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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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Abstract

The maritime sector considers itself to be unknown to the public and the interest in a career at sea seems to decrease worldwide. Therefore, a few promotion campaigns intending to increase the knowledge of the maritime sector and its career opportunities have been carried out. These campaigns form the background to this thesis having the following aim:

1. to map promotion campaigns intending to attract young people to a career at sea or within the maritime sector, 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 compare these findings to the career choices offered by the maritime cluster and to the promotion campaigns carried out by the maritime sector and
3. to study, with the help of a survey, whether students in Sweden have recognized any promotion campaign 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 sector.

To learn what measures have been taken to promote the maritime sector websites of maritime academies and of promotion campaigns have been analysed. 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 constituted 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 part of the maritime sector as well as on a seagoing career. Further it was found that different actors within the Polish maritime sector had established a co-operation with the purpose of carrying out joint promotion activities. In Estonia, Latvia and Lithuania no co-operation between different parties could be found. Instead open days were arranged by the maritime academies which also participated in student and educational fairs. In Germany recruitment activities were carried out by the German Shipowners' Association. From the Baltic States no information was retrieved regarding the success of the promotion activities, but the campaigns carried out in the Nordic countries, Germany and Poland were all considered to be successful.

When promoting the career opportunities offered within the maritime sector the possibility to travel and to work internationally is often highlighted, but the Swedish study *Youths with Attitude* shows that the possibility to make international contacts is one of the least important aspects of an employment. Instead the possibility to work near home and to be able to combine work and family life is more relevant. The result of the questionnaire survey corresponds to the *Youths with Attitude* study by showing that the periods away from home were the most negative aspect of a seagoing career. Yet almost half of the respondents could see themselves working at sea. With these findings in mind focus should, when promoting a career at sea, be put on the possibility to work ashore within the maritime sector after a few years at sea.

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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 regarded as working at sea (Sjöfartsforum, 2010), but as seen in figure 1 the cluster involves several career possibilities both at sea and ashore.

Figure 1 showing the definition of the maritime cluster as elaborated by the Maritime Industries Forum within the European Union (EU) is used to describe the extent of the maritime cluster. The Swedish association *Sjöfartsforum* has, based on this figure, defined the maritime cluster in the following wording (translated from Swedish): “The maritime cluster represents all companies and organizations whose activities can be related to the sea” (Sjöfartsforum, 2010, p.9). The narrower shipping industry is defined as follows (translated from Swedish): “The shipping industry comprises of companies and organizations with a connection to the merchant fleet or to the passenger vessel traffic” (Sjöfartsforum, 2010, p. 9).

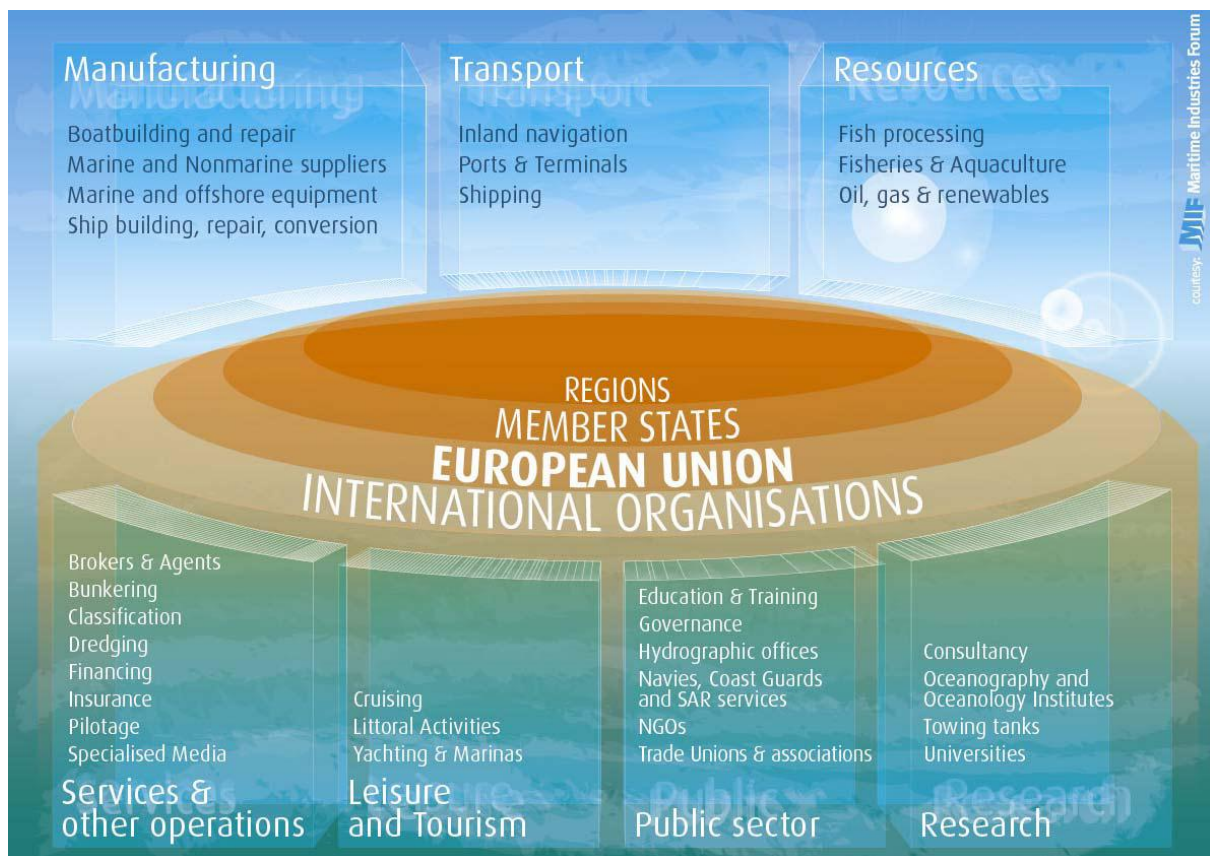


Figure 1 The European Union definition of the maritime cluster (Source: Commission of the European Communities, 2007)

It is difficult to calculate the number of people working within the maritime cluster in Sweden (Tillväxtanalys, 2010). However, if excluding tourism connected to the sea, rough estimations show that at least 105 000 persons work within the maritime cluster as it is

defined by the EU (Tillväxtanalys, 2010). About 13 500 of those are seafarers (Sjöfartsverket, 2010).

Apart from being an important employer (Tillväxtanalys, 2010), a strong maritime cluster and a Swedish merchant fleet is essential to exert an influence on the international maritime scene in e.g. safety and environmental issues (Arbetsförmedlingen, n.d. & "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 Organization (IMO) strives to increase the awareness of the career opportunities offered by the shipping industry. In November 2008 a campaign called Go to Sea! (IMO, 2011 a) was launched by the IMO in association with the following organizations:

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

The purpose of the campaign was to recruit young people to a career at sea and to promote the many career possibilities offered in the shore based part 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 organizations 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 to 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 partly responsible for the lack of interest in a seagoing career. Therefore it needs to take measures to make life at sea more attractive to the youths. The industry is e.g. encouraged to improve the social security,

to introduce shorter duty periods onboard and to improve the communication possibilities when at sea, including e.g. 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 working 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 visit ports and ships.
- Encourage active seafarers to inform about their profession.

To increase the number of seafarers the possibility to retrain personnel from nearby professions is suggested. New recruits will thereby be found amongst e.g. fishermen, mechanical engineers, trade mechanics and naval personnel.

