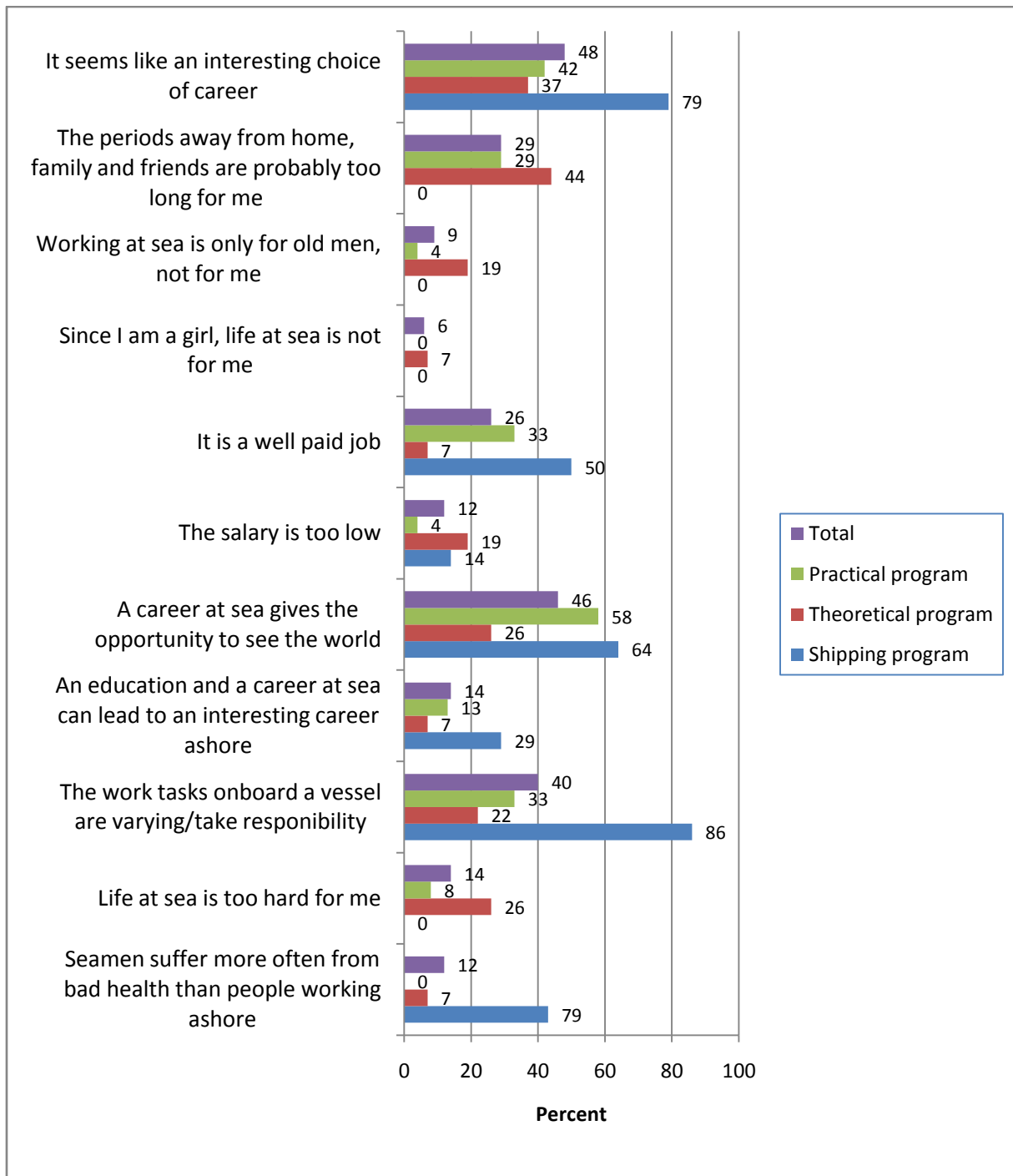


Figure 10 Result of the question “What are your thoughts about life at sea?”

None of the students at the shipping program thought that the periods away from home are too long when working at sea, whereas almost half (44%) of the students at the theoretical program and one third (29%) of the students at the practical program thought that they were. It can be noticed that 25% of the boys and 60% of the girls at the theoretical program thought the periods away from home probably are too long.

Only 9% of the respondents (6 out of 65) thought that working at sea is only for old men. None of the students at the shipping program chose this option. At the theoretical program 19% of the respondents agreed with the statement.

Only 1 of the 17 girls that participated in the study agreed with the statement “since I am a girl, life at sea is not for me”. From the result of this small study it does not seem to be a widespread opinion that girls should not work at sea.

The alternative that a career at sea gives the opportunity to see the world was chosen by 64% of the students at the shipping program, 26% of the students at the theoretical program and 58% of the students at the practical program. The promotion campaigns carried out in the Nordic countries all highlight the possibilities a maritime education gives to travel and to work in an international environment. But does a modern seafarer really have the time to go ashore during the few hours the ship stays in port? A seafarer working on the high seas often gets used to travel when signing on and off the vessel and gets to meet pilots, stevedores, agents etc. when in port, but mostly there is no time for a seafarer to go ashore for sightseeing during the port calls.

Less than one third (29%) of the students at the shipping program chose the alternative that “an education and a career at sea can lead to an interesting career ashore”. Could this indicate that there has not been enough information about future opportunities? These students have already started a career within the maritime sector and should have a better insight in the career opportunities of deck and engine officers. Only a few of the students at the theoretical and practical programs (7% respectively 13%) chose this option. The opinion that a career at sea is a dead end could perhaps intimidate some people from seeking a career at sea. The recruitment campaigns emphasize the possibility a maritime education and sea experience gives to work both at sea and ashore with, but why have this information not reached the shipping students?

The majority of the students in the shipping program (86%) agreed with the statement that “the work tasks are varying onboard a vessel and you get to take a lot of responsibility”. This option was also chosen by approximately one fifth of the respondents at the theoretical program and one third of the respondents at the practical program. This could indicate that the students at the shipping program know that many different work tasks are conducted onboard a vessel and that every crew member gets to take responsibility in the everyday work as well as in the ship’s safety organisation.

According to the result of this study life at sea is not perceived to be hard.

The option that seamen suffer more often from bad health than people working ashore was chosen by 43% of the respondents at the shipping program. This opinion was shared by 7% of the students at the theoretical program. None of the respondents from the practical program agreed with the statement. Figure X shows the number of work injuries (accidents at work resulting in absence due to illness as well work related diseases)/100 active seamen in the Swedish merchant fleet and the number of work injuries/100 gainfully employed in all sectors. As can be seen are seafarers more likely to suffer from work injuries than people employed within other sectors.

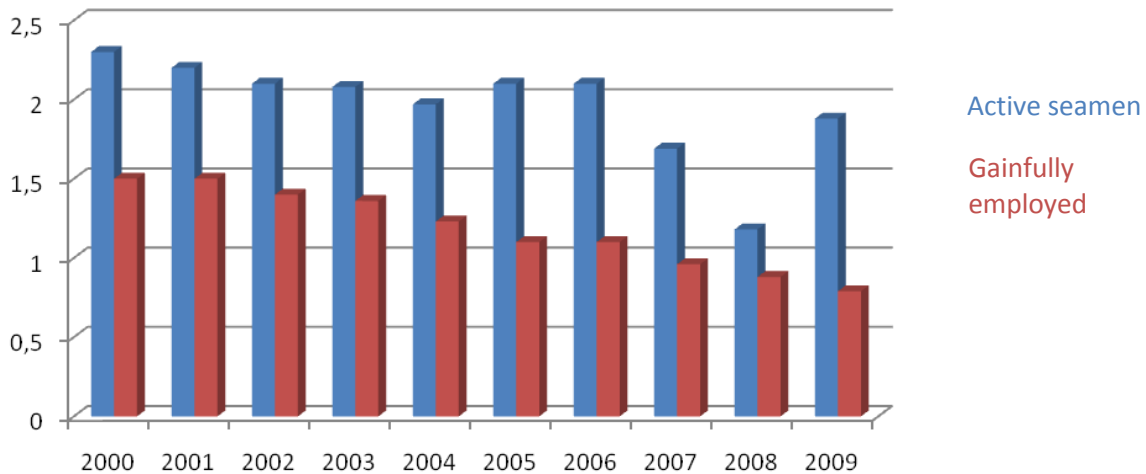


Figure 11 Number of work related injuries and diseases/100 active seamen and gainfully employed. (Source: Transportstyrelsen, n.d.)

### Ninth class

It is interesting to see that the most popular alternative “The periods away from home, family and friends are probably too long for me” was chosen by 73% of the girls and 42% of the boys. This difference between boys and girls corresponds to the results from the theoretical program at upper secondary school. Many of the national promotion campaigns as well as the “Go to Sea!”- campaign emphasize the importance of attracting women to the maritime sector. But is it enough to show young women already working at sea in the promotion campaigns to attract more women to the industry or does the industry have to change? In the Go to Sea!- document (IMO, 2008) it is suggested that the shipping industry makes changes to make the life of a seafarer look more like the life of a person working ashore. Suggested measures are, amongst others, to reduce the length of the work periods and to improve the possibilities to communicate with friends and family at home when at sea. The document also stresses the importance of making the ships a more gender-friendly workplace. Twelve percent of the girls in ninth class agreed with the statement “since I am a girl, life a sea is not for me”.

The alternative “a career at sea gives the opportunity to see the world” was chosen by 42% of the pupils in ninth class. Even though the respondents had not noticed the promotion campaigns carried out in Sweden, it could be discussed whether or not the possibility to see the world should be highlighted as much as it is in the campaigns.

The third most popular answer among the pupils in ninth class was “the work tasks onboard a vessel are varying and you get to take a lot of responsibility”.