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

The Year of the Seafarer and the Day of the Seafarer

In the campaign document *Go to Sea! A campaign to attract entrants to the shipping industry* (IMO, 2008) the intent to celebrate the world's seafarers during the World Maritime Day and to establish an annually recurring Day of the Seafarer was announced by the IMO. 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). In 2010 the IMO members also decided that the annually recurrent Day of the Seafarer would be established (IMO, 2011 c). The date chosen was the 25th of June, 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 (IMO, 2011 c). The first celebration of the Day of the Seafarer will be in 2011 (IMO, 2011 c).

Promotion Campaigns

As the shipping industry as well as the whole maritime cluster consider themselves 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 of the cluster and the awareness of the career possibilities offered within the cluster, both 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 started even before the launching of the IMO Go to Sea! campaign in 2008.

1.2 Purpose

The promotion campaigns mentioned above along with other efforts that have been made in the countries surrounding the Baltic Sea and Norway to promote the maritime sector form the background to this thesis with the following threefold purpose:

1. to map promotion campaigns with the intention to attract young people to a career at sea or within the maritime sector 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 to compare these findings to the career choices offered by the maritime cluster and to the promotion campaigns carried out by the maritime sector and
3. to study, with the help of a survey, if students in Sweden have heard of the promotion campaigns carried out in Sweden to attract young people to a seagoing career and also what attitude they have towards a career at sea or within the maritime sector.

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). Method triangulation combining interviews, documentary analysis and a questionnaire has been used to give a more complete picture (Denscombe, 2009) of the promotion campaigns studied and of the attitudes of young people towards a career at sea or within the maritime sector.

1.3.1 Promotion Campaigns

The main source of information concerning promotion campaigns carried out to attract young people to a career at sea or to a career 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 of seeking answers to the following questions:

- Did different stakeholders such as schools, shipowners or national maritime administrations cooperate or did each stakeholder carry out separate recruitment activities?
- Which target group/s did the different campaigns turn to?
- What measures had been taken to reach the target group/s?
- How is the maritime sector and life at sea described?
- Were the campaigns considered to be successful? Why or why not?

To learn more about the campaign participants, the background of the campaigns, campaign activities and the results of the different campaigns people representing associations or companies that had taken part in the campaigns were contacted via e-mail. Answers were received from Denmark, Finland, Germany, Norway, Sweden and Poland, but not from

Estonia, Latvia and Lithuania. This means that the e-mails were answered by representatives from six of the nine countries that have been analyzed.

The mapped promotion campaigns were compared to each other to find out whether any activity was more successful than others; if cooperation within the maritime sector was advantageous; and if similar images of the maritime sector were conveyed.

To obtain more information about the promotion campaigns carried out in Sweden and to investigate why Swedish shipowners chose to participate in the campaigns a telephone interview was carried out with a shipowner representative. A representative from the Swedish Shipowners' Association was also contacted and gave a face to face interview. A set of questions were constructed to these semi-structured interviews and notes were taken during the interviews. In a semi-structured interview 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). When participating in a semi-structured interview the interviewee is asked to answer the questions freely and is not given a set of alternatives as is often the case in fully structured interviews (Robson, 2007).

The focus of the thesis is put on Sweden whereas the other countries surrounding the Baltic Sea and Norway are briefly covered.

1.3.2 Questionnaire Survey

In order to find out if Swedish youths have heard about the campaigns carried out in Sweden and what thoughts they have about life at sea and the maritime cluster 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 cluster in general 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 to avoid putting the questions in a leading way (Denscombe, 2009), yet it was considered important to explain some question to facilitate for the respondents to put the questions into a context. Several questions asked

about the attitudes and opinions of the respondents and the fixed set of alternatives the respondents were provided with could, just as the way in which the questions were put, be leading. But, when constructing the questionnaire it was assumed that the knowledge of 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.

The questionnaire was accompanied by a letter with the contact information to the students carrying out the study as well as information about the purpose of the study and the anonymity of the respondents (Denscombe, 2009).

It turned out to be difficult to get in contact with schools and to 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) consisting of pupils and students of acquaintances; students having onboard practice at the workplace of one of the authors; and of students from one school that agreed to participate.

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 and it is not possible to draw any general conclusions.

1.3.3 Previous Studies on Youths' Attitudes towards Work

Apart from handing out a questionnaire previous studies aiming at finding out how youths perceive the work life have been studied. These studies have been divided into the following two parts:

- youths' attitudes towards work in general and
- the attitudes of young seafarers and of students studying to become seafarers towards a career at sea.

The results of these previous studies have been compared to the promotion campaigns aiming at attracting young people to a career at sea and to the result of the questionnaire handed out as part of this study. The intention of comparing the campaigns to the studies was to find out if the campaigns turned to the right target groups, if the means of communication with the target groups were successful and if the career opportunities offered by the maritime sector in general and at sea in particular correspond to the factors that youths seek and find important in a future career. The purpose of comparing the results of the previous studies to the result of the questionnaire being a part of this study was to find out if the results were, concerning comparable questions, corresponding.

2 Results

The results chapter begins with the findings on the promotion campaigns carried out in the countries surrounding the Baltic Sea and Norway.

One of the questions in the questionnaire concerns TV-series with a maritime theme and a short description of these series follows the descriptions of the promotion campaigns. The findings in previous studies on youth's attitudes towards work are presented thereafter.

These findings are followed by the result of the questionnaire performed by the authors of the thesis.

2.1 Promotion Campaigns in the Maritime Sector

2.1.1 Sweden

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

2.1.1.1 *Sjöfartskaravanen* (“the Shipping Caravan”)

With the intention to spread knowledge about Swedish shipping to the public *Sjöfartskaravanen* (“the Shipping Caravan”) travelled 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 Shipowners’ Association and the head of the icebreaking division at the Swedish Maritime Administration started talking about the project (Interview with Per A. Sjöberger, 2010). The Swedish Maritime Administration (SMA) put the icebreaker *Ymer* at the disposal of *Sjöfartskaravanen*, thereby involving Transatlantic Ship Management as being responsible for the operation of the icebreakers belonging to the Swedish government (Interview with Per A. Sjöberger, 2010). The continued planning of the caravan was, under the management of the Swedish Shipowners’ Association, conducted by a project group consisting of among others 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 and *Sjöfartens Utbildningsinstitut* (SUI, “the Educational Institute of Shipping”) (Sjöberger, 2009).

The participation in the campaign was open for all actors in the shipping sector (Sjöberger, 2009). According to the logbook published on the website of *Sjöfartskaravanen* the shipowners mainly taking part in the caravan were Rederi AB Transatlantic, Broström AB, Sirius Rederi AB, Furetank Rederi AB, Tärntank Rederi AB and Atlantic Container Line (ACL) (Sjöfartskaravanen, n.d. a). In the course of the caravan student ambassadors, teachers, shipowner representatives, representatives from the Coastguard as well as other shipping representatives worked onboard the icebreaker in addition to the ordinary crew (Sjöberger, 2009). To be able to keep the costs of the caravan down all participating parts paid for their own expenses (Sjöberger, 2009).

Strategy

As mentioned above *Sjöfartskaravanen* travelled the coast of Sweden with the icebreaker *Ymer* (Sjöberger, 2009). The purpose of using an icebreaker was to draw attention to the caravan and to increase the interest for Swedish shipping among the public (Sjöberger, 2009). From the 22nd of July to the 18th of August eighteen ports along the Swedish coast were visited by the caravan (Sjöberger, 2009). By conducting the caravan during the summer the initiators of the campaign wanted to reach people living in the inland parts of Sweden being on holiday at the coast (Sjöberger, 2009). The intention was that this approach would

favour recruitment in general, but specifically increase the interest in the shipping industry among women and immigrants (Sjöberger, 2009).