Only 9% of the pupils in ninth class agreed with the statement that seamen suffer more often from bad health than persons working ashore, which correspond to the result from the theoretical and practical programme at upper secondary school. Seventy nine percent of the students in upper secondary school did, however, agree with the statement. As mentioned above and as can be seen in figure X seamen are more likely than others to suffer from work related injuries.

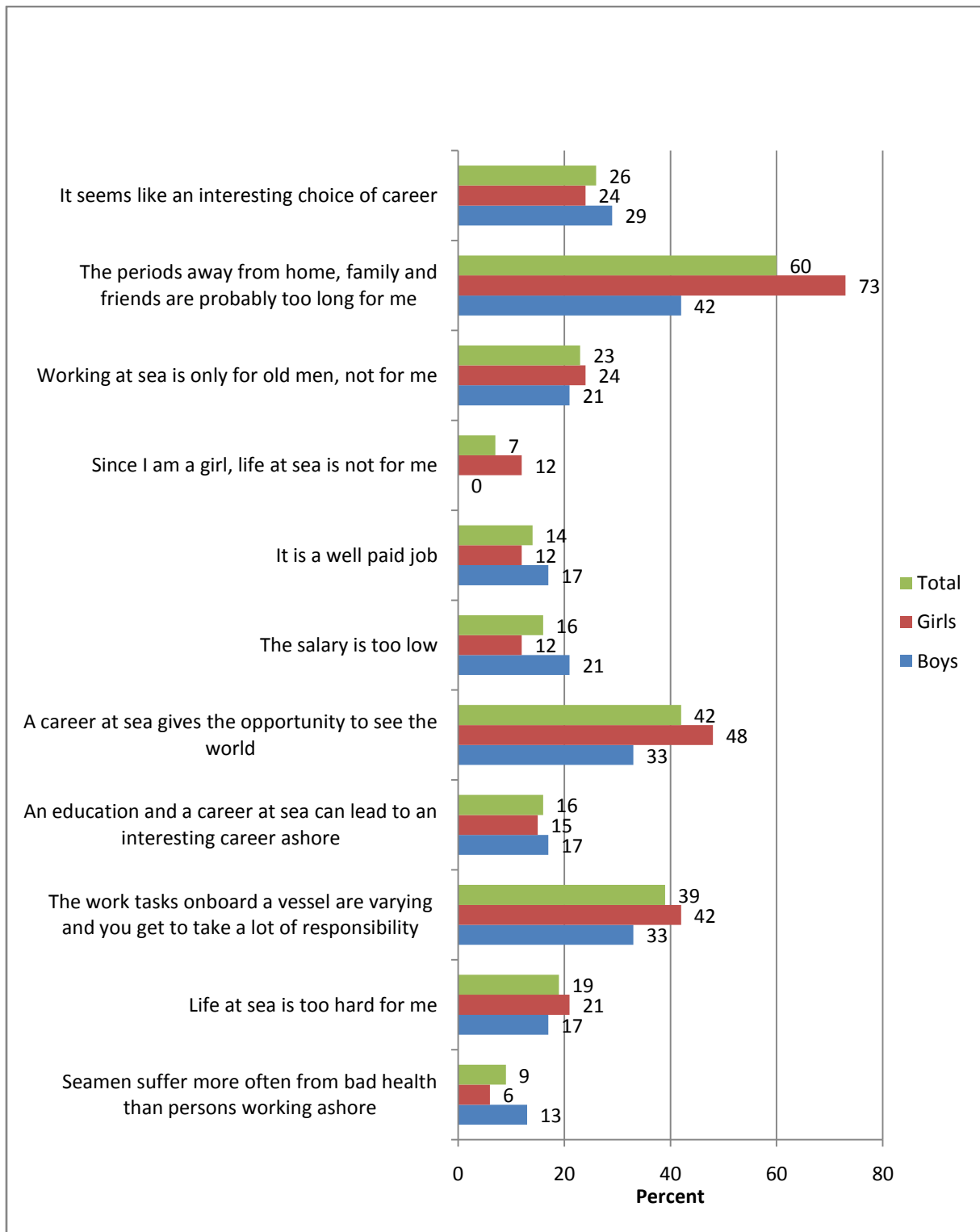


Figure 12 Result of the question “What are your thoughts about life at sea?”

### 2.4.7 Is the work at sea as appropriate for women as for men? (question 8)

#### Upper secondary schools

On the question if the respondents thought that the work at sea is as appropriate for women as for men two thirds of the boys (67%) and 77% of the girls thought that it was. It is notable that mostly boys, and not so many of the girls, have answered that they do not think that the

work is as appropriate for women as for men. This could indicate that old ideas about life at sea still exist among young people. It is interesting to see that the students at the shipping program in a greater degree than the students at the theoretical and practical program thought that the life at sea is as appropriate for women as for men (79% compared to 67%).

Totally 69% of the respondents thought that the work is as appropriate for women as for men and 28% thought that it is not.

#### **Ninth class**

The result from the ninth class is similar to the result from the upper secondary schools. Totally 70% thought that the work at sea is as appropriate for women as for men and 28% thought that it was not (1 person did not answer). It should be noticed that the boys in ninth class to a greater extent than the boys in upper secondary school thought that the work at sea is not as appropriate for women as for men.

The majority of the girls (79%) and more than half of the boys (58%) agreed with the statement “the work at sea is as appropriate for women as for men”.

### **2.4.8 A future career at sea (question 9)**

#### **Upper secondary schools**

All of the respondents at the shipping program, one third of the respondents at the theoretical program and half (54%) of the respondent at the practical program could see themselves working at sea. The difference between the practical and the theoretical program could mean that the work at sea is perceived as quite practical and therefore seems more attractive to young people who have already chosen a practical direction of their future occupation.

#### **Ninth class**

Approximately one third (37%) of the pupils could see themselves working onboard a ship.

Do the answers from upper secondary school and ninth class indicate that the image of the shipping industry is not as negative as the industry itself believes? Would so many of the respondents even imagine themselves working at sea if a negative picture of the shipping industry was widespread?

### **2.4.9 Interesting professions onboard a ship (question 10)**

#### **Upper secondary schools**

At the question whether the respondents whom could see themselves working at sea would be most interested in working as deck officers, engine officers, able bodied seamen, motormen or as cooks or mess men most of the respondents chose the alternatives deck officer and able bodied seaman. The reason to this could be that these professional categories are the most well known among people.

#### **Ninth class**

Approximately one fifth (23%) of the pupils in ninth class said that they could be interested in working as deck officers. Sixteen percent thought that the position as AB seemed interesting. The least attractive option was to work as motorman, which was only chosen by 7% of the respondents, all boys. The marine engineer option was chosen by 11% of the pupils. This means that approximately twice as many of the respondents could be interested in working as deck officers than as marine engineers. The reason for this could be that the

position as deck officer is more well-known among people in general than the work of the marine engineer.

#### **2.4.10 Intensive periods of work (question 11)**

##### **Upper secondary schools**

All of the students at the shipping program and the practical program thought that it seemed interesting to work many hours every day during a longer period of time onboard a ship and then have the same period of time at home on vacation. This can be compared to the theoretical program where less than half (44%) of the students thought that this seemed like an interesting option. That the respondents from the shipping program answered that this is an interesting option is perhaps not surprising, but the reason for all the students at the practical program sharing their point of view can be discussed. Does it depend on the fact that their education will lead to an often physically hard work within construction and that it then seems more interesting to work hard for a period in exchange of a period of free time instead of working hard every weekday and only have the weekends off?

##### **Ninth class**

The respondents in the ninth class were almost equally interested and uninterested in working hard onboard a ship for a period of time and then have the same period of time at home. It could be mentioned that 33% of the boys and 58% of the girls did not think that this seemed like an interesting way of working. This result corresponds to the results from earlier questions; the girls more often thought that it would be harder to stay away from family and friends than the boys thought it would be.

#### **2.4.11 Awareness of Career Opportunities (question 11)**

##### **Upper secondary schools**

Of the students at the shipping program 71% answered that they knew that there are several career opportunities within the maritime sector. One third of the students at the theoretical and 42% of the students at the practical program said that they knew that as well. Again this means that the students at the shipping program have learnt more about the maritime sector than the students at the other programs. The result indicates that if it is desirable to increase the knowledge about the entire maritime sector, more effort has to be put into it.

##### **Ninth class**

Of the respondents in ninth class 51% knew that there are, apart from working at sea, several opportunities for a career within the maritime sector (4% did not answer).

#### **2.4.12 Interesting careers within the maritime sector (question 13)**

##### **Upper secondary schools**

Which, if any, of the suggested careers within the maritime sector do the respondents find interesting? As seen in figure X, the students at the practical and shipping program were mostly interested in manufacturing, repairs and maintenance. At the theoretical programs the students were equally interested in research and development and design and naval architecture. The options chosen by the respondent are in line with the choice of education that they have already made.

In the *Young People with Attitude* study (Ungdomsstyrelsen, 2007) it was found that the most interesting sector to work within among young people was culture/media/design.

Security/transports was the least attractive sector. Whereas transports were at the bottom of the list of interesting sectors to work within, other occupations within the maritime sector, such as administration, economy, insurance and law were found to be more interesting to the youths.