In some ports the icebreaker could, because of its draught, only be moored to berths far from the town centre (Sjöberger, 2009). To facilitate the access to the icebreaker in these ports efforts were made by among others Stena Line that arranged a taxi boat in Karlskrona to take the visitors out to the icebreaker (Sjöberger, 2009). The buses used in Sundsvall to transport visitors to and from the remote berth of Ymer are another example of the voluntary work during the caravan (Sjöberger, 2009).

To inform about the shipping industry an exhibition about shipping, shipowners, schools and organizations was shown onboard and brochures and booklets describing shipping were handed out to the visitors (Sjöberger, 2009). A daily updated website was created as a part of the work to inform both about shipping and about the activities of *Sjöfartskaravanen* (Sjöberger, 2009). The website address, www.sjofartskaravanen.se, was announced in a radio commercial broadcasted on local radio stations before the arrival of the caravan (Sjöberger, 2009). In addition to the radio commercials and the website some city authorities, ports and stevedores were engaged in advertising in advance (Sjöberger, 2009).

Apart from travelling the coast of Sweden, *Sjöfartskaravanen* had exhibition stands at job fairs for youths in Gothenburg, Malmö and Stockholm during the autumn of 2009 and 2010 (Sjöfartskaravanen, n.d. b).

Results of Sjöfartskaravanen

Sjöfartskaravanen attracted, apart from schoolboys and schoolgirls, people aged between 25 and 30 considering a career change (Sjöberger, 2009). Totally 13 068 people visited the icebreaker and the website had from the 15th of July to the 19th of August 12 082 visits (Sjöberger, 2009). It has also been estimated that the extensive media coverage of the caravan reached approximately two million people in Sweden (Sjöberger, 2009). Altogether, *Sjöfartskaravanen* was considered to be successful by the Swedish Shipowners' Association (Sjöberger, 2009).

Table 1 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* does not show until 2009 because of the application procedure to the maritime academies. It can be noticed that the number of applicants increased in 2009, especially to the marine engineer program, but in 2010 the numbers decreased again.

Table 1 The 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 Shipowners' Association, 2010

To learn more about the background of *Sjöfartskaravanen* one of the initiators of the campaign, Per A. Sjöberger from the Swedish Shipowners' 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 Shipowners' Association had had any difficulties in recruiting neither seafarers nor people working within the shore based part of the industry. If any, it had been slightly difficult to recruit engine officers. Yet, he pointed out that there is and have been for several years a lack of officers in Sweden as well as internationally. By the means of *Sjöfartskaravanen* he believed that they managed to make Swedish shipping more visible, but could not 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; many of them had an interest in shipping even before making the visit. 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 onboard Ymer as well as with the number of TV and radio broadcast from the icebreaker and the number of newspapers 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 the radio commercial broadcasted on local radio stations before the arrival of Ymer. The result of *Sjöfartskaravanen* was positive, even better than expected. He would like to point out that the campaign mainly focused on people interested in becoming officers and not on those interested in working at ratings.

The interest in *Sjöfartskaravanen* was according to Sjöberger good among the Swedish shipowners. Those who were interested were invited to participate and everyone worked on a voluntary basis.

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

Interview with the Manager of the Human Resources Sea department, Broström AB

With the purpose of finding out why a shipowner chose to participate in *Sjöfartskaravanen* and if the campaign goals were considered to be fulfilled after the completion of the caravan the Manager of the Human Resources Sea department (the HR-manager) at Broström AB, was interviewed over the telephone in the spring of 2010.

As a member of "the Committee for Education and Recruitment" (*Kommittén för Utbildning och Rekrytering, KUR*) within the Swedish Shipowners' Association, the HR-manager thought that it was natural for Broström AB to take part in the planning and execution of *Sjöfartskaravanen*. Another reason for taking part in the project was that Broström AB wanted to take its responsibility for the future of Swedish shipping and spread knowledge of the industry as well as of the career opportunities it offers. During the campaign Broström AB wanted to reach both youths and their parents. Many parents had opinions about shipping that were not correct and by meeting them onboard the icebreaker Ymer the point of view of the representatives from Swedish shipping could be brought forward.

Sjöfartskaravanen was considered to be a success by the HR-manager. The fact that the number of visitors in the major cities Gothenburg, Helsingborg, Malmö and Stockholm was not as high as expected was made up by the interest from the public in the smaller cities and by the supportive local authorities and port- and city representatives. A not unwanted secondary effect of the campaign was the positive publicity that Broström AB received.

Broström AB has, apart from touring with the icebreaker Ymer, participated in job fairs for youths in upper secondary school and on career days in schools. *Sjöfartskaravanen* was in 2009 active in Skåne in the south of Sweden and the campaign goal, to spread knowledge about Swedish shipping, was considered to be achieved. The organizers of *Sjöfartskaravanen* planned a new caravan in 2009, but it was not realised because of the financial crisis. A lot of criticism was received for not being able to offer any jobs since the crisis was a fact, but the caravan is by the HR-manager regarded as a project with long-term thinking and it is the believe of the manager that there will be jobs in four or five years, just as long as it takes to educate a deck or engine officer.

Concerning the possibilities for deck and engine officers to work ashore, the manager pointed out that of the six co-workers in the human resources department three have previously worked at sea just as all of the employees within the technical department and the main part of the employees within the quality assurance department. Many of the co-workers at the operations and chartering department have studied at the program Shipping and Logistics.

The HR-manager expressed that the knowledge of shipping in Sweden is still too low. According to the interviewee the shipping industry is a relatively large sector and it is therefore of importance that it is brought forward. Many more of the Swedish shipowners should take an active part in recruiting and spreading knowledge about the industry.

2.1.1.2 Bra Jobb (“Good Jobs”)

Around 2006 it was noticed that the number of applicants to the marine engineer program had decreased (Interview with Per A. Sjöberger, Swedish Shipowners’ Association, 2010). The merchant navy was at the same time expanding and many marine engineers were expected to retire (Interview with Per A. Sjöberger, Swedish Shipowners’ Association, 2010). To increase the interest in becoming a marine engineer 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 Shipowners’ Association (Brajobb.nu, n.d. a). The shipowner 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 Shipowners’ Association, 2010).

The Preparatory Course and the m/v Atlantic Cartier

Via the *Bra Jobb* promotion campaign the possibility to apply for a preparatory course at any of the two Swedish Maritime Academies was offered (Brajobb.nu, n.d. b). The preparatory course gave youths who had never been at sea before a chance to learn what life at sea is like and to learn more about the work 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 received during the preparatory course (Brajobb.nu, n.d. a). This education is another compulsory part of the marine engineer program (Brajobb.nu, n.d. a).

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 (Davidsson, 2007). The ship made eight voyages with students from the preparatory course onboard (Brajobb.nu, n.d. b). The first course was held in the autumn of 2007 and the last began 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*, which is still published but not updated. The website informs about the important role shipping plays in the Swedish economy (Brajobb.nu, n.d. c). A 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 (Brajobb.nu, n.d. c). The visitor is also informed that shipping consists of several industries and that “all of them are more or less dependent on the core industries shipowners, ports and ship yards” (translated from Swedish, Brajobb.nu, n.d. c). The shipping industry is described in the following wording (translated from Swedish):

A vessel is built, operated, insured, financed, bought and sold on an international market with mostly equal conditions independent of what flag the vessel is sailing under at the moment. This means that the work tasks of 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 a marine engineer. 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 an excellent trouble-shooter." "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 payment." (Brajobb.nu, n.d. d)

Another advantage of working at sea is according to the website that you can choose to live wherever you want (Brajobb.nu, n.d. d). This is suggested to be beneficial for sparsely populated or depopulated areas and the people who wish to live there (Brajobb.nu, n.d. d). It is pointed out that seafarers have, unlike many other people working abroad, the possibility to work on a ship registered under another flag than the Swedish and still live in Sweden (Brajobb.nu, n.d. d).

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

On the website the career opportunities available ashore for marine engineers are described (Brajobb.nu, n.d. e). According to the same page marine engineers are, because they have become excellent problem solvers after a few years of sea experience, attractive employees for positions ashore within e.g. the power supply industry, the processing industry, ports, the offshore industry or within the ship owning business.

On the *Bra Jobb* website three short interview films with seafarers talking about their daily work are available (Brajobb.nu, n.d. f). A film called *Sjöliv 2* ("Life at sea 2") can also be found on the website. It is a little longer, nine minutes, and in the film people working as engineers talk about the advantages of a life at sea, 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, telephone and the internet when onboard.

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 the 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 any of the Swedish Maritime Academies. It can be noticed that 39 of the 103 students (37.9%) that participated in the preparatory course chose to begin studying at the marine engineer program and that 16.5 percent began to study at one of the other programs or courses offered at the maritime academies in Sweden. Altogether, more than half of the students (54%) continued to study at the maritime academies. Information about whether or not the students have completed the studies was not retrieved.

Table 2 The number of students participating in 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 participating in the preparatory course	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 young people's interest in 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 part of the industry and is called *Maritim karriere* ("Maritime career") (Norges Rederiforbund, n.d. c). As a means to reach the target group two extensive websites have been created (Norges Rederiforbund, n.d. b & c).

2.1.2.1 Maritimt Forum ("Maritime Forum")

The project manager of the campaign *Ikke for alle -en utdanning du kommer langt med* is called *Maritimt Forum* (Norges Rederiforbund, n.d. b). *Maritimt Forum* is an association representing approximately 700 businesses and organizations within the Norwegian maritime sector (Maritimt Forum, 2008 a). The vision of the association is that "Norway will

be the most attractive country within the European Economic Area (EEA) to run, own and develop a maritime business in” (translated from Norwegian, Maritimt Forum, 2008 a). For the goal to be reached, efforts are made to inform the public about the shipping industry and its importance to the Norwegian society (Maritimt Forum, 2008 a). The association also exerts influence on politicians in economic policy issues that are of common interest for the members and strives towards strengthening the cooperation within the maritime cluster (Maritimt Forum, 2008 a).

2.1.2.2 Noe for Alle (“Something for Everybody”)

Noe for alle is a website introducing 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 directed 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 those interested in learning more about the possibility to become 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.

At the *Noe for alle* start page is also a short introduction to different ship types and their specific purpose given as well as a short description of companies operating in the shore based part of the maritime industry, such as classification societies and ship owners (Noe for alle, 2010).

2.1.2.3 Ikke for Alle (“Not for Everybody”)

The purpose of the campaign *Ikke for alle* is as mentioned above to attract youths to a career at sea (Ikke for alle, 2011 d). To learn more about the campaign some questions were sent by e-mail to *Maritimt Forum*, the project manager of the campaign. The *Ikke for alle* website was analysed with the purpose of finding out what image of the maritime sector that is conveyed.



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

Reasons for Starting up the Ikke for Alle Campaign and the Aim of the Campaign

The facts in the following paragraphs are, if no other reference is given, retrieved from *Maritimt Forum* in Norway through e-mail correspondence in 2010.

In 2006 the Norwegian maritime industry was, just as the Swedish (Interview with Per A. Sjöberger, Swedish Shipowners’ Association, 2010), experiencing a low interest in working within the industry and a low number of applicants to the maritime schools. The decreasing interest in the maritime industry coincided in both countries with an increasing demand for maritime services and expanding fleets. To deal with the upcoming problem of finding crew members for the Norwegian new buildings the initiative to start up the campaign *Ikke for alle - en utdanning du kommer langt med* was taken by *Maritimt Forum*.

The campaign *Ikke for alle - en utdanning du kommer langt med* was started up in January 2007. It was called *Ikke for alle* (“not for everyone”) “because a career at sea is not for everyone but for those who have ambitions” (translated from Norwegian) and *en utdanning du kommer langt med* (“an education that will take you far”) “because a maritime education gives international certificates that opens up the possibility to work on the seven seas as well as an opportunity to work in the shore based part of the industry” (translated from Norwegian).

The *Ikke for alle* campaign is directed to pupils in tenth class of the ten-year compulsory school, to students in third class of the three-year upper secondary school and to study counsellors and parents. The purpose of addressing parents and study counsellors was that these adults form the guiding network of the youths and thereby have the possibility to influence their attitudes and career choices.

The goal of the campaign is to increase the number of applications to the maritime academies and the maritime upper secondary schools. To reach the goal it was considered important to change the outdated opinions that youths often have about the maritime industry and inform about the spectrum of possibilities offered by the modern maritime industry.

The Website *Ikke for Alle* and Other Campaign Activities

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

The website offers a short presentation of the Norwegian maritime industry, including key figures about Norway’s position in the shipping world and the number of people working within the Norwegian maritime sector (*Ikke for alle*, 2011 a). It also describes the different professions working onboard ships and rigs and informs about the education required (*Ikke for alle*, 2011 c). Each description is accompanied by a short interview film of about 1-3 minutes with a person working within the profession.

As mentioned above the *Ikke for alle* campaign turns to both youths and the network of adults surrounding them (e-mail correspondence with *Maritimt Forum*, 2010). Part of the campaign website therefore addresses study counsellors and teachers (*Ikke for alle*, 2011 b).

The following arguments to attract youths to a career at sea and influence teachers and study counsellors into advising youths to go to sea are found on the *Ikke for alle* website (freely translated from Norwegian):

- *The flexible educational system and the possibilities to conduct further studies* (2011 b).
- *Apprenticeship and good job opportunities after completed studies* (2011 b).
- *The relieving system giving long periods of vacation and a good salary* (2011 b).
- *A maritime education gives competence that can be used both in sea and shore based companies* (2011 b).
- *...experiencing the world when at work...* (2011 a).

Other positive aspects of working at sea are shared by the professionals taking part in the interview films (Ikke for alle, 2011 c). Some of the opinions of the interviewees are summarized below:

- The long periods of vacation give the possibility to spend time with the family, on hobbies or on travels.
- Life at sea is never the same from one day to another.
- A maritime education enables you to work worldwide on all different kinds of ships.
- The possibility to be able to choose where to live, independent of the location of the workplace.
- The clear career path, e.g. the second officer strives to become a first officer and the first officer to become a captain.

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

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

In addition to the *Ikke for alle* campaign website, cinema commercials and ads on the internet, in periodicals and in newspapers have been used to reach the target groups (e-mail correspondence with *Maritimt Forum*, 2010). When participating at exhibitions centre stands have been put up and brochures and give-aways have been handed out to the visitors (e-mail correspondence with *Maritimt Forum*, 2010). On the website an invitation to these exhibitions was published (Ikke for alle, 2011 d). To inform the network surrounding the youths, sponsorship agreements with *Norsk Rådgiverforum* (the Norwegian Adviser Forum) have been made (e-mail correspondence with *Maritimt Forum*, 2010). Study counsellors have also been provided with posters as well as other material and both teachers and study counsellors have received newsletters (e-mail correspondence with *Maritimt Forum*, 2010).