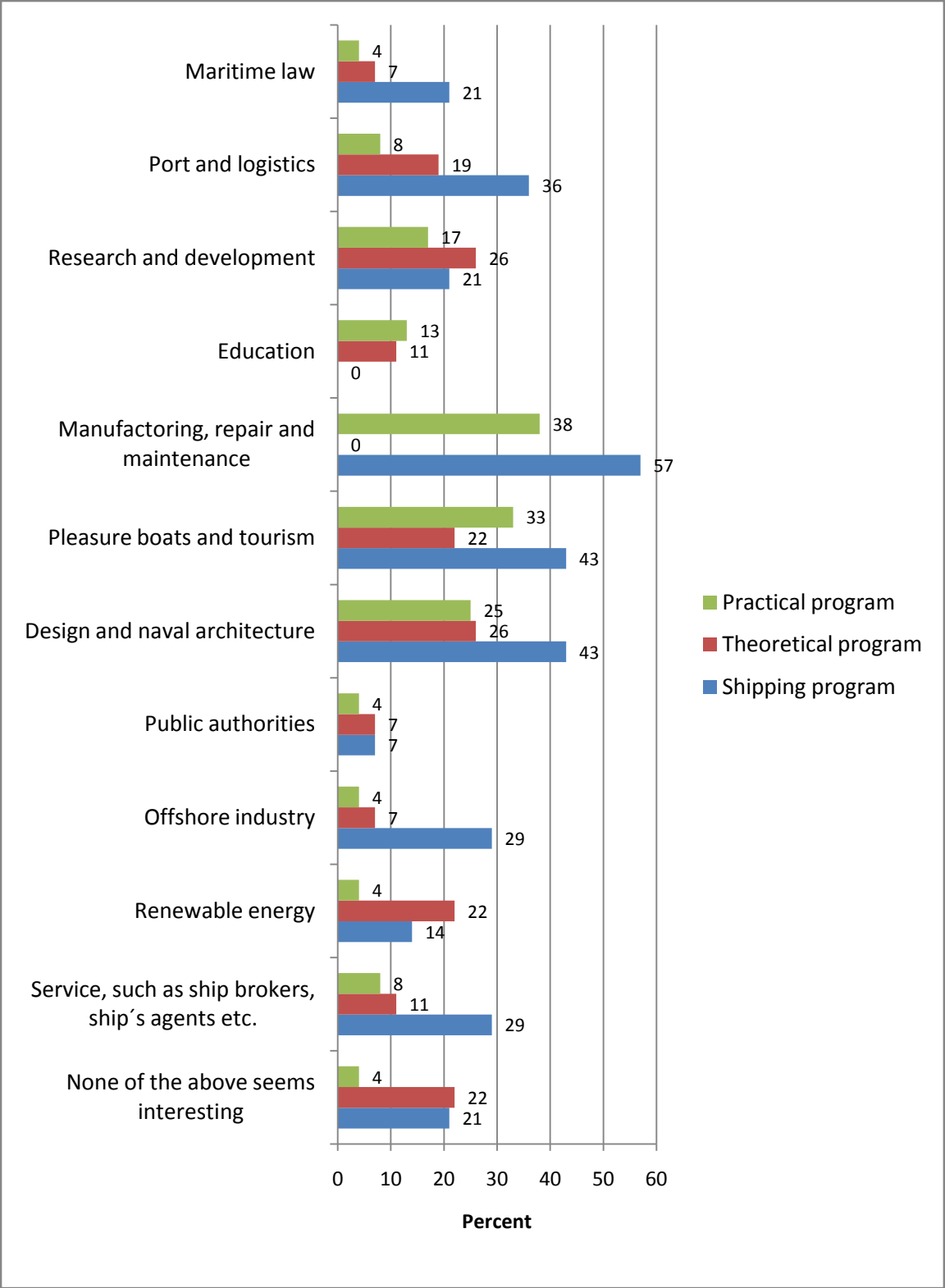


Figure 13 The result of the question “What other careers within the maritime sector seems interesting to you?”

**Ninth class**

The pupils in ninth class did just as the students at the theoretical program think that design and naval architecture and research and development were the most interesting areas to work within in the maritime sector. The third most popular alternative was pleasure boats and tourism. See figure X for the complete result of the question.