Result of the Ikke for Alle Campaign

The aim of the campaign, to increase the number of applicants to the maritime schools, has according to *Maritimt Forum* been achieved (e-mail correspondence with *Maritimt Forum*, 2010). The increase of applications from 2006 to 2009 was significant. As seen in figure 3 the upper secondary schools more than doubled their numbers of applications in 2009 compared to 2006. The number of applications to the maritime academies increased with 261 percent from 2006 to 2009. In addition to the admission figures that are shown in figure 3 there were applications and intakes to the maritime logistic and economic programs at the universities in Vestfold and Ålesund.

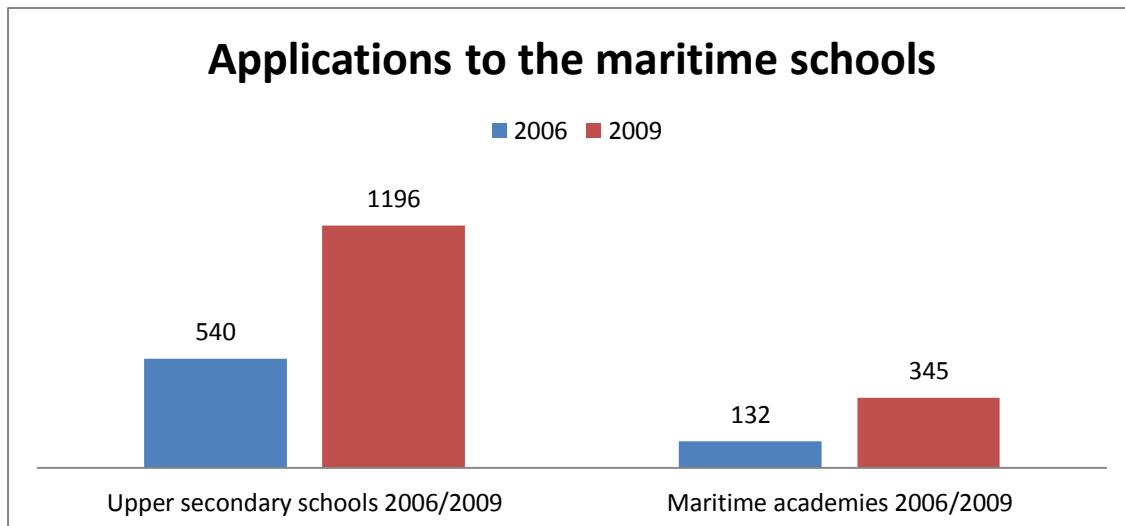


Figure 3 The number of applicants to the maritime upper secondary schools and the maritime academies in 2006 and 2009 (Source: *Martimt Forum*, 2010)

2.1.2.4 Maritim Karriere (“Maritime Career”)

The purpose of the campaign *Maritim Karriere* is to attract youths to the shore based part of the maritime industry (Norges Rederiforbund, n.d. c). The campaign turns to youths recently graduated from a Bachelor of Science or Master’s degree program in economy, technology, law, social science or maritime studies (Norges Rederiforbund, n.d. c). The campaign is a collaboration between the Norwegian Shipowners’ Association, *Det Norske Veritas* (DNV) and the Federation of Norwegian Industries (Norges Rederiforbund, n.d. c).

In order to attract educated youths to the maritime industry the following intermediate goals have been set up (Norges Rederiforbund, n.d. c, translated from Norwegian):

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

The goals will be achieved by informing about the shipping industry and by making the educations more attractive to students as well as teachers (Norges Rederiforbund, n.d. c).

The campaign platform is the website www.maritimkarriere.no (Norges Rederiforbund, n.d. c). The following wording is used on the start page to encourage youths to enter the maritime industry: “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, translated from Norwegian).

To inform about the career opportunities offered by the shore based part of the maritime sector, job presentations mainly written by young people already working within the sector are published on the website (Maritim karriere, n.d. b). Apart from these job presentations

key figures about the maritime sector (Maritim karriere, n.d c) and information about educations that can lead to a career within the sector (Maritim karriere, n.d. d) are found on the website. The *Maritim Karriere* website also informs about the possibility to apply for scholarships from Det Norske Veritas and the Norwegian shipowners' Association (Maritim karriere, n.d. e). Students are also offered to write their project work, B.Sc. thesis or Master thesis for the maritime industry and help to make contacts and find information is promised (Maritim karriere, n.d. e). Guest lectures, study visits and company based training are other offers made to students (Maritim karriere, n.d. e).

Information about the *Maritim Trainee* education, that is described below, can also be found on the *Maritim Karriere* website (Maritim karriere, n.d. f), but those interested in a career at sea are directed to the *Ikke for Alle* website (Maritim karriere, n.d. b).

2.1.2.5 Education - Maritim Trainee ("Maritime 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 program is to give the trainees a broad knowledge about the maritime industry, the possibility to build wide personal networks and eventually work in central positions within the maritime industry (Norges Rederiforbund, n.d. d).

To be qualified to participate in the trainee program the candidates must recently have graduated from a master degree program in economics, technology or law or have a bachelor degree from a maritime academy (Norges Rederiforbund, n.d. d). During the two-year trainee program the trainees will work at one of the companies within the project (Maritim trainee, n.d.). In addition to the company based training six meetings are held giving the trainees the possibility to increase their knowledge about the maritime sector through e.g. lectures and team work, exchange experiences and build social networks (Maritim trainee, n.d.).

2.1.3 Denmark

With the purpose of finding out if any recruitment campaigns have been performed in Denmark an Internet search was conducted. The campaign website of the *Det Blå Danmark* ("the Blue Denmark") campaign was found and in order to learn more about the campaign the campaign manager was contacted.

2.1.3.1 Det Blå Danmark ("the Blue Denmark")

Det Blå Danmark is originally an umbrella term for the Danish maritime sector (Det blå Danmark, n.d. a) that has been used for more than 30 years (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010). In figure 4 an illustration of the members of *Det Blå Danmark* is shown.

In Denmark maritime knowhow was recognised as an important factor for maintaining a strong shipping industry, and it was therefore considered necessary to educate people to work within the maritime sector (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010). Particularly officers with seagoing experience had knowledge that was sought after both at sea and ashore, but experienced officers can only be supplied through

the shipowners (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010). With this in mind all members of *Det Blå Danmark* decided to set up a common recruitment campaign and in 2006 the campaign also named *Det Blå Danmark* was launched (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010).

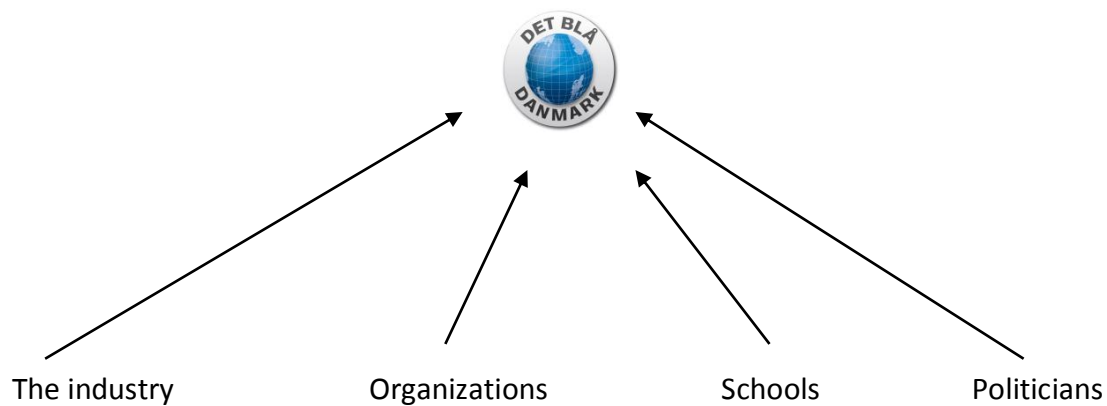


Figure 4 The members of *Det Blå Danmark*. The industry includes e.g. shipowners, shipping companies, ship yards and brokers/agencies (source: received via e-mail from the campaign manager of *Det Blå Danmark*, 2010)

Organization, Goal and Strategy

The following facts were given by the campaign manager of *Det Blå Danmark* in 2010.

The Danish recruitment campaign was planned by a work group consisting of the campaign manager, politicians and representatives from the industry, organizations and schools. At times an advertising agency and a media agency have been contracted.

The goal of the campaign that turns to young people aged between 17 and 34 is to increase the number of qualified students applying for the educations. The goal is going to be reached by informing about the maritime sector and the many possible career paths the sector has to offer, both at sea and ashore. It is considered important to highlight that working at sea is not a “dead end” but there are many possibilities to work within the land based part of the maritime sector after a career at sea. Other strategies used when promoting the industry is to work on a long term basis and to define recruitment profiles for all target groups.

In Denmark as well as in Norway (e-mail correspondence with *Maritimt Forum*, 2010) and Sweden (Interview with Per A. Sjöberger at the Swedish Shipowners’ Association, 2010) some prejudices about the maritime sector had been experienced and to overcome these prejudices was considered to be one of the challenges when promoting the industry. The maritime sectors in these three countries also considered themselves to be relatively unknown to the public (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010; *Maritimt Forum*, 2008 b; and *Sjöfartsforum*, 2010), which is another problem that needed to be dealt with in the campaign work.

The Website and Other Means of Promoting the Industry

As a part of the *Det Blå Danmark*-campaign the website www.worldcareers.dk was created (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010). On the

website information and key figures about the Danish maritime sector can be found (World careers, n.d. a). Emphasis is put on the important role the Danish shipping industry plays in the world trade as well as on the high number of people being employed within the sector (World careers, n.d. a). The website visitors are introduced to the many professional opportunities offered within the different parts of the maritime sector, both at sea and ashore (World careers, n.d. b). These occupational descriptions include information about the work tasks carried out and the education required (World careers, n.d. b).

Some young people already working within the maritime sector have on the website written about their professional expectations and experiences (World careers, n.d. c). The campaign website also includes a job portal with currently available jobs (World careers, n.d. d) and a career compass which, depending on a person's background, interests and future goals, is intended to give advice about suitable future careers within the maritime sector (World careers, n.d. e).

On the Danish campaign website almost the same arguments for choosing a career at sea are used as on the Norwegian website *Ikke for alle* (Ikke for alle, 2011 a, b & c) and on the Swedish website *Bra Jobb* (Brajobb.nu, n.d. d). The fact that a career at sea is considered to be well paid is pointed out just as the possibility to travel around the world and to work in a leading position at sea as well as ashore (World careers, n.d. g). A career at sea is also described to be varying; one day is not similar to another (World careers, n.d. g). According to the website most people working at sea appreciate the relieving system with a period of intensive work onboard followed by a period of vacation at home (World careers, n.d. g).

In addition to people with a maritime education the Danish website, just as the Norwegian, highlight the need for people with a university education within e.g. economy, law or engineering (Maritim karriere, n.d. d & World careers, n.d. b).

The *Det Blå Danmark* campaign has, besides the website, made school visits and participated in student fairs (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010). Advertising in TV, radio and at cinemas have also been part of the campaign and in the campaign conducted in 2010 posters were put up at train stations, schools and fitness centres (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010). An example of what the posters looked like can be seen in figure 5. *Det Blå Danmark* has also joined facebook (facebook, n.d. a). On the facebook page the organization is briefly described and pictures from the event days, which are described in a coming paragraph, are uploaded.

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



Figure 5 Poster used in the campaign (source: received via e-mail from the campaign manager of *Det Blå Danmark*, 2010)

Det Blå Danmark organizes three event days for youths aged between 17 and 30 (World careers, n.d. f). Each day has its special theme and they 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. The 2010 Ship Event day took e.g. place onboard one of DFDS' passenger ships and the 2011 Tech Event day was held in the premises 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.

Result of the *Det Blå Danmark* Campaign

The campaign manager of *Det Blå Danmark* found the campaign to be successful (2010). The goal, to inform the public about the maritime sector and receive enough qualified applications to the educations, was achieved (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010). The number of visitors to the website worldcareers.dk has increased over time and when participating in job fairs it has been noticed that the interest in the maritime industry has increased as well (e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010).

2.1.4 Finland

To find out if any measures has been taken in Finland to promote the maritime industry a few questions were asked, via e-mail, to the Finnish Shipowners' Association. The Finnish website seaventures.fi aiming at attracting entrants to the maritime sector was analysed to find out how the industry is promoted.

2.1.4.1 The Recruitment Campaigns

The information in the following paragraphs has been retrieved from the Finnish Shipowners' Association.

Several different recruitment campaigns, more or less extensive, have been conducted in Finland. The campaign work has, just as in the other Nordic countries, been a co-operation

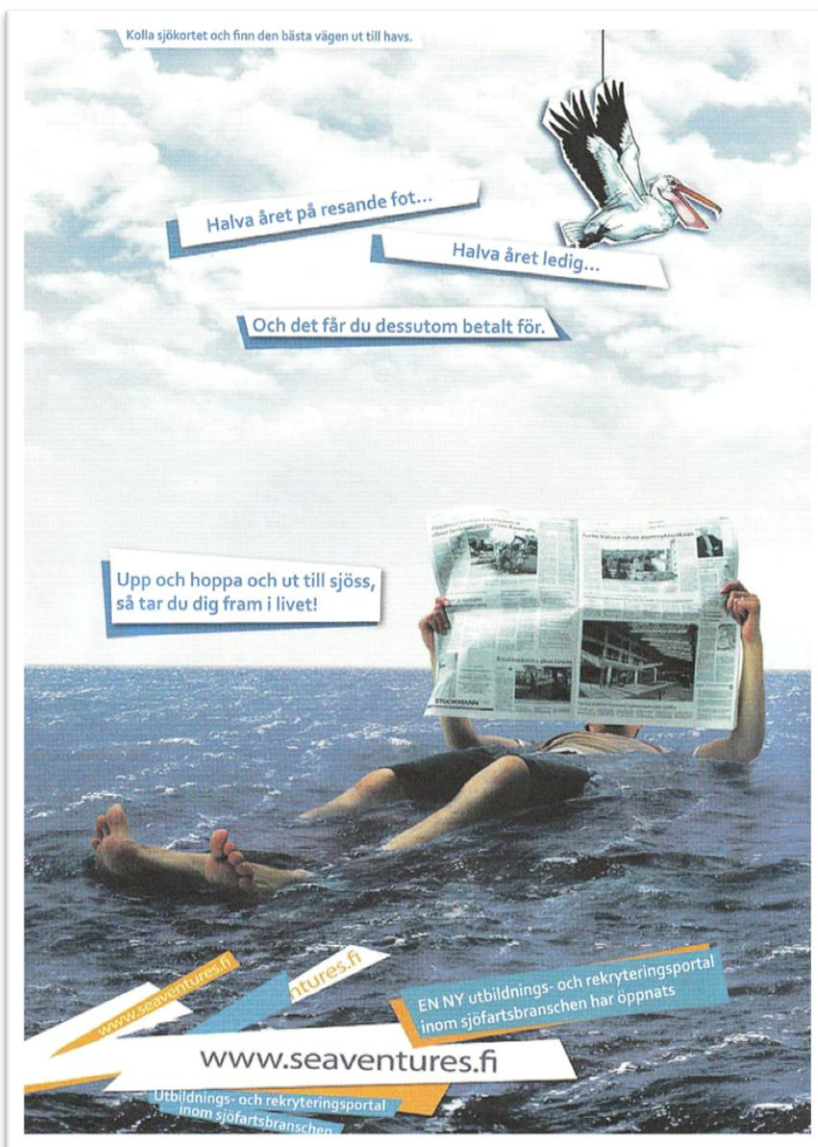
between different actors, in this case the Finnish Shipowners' Association, the three Finnish seafarer unions and the maritime schools in Finland. The campaigns were started because the Finnish shipowners and the Finnish Maritime Administration for a few years had experienced a shortage of qualified seafarers, especially within the technical professions such as marine engineers and electricians.