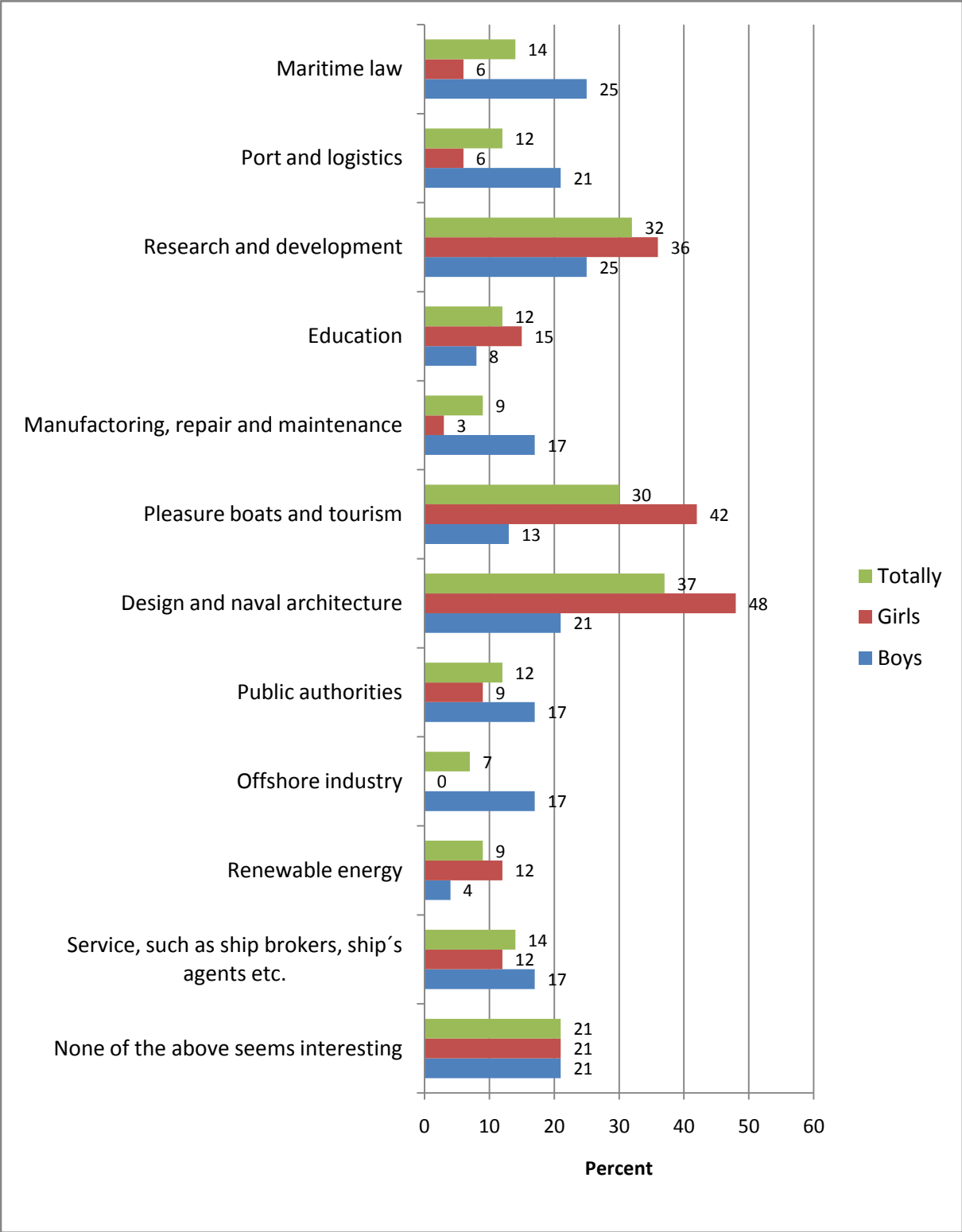


Figure 14 The result of the question “What other careers within the maritime sector seems interesting to you?”

## 2.5 Discussion – Promotion Campaigns

In this part of the thesis the promotion campaigns studied will be compared and analysed. Table 6 provides an overview of the promotion activities found to be used to increase the interest in a maritime and seagoing career.

**Table 6 Promotion activities carried out in the countries surrounding the Baltic Sea and Norway (X=Activity carried out, O=Activity partly carried out).**

Country \ Activities	Denmark	Norway	Sweden	Finland	Åland	Germany	Poland	Estonia	Latvia	Lithuania
Cooperation	X	X	X	X	X		O			
Ship visits	X		X		X			X		
Shipboard experience			O			X				
Open days at maritime academies					X		X		X	X
Educational/job fairs	X	X	X	X	X	X	X	X		X
School visits	X		O			X	X			
Website	X	X	X	X	O	O	O	O	O	O
Ads in magazines/news-papers	X	X		X	O	O	X			
Radio commercial	X		X							
TV or cinema commercial	X	X					X			
Ads posted at public places	X		O							
Facebook	X	X			X					

The use of websites and the participation in educational and job fairs were as table 6 shows found to be the most frequent promotion activities in the countries studied. In Estonia, Latvia, Lithuania and Poland were open days at the maritime academies an important element in the work of attracting youths to the educations.

### 2.5.1 The Nordic Countries

As can be seen in table 6 different actors such as shipowners, maritime academies and national shipowners' associations and other maritime associations cooperated in the promotion campaigns carried out in the Nordic countries Denmark, Finland including Åland, Norway and Sweden.

The websites of the campaigns carried out in the Nordic countries were found to be quite similar. More or less the same information was given and the shipping industry and a career at sea were described in similar ways. The Danish and Norwegian websites distinguished themselves from the other websites by being extensive and by giving a more professional impression. Brief information about possible shore based employments for officers with seagoing experience was given at the *Bra Job* and Åland Shipping websites. Norway and Denmark distinguished themselves again from the other Nordic countries by focusing on the shore based as well as the sea based side of the maritime sector. The Norwegian websites *maritime karriere* and maritime trainee focus on the shore based side of the maritime sector and the need for educated people within several different academic disciplines. On the Danish website *Det Blå Danmark* emphasis is put on the need for both people with a maritime education and seagoing experience and for people with exams from other academic disciplines.

Representatives from the shipping industry in all the Nordic countries have as a part of the recruitment campaigns participated in job and educational fairs arranged for young people in mainly upper secondary school.