As a part of the work of recruiting entrants to the shipping industry the website www.seaventures.fi was constructed. The website is intended to turn to young people, in particular students in upper secondary school. Apart from creating the website the Finnish Shipowners' Association has participated in recruitment- and educational fairs and handed out information material to study counsellors.

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

The campaigns are considered to be successful by the Finnish Shipowners' Association.

The Website Seaventures.fi



The advertisement to the left (figure 6) was published in *Sjöfartstidningen*, ("the Swedish Shipping Gazette") in 2011. The aim of the advertisement is to attract entrants to the shipping industry. The readers of the advertisement are directed to the education and recruitment portal www.seaventures.fi.

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

The information on the website Seaventures.fi has been 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.

The different maritime schools are briefly introduced under the headline "maritime education" (Seaventures, n.d. b). Website visitors interested in finding out more are provided with links to the schools' own websites.

A short description of all professional categories working onboard a vessel, from the duties of the cleaner in the catering department to those of the master, is given in the section called "professions within the shipping industry" (Seaventures, n.d. c).

Just like the promotion campaigns carried out in the other Nordic countries (Brajobb.nu, n.d. c; Ikke for alle, 2011 a; and World careers, n.d. a), emphasis is put on the importance of shipping for the whole society. Under the "work at sea" headline the website visitors are informed about the many job opportunities that are provided through the shipping industry and about the important role the shipping industry and seafarers play in a country with Finland's geographical location (Seaventures, n.d. d).

The shipping industry is according to the website in need of people with a maritime education (Seaventures, n.d. e). This information is found under the headline "Jobs Ahoy", which also provides the website 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 (Seaventures, n.d. e).

In the "Sailors' friends" section contact information is given to the Finnish Shipowners' Association, different unions within shipping, the Finnish seamen's mission, the Finnish seamen service and to foundations supporting education and research within the industry (Seaventures, n.d. f).

Information about when and where educational fairs will be held is found under "News" (Seaventures, n.d. g).

Why Choose a Career at Sea?

The reasons for choosing a career at sea are according to the website seaventures.fi the secure future, the good salary and the long periods of vacation (Seaventures, n.d. d). Another argument used to attract youths to a career at sea is the possibility to work internationally, on the oceans, for any employer (Seaventures, n.d. d). As seen, the arguments used in the Finnish campaign for choosing a maritime education and career are the same as the ones used in Denmark, Norway and Sweden (Brajobb.nu, n.d. d; Ikke for alle, 2011 a, b &c; and World careers, n.d. g).

2.1.5 Åland

Åland is an independent Finnish landscape consisting of several islands having altogether 27,000 inhabitants (Ålands lagting och Ålands landskapsregering, 2007). Shipping is considered to be an important industry on the island (Ålands sjöfart, 2011) and the work that has been carried out to increase the interest in shipping among youths is described below.

Åland Shipping

Förbundet för Främjandet av Ålands Sjöfart ("the Association for Promoting Åland Shipping", hereby called Åland Shipping) is an association originally established to safeguard the interests of the shipping companies and seafarers of Åland (Ålands sjöfart, n.d. a). Today the Association mainly focuses on publishing the magazine *Ålands sjöfart* ("Åland Shipping") and on running projects to recruit young people to a seagoing career.

The Website of Åland Shipping

The association Åland Shipping has created 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 "work at sea" (Ålands sjöfart, n.d. c). On these pages information is published about the life onboard a ship and about the work tasks of the different professions found onboard. Examples of possible employments ashore for those with a maritime education who which to conclude their career at sea are also given. The website also provides a test that can be completed to find out if one is suitable for a career at sea, as well as a maritime vocabulary and a short description of the most common ship types.

Recruitment Activities

The project *Välj sjön!* ("Choose a career at sea!") is since 1999 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 the pupils, almost 350 youths, 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. An edition of the magazine *Ålands Sjöfart* focusing on maritime education, the maritime profession and the work places is published in connection to the theme days.

"The shipping day" has been arranged on Åland since 2001 (Ålands sjöfart, n.d. d). It is a combined recruitment and trade fair directed towards youths, students, people in search of an employment and professionals already working within the shipping industry. Presentations of the shipping industry and of ship owning 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.

A maritime safety course for pupils in ninth class is every year arranged by Åland Shipping, Åland's seaman's school and Åland's maritime safety centre (Ålands sjöfart, n.d. d). In a training pool the participants get the chance to swim wearing a life jacket and to try different maritime evacuation systems such as slides and socks. The opportunity to talk about the school and its education is at the same time seized by Ålands' seaman's 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

In order to learn what measures have been taken in Germany to promote the maritime industry the websites of the German Shipowners' Association (*Verband Deutscher Reeder, VDR*) and the Maritime Education Institute (*Berufsbildungsstelle Seeschiffahrt e. V.*) have been analysed. Further information has been retrieved from the communication and press spokesman of the German Shipowners' Association through e-mail correspondence.

Since the websites were published in German and the e-mail correspondence was carried out in German too, the risk that the information was misinterpreted when translated into English should be taken into consideration.

2.1.6.1 The German Shipowners' Association

Just as on the campaign websites published in the Nordic countries (Brajobb.nu, n.d. c; Ikke for alle, 2011 b; Seaventures, n.d. d & World careers, n.d. a), the visitors to the website of the German Shipowners' Association are informed about the important role German shipping plays in the society by being an expanding industry that is vital for the global trade and by employing a large number of people (VDR, n.d. a).

Apart from describing the importance of shipping, the focus of the website is put on the following:

- Describing life at sea (Karrieren in der Seeschiffahrt, n.d.).
- Describing the education and career paths for deck and engine officers (Kapitän, n.d. & Leiter der Maschinenanlage, n.d.).
- Recruiting women to a career at sea (Karrieren in der Seeschiffahrt, n.d.).
- Giving information about the basic requirements that must be fulfilled before going to sea, such as being at least 16 years of age, having passed a medical examination and a basic safety course (Karrieren in der Seeschiffahrt, n.d.).
- Giving contact information to e.g. the German Shipowners' Association, authorities and maritime schools and universities (Karrieren in der Seeschiffahrt, n.d.).
- Pointing out that the maritime sector offers career possibilities ashore as well as at sea for people with a maritime education (Karrieren in der Seeschiffahrt, n.d.).

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

A calendar published on the website is informing about the date and location of different educational and job fairs (VRD, n.d. b). In the spring of 2011 more than twenty fairs and other similar events informing about shipping were planned (VRD, n.d. b).

Information Retrieved from the Communication and Press Spokesman of the German Shipowners' Association

To promote the shipping industry the German Shipowners' Association is regularly visiting schools as well as job and educational fairs, but no extensive recruitment campaigns have been carried out. The main reason for participating in fairs instead of carrying out recruitment campaigns involving e.g. advertisements is that the Association by attending fairs is sure to reach the intended target group. Articles with the aim of promoting a career at sea have however been published by the Association in newspapers and magazines.

The purpose of talking to as many youths as possible when participating in educational and job fairs is to increase the interest in a career at sea among youths. Youths that are at least 16 years old showing an interest in working at sea are offered to learn what life at sea is like by spending 4-6 weeks of the summer holiday onboard a ship.

The overall aim of the promotion activities carried out by the German Shipowners' Association is to show that working at sea is an attractive alternative, to get "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 choosing maritime studies has tripled over the last years and the hope is that it is a lasting trend.

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

The "Maritime Education Institute" (*Berufsbildungsstelle Seeschifffahrt e. V. [BBS]*) has 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) and
- 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 maritime vocational schools; inform about career possibilities at sea and act as study counsellors to those interested in a maritime education (BBS, n.d.).

The website of the Maritime Education Institute is called www.berufsbildung-see.de (BBS, n.d.). On the site information is given about e.g. ships, the different professions working onboard, the training systems and maritime educations. It is also possible to pose questions through 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. Some information could have been misinterpreted because of the translation.

When making an Internet search no specific websites promoting the Estonian maritime industry was found. Instead the Estonian Maritime Academy has participated in student and educational fairs (Estonian Maritime Academy, n.d.). The Academy has also taken part in the

festival Tallinn Maritime Days (Tallinna Merepäevad, n.d. a). During the summer festival the public get the opportunity to among other things make onboard visits to the historical ships belonging to the Tallinn Maritime Museum and to one of the modern ships of the Tallinn Maritime Administration (Tallinna Merepäevad, n.d. b). The Tallinn Maritime Days are also attended by the Nautical College of Estonian Maritime Academy (Tallinna Merepäevad, n.d. b).

The information given on the website of the Estonian Maritime Academy mainly concern the education given and it does not seem like the website is used as a means to promote the shipping industry (Estonian Maritime Academy, n.d.). Apart from the website of the Academy a website called *Rajaleidja* describing different educations and professions was found when making the Internet search (Rajaleidja, 2007 a). Unlike the other websites studied *Rajaleidja* does not only inform about the advantages of working at sea, but also point out a few negative aspects. One hazard of working at sea is according to the website the working environment that often is affected by noise, vibrations and electromagnetic waves and could cause seasickness (Rajaleidja, 2007 a). The negative sides of working in the engine room, including an oily working environment, narrow machine spaces and lack of daylight, are also described on the website (Rajaleidja, 2007 b). It is also pointed out that seafarers have to spend long periods of time away from home (Rajaleidja, 2007 b).

2.1.8 Latvia

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

The Latvian Maritime Academy offers educations 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 completed 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 Google translation service and the information retrieved from the Lithuanian websites could therefore have been misinterpreted.

The Lithuanian Maritime Academy has, just as the academies in the other Baltic countries, participated in educational fairs (Litexpo, 2003). The Academy has also arranged open days giving interested youths the possibility to listen to presentations and to visit the school buildings and simulators (Lithuanian Maritime Academy, 2009).

2.1.10 Poland

Since the main part of the Polish websites did not have an English version, the Google translation service was used and the risk that the information on the websites has been misinterpreted must therefore 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 organizes joint presentations turning to young people with the purpose of encouraging youths to study at the Maritime Universities (e-mail correspondence with the Maritime University of Szczecin, 2011). The Polish maritime academies and universities have in addition to the work carried out by the Polish Maritime Partnership made individual efforts to attract more students to the educations. These promotion activities are described in the following paragraphs.

2.1.10.1 The Maritime University of Szczecin

Every year a recruitment campaign aiming at increasing the interest in studying at the university among students in upper secondary school is carried out by the Maritime University of Szczecin (e-mail correspondence with the Maritime University of Szczecin, 2011). As a part of the campaign, presentations are given at upper secondary schools and at educational fairs. Both teachers and students participate in the fairs where 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 university considers the recruitment campaigns to be successful.

In addition to participating at educational fairs and advertising in the media, open days are arranged at the university (Akademia Morska Szczecin, 2011). During the open day the public is invited to the school to take part in guided tours showing among other things simulators and laboratories.

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 university are according to the same page well prepared to meet the demands of the sector.

Even though the salary and the clear career path are used in the other countries as arguments to choose a career at sea (Ikke for alle, 2011 c; Seaventures, n.d. d & World careers, n.d. g), the Maritime University of Szczecin clearly put even more focus on these aspects (Akademia Morska Szczecin, n.d. c). A schematic picture of the career steps towards becoming a master or a chief engineer is published on the university's website (Akademia Morska Szczecin, n.d. c). For every step on the career ladder the approximate salary of that position is given. At the age of thirty it is possible to work as a Master or a Chief Engineer and earn € 5000 net per month according to the website.

2.1.10.2 Gdynia Maritime University

Open days intending to promote the university are arranged by the Gdynia Maritime University (Akademia Morska Gdynia, 2007) as well as by the Maritime University of Szczecin (Akademia Morska Szczecin, 2011). During the open day the public is welcomed to the school to e.g. listen to information from the different faculties or to take a look at the simulators.

2.1.10.3 Naval Academy Gdynia

The open day concept is also used by the Naval Academy Gdynia to increase the interest in studying at the academy. During the “Day of the open university” the public is invited to visit the academy to e.g. take a look at the planetarium, to listen to information about the academy or 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 might influence the way in which people perceive the maritime industry. In the questionnaire conducted as a part of this study the respondents therefore were asked if they had seen any TV-series with such a theme. A short presentation of the TV-series referred to in question four and five of the questionnaire follows next.

In the Swedish cookery show *Landgång* (“The Gangway”) the cook German Zamudio and the journalist Anne Lundberg are followed by the camera when working in the galley onboard Swedish ships (Wikipedia). The TV-series has been shown on Swedish television channel 1 at four occasions in 2006, 2007, 2010 and 2011(Wikipedia), and has also been sold to Denmark, Norway and Finland (Fors, 2007). In 2007 Lundberg and Zamudio received *SEKO Sjöfolks kulturstipendium* (“the cultural award of the Swedish seafaring union”) (Fors, 2007). The award was received because of (translated from Swedish) “the important role the series had had in creating an understanding for the shipping industry and the situation of seafarers” (Fors, 2007). Each episode was watched by approximately 1.2 million viewers in Sweden (Fors, 2007).

Färjan (“The Ferry”) is a Swedish reality show in which the viewer can follow some of the crew members onboard the cruise vessel m/s Cinderella (kanal5.se, 2009). The show focuses on the crew members having most contact with the passengers, e.g. a bartender (5play). The doings of the passengers that came onboard to enjoy themselves are also an important feature of the show (5play). 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 the crew onboard their ferry m/s Freja (SVT.se, n.d.). The drama series is, with 318 episodes, the longest running TV-series in the history of Swedish Television and was broadcasted from 1992 to 2002 (SVT.se, n.d.).

Kustbevakarna (“The Coastguards”) is a Swedish reality show that was broadcasted on Channel 5 (kanal5.se, 2007). The viewers could follow some coastguards on duty in the archipelago of Stockholm and on the west coast of Sweden (kanal5.se, 2007). Three seasons of the reality show were broadcasted between 2006 and 2008 (5play, n.d. & Kanal5.se, n.d.). When the Swedish Coastguard in 2007 started the search for new trainees, the number of

applications was tripled compared to 2006 (Sveriges Radio, 2007). One of the reasons to the increased interest in working within the Coastguard was considered to be the TV-series *Kustbevakarna* (Sveriges Radio, 2007).

Kasta Loss ("Let