The campaigns carried out in the Nordic countries mainly focused at youths in upper secondary school. However did the Norwegian campaign *Ikke for alle* turn to children and youths in both the ten-year compulsory school and in the three-year upper secondary school and the promotion efforts of the association Åland Shipping aimed at the younger teenagers as well. The Danish and Norwegian campaign makers had found that parents often influence the career choice of their children. Measures to inform the parents as well as the youths were therefore taken as a part of the promotion work. The Finnish and Norwegian campaigns also turned to study councillors and provided them with information material. Åland Shipping has since 2001 arranged a recruitment and trade fair to which pupils in the sixth and eight class of the compulsory school are particularly invited. According to the youths participating in the YRMiS study (Greiff, 2009) it is important to start thinking about a future profession already in the 7-9 class of the nine-year compulsory school. The choice of education in upper secondary school was in the study found a step towards a future career goal. *The Go to Sea!* campaign document even encourages the publishing of children's books with a maritime theme (IMO, 2008).

In the YRMiS study (Greiff, 2009), it was found that the most effective ways of getting an insight in different occupations were to visit a workplace for a period of time to gain practical experience, study visits at workplaces, employers making visits to schools and films

portraying young people in the work life. By the preparatory marine engineer course with five weeks of onboard training the Swedish *Bra Jobb*- campaign had offered the best way of getting an insight in the profession and films portraying people working at sea were published on the campaign website. Ship visits were offered by Åland Shipping, the Swedish campaign *Sjöfartskaravanen* and the Danish campaign *Det Blå Danmark*.

When promoting a career at sea the most frequently used argument on the websites is the possibility the profession brings to have vacation six months every year and still get paid. The *Motivation and lifestyle at sea*- study (Håkansson & Persson, 2008) found that the main reason for choosing a career at sea and for staying within the profession is the beneficial relieving system. The long periods away from home were on the other hand found to be the most negative aspect of working at sea. In the report from the Young Seafarer's Focus Group (YSFG, 2009) the same dilemma as the one found in the *Motivation and lifestyle at sea*-study appear: the beneficial relieving system is a reason for going to sea, but some group members would not recommend the profession because of the difficulty to combine a life at sea and family life. The YSFG especially point out the difficulty for women to combine a career at sea with starting a family.

In the *Youths with Attitude Survey* (Ungdomsstyrelsen, 2007) it was found that especially the elderly group (35-74 years old) thought that it was important to be able to combine work and family life. The *Youth's View on Work*-survey (Ungdomsstyrelsen, 2004) also shows that as a person gets older the importance of being able to combine family and work as well as the importance of the workplace being located close to home increases. If comparing the findings in these surveys to the argument "having vacation six months of the year", it shows that people that have or are going to start a family are often uninterested in the other six months, i.e. the months a seafarer spend onboard a ship away from the family.

Another argument often used by the Nordic countries when promoting the shipping industry is the possibility to work worldwide and to make international contacts, but the *Youths with Attitude Survey* (Ungdomsstyrelsen, 2007) found that the possibility to make international contacts was one of the least important qualities of an employment.

The Nordic campaigns were all seen to be successful by the campaign makers. The number of applicants to the maritime schools has increased in Denmark, Norway and Sweden. No admission figures have been retrieved from Finland. The Swedish preparatory marine engineer course managed to attract 103 students out of which 39 (37.9%) began studies at the marine engineer programs and 16.5% begun studies at any of the other programs or courses offered at the maritime academies in Kalmar and Gothenburg. This means that approximately half (54%) of the students continued studies at programs and courses offered at the maritime academies.

### 2.5.2 Germany

Representatives from the German Shipowners' Association participate regularly in educational fairs and make school visits to promote the shipping industry. The association also offers youths interested in working at sea the possibility to spend a few weeks of the summer holiday onboard a ship. The possibility to get practical experience from a ship is in accordance with both the opinions of the youths in the YRMiS study (Greiff, 2009) and the guidelines from the Go to Sea! campaign document.

No specific campaign website has been constructed, but the website of the German Shipowners' Association informs about career opportunities within the maritime sector. Focus is put on a career at sea, but the Association points out that many former officers work in the shore based side of the industry. Some information about other professions within the shipping industry is given, but not as extensively as on the Danish and Norwegian campaign websites.

All promotion campaigns studied aims at attracting more women to the maritime sector, but the German Shipowners' Association seems to put more effort into recruiting young women.

The German Shipowners' Association are members of the Maritime Education Institute. The institute is among other things responsible for informing about education and career possibilities at sea and it does not seem like the purpose of the institute is to conduct any recruitment activities.

The information activities of the Maritime Education Institute do not seem to be connected with those of the German Shipowners' Association.

### **2.5.3 Estonia, Latvia and Lithuania**

Information about recruitment campaigns in Estonia, Latvia and Lithuania was due to language barriers difficult to retrieve.

The maritime academies in the Baltic countries have developed websites, but any campaign specific sites could not be found.

The Estonian and Lithuanian maritime academies seem to promote the educations offered at the schools by participating in educational fairs. In Latvia and Lithuania it was found that the schools have open days to which anyone interested in the maritime academies are invited. On the website of the Latvian Maritime Academy the educations given at the academy as well as career opportunities available after completed studies, at sea as well as ashore, are promoted.

The Estonian website *Rajaleidja* is the only website found that informs about the negative aspects of a career at sea. It seems like the website informs about different educations and professions and perhaps that is the reason to why it is not solely positive to the seafaring profession.

### **2.5.4 Poland**

In Poland joint presentations with the purpose of attracting new entrants to the maritime universities are arranged by the Polish Maritime Partnership. Apart from these presentations it seems like the Gdynia Maritime University and Naval Academy Gdynia promote the educations offered by having open days at the schools. The Maritime University of Szczecin hold presentations at upper secondary schools and educational fairs. Both teachers and students participate at these occasions and brochures and leaflets are handed out. Adverts in newspapers, on TV and on websites are also used to promote the university. Just as the other two universities the Maritime University of Szczecin arrange open days in the school facilities.

The website of the Maritime University of Szczecin highlights the need for qualified personnel within the maritime sector. The generous remuneration and the possibility to

climb fast at the career ladder are, unlike the websites of the promotion campaigns carried out in the Nordic countries, in focus. The campaigns carried out in the Nordic countries highlight instead of the salary the benefits of having six months of vacation every year.

## **2.6 Discussion - method**

It turned out to be difficult to get in touch with schools and if telephone calls or e-mails were answered the headmasters/teachers could not, because of all similar inquiries, let the students fill in the questionnaire during a lesson. The questionnaire was thereby distributed via acquaintances and to students doing their onboard training onboard the ship where one of the authors works.

Question 12 and 13 in the questionnaire were perhaps put in a leading and educating way, but it was difficult to ask questions without giving some background information to the students.

In question 13 the respondents were asked if they thought that any other professions within the maritime sector seemed interesting to work with in the future. There should have been another question asking the students which professions they themselves were considering to work with. There are other studies concerning future career choices of youths, but it would have been interesting to learn what the small group participating in this particular study planned for.

The reason for choosing students in upper secondary school and in ninth class of the nine-year compulsory school is that they are in the stage of their lives where they are going to make decisions concerning their future education and/or occupation.

## **3 Conclusion**

In Denmark, Finland, Norway and Sweden the campaigns were conducted in cooperation with different actors. Germany and partly Poland did not seem to have conducted any extensive coordinated campaigns. However the promotion efforts carried out were seen to be successful by representatives from all the countries- with or without coordinated campaigns. No information about the success of the promotion activities in the Baltic countries has been retrieved.

Most campaigns turned to youths in upper secondary school. Perhaps future campaigns should turn to pupils in the compulsory school as well.

By reading the studies on youths' attitudes towards work in general and seafarers' opinions about the seafaring profession one can come to the conclusion that the main advantage of working at sea – the relieving system – also is the main disadvantage. To deal with this issue, many of the promotion campaigns highlight the need for personnel with a maritime education and seagoing experience in the shore based part of the maritime sector. IMO as well as the Young Seafarers' Focus Group point out the necessity of reducing the length of the onboard periods, of making the life at sea more humane and to improve the communication possibilities when at sea; the life of a seafarer should look more like the life of those working ashore. Perhaps that is the only way to increase the interest in a seagoing career and to increase the retention rates at sea.

The main conclusions that can be made from the results of the questionnaire survey carried out as a part of this study are the following:

- Almost half of all the respondents could see themselves working onboard a vessel, which should mean that the image of the Swedish shipping industry is not as negative as the industry itself believes. A negative image should have a more deterrent effect on the respondents.
- Almost half of the respondents thought that the periods away from home seemed to be too long when working at sea
- The work at sea is as appropriate for women as for men

Do the shipping industry and the maritime cluster need more promotion than any other industry? How much do people in general know about the importance of industries they do not work within themselves? For an industry to be able to influence e.g. the political agenda it should be of importance that the industry is visible in the media and well-known to the public. It should also be easier for a well known industry to attract new entrants and already when beginning an education students can aim at working within e.g. the shipping industry.

The following points could be considered if carrying out a maritime promotion campaign:

- Turn to children and youths in the compulsory school as well as in the upper secondary school
- Offer ship visits and the possibility to spend a few weeks onboard a ship
- Highlight the possible career paths of a seafarer both at sea and ashore. Working at sea is not a dead end!

The goals of the study, to map promotion campaigns, to gather information on attitudes and career choices of young people in Sweden and to with help of a questionnaire survey study if young people in Sweden have heard about the Swedish promotion campaigns and their attitudes toward a career at sea or within the maritime cluster were to the main part achieved. The information about promotion campaigns would have been more exhaustive if information was retrieved from the Baltic countries just as the questionnaire survey would have been with a larger sample.

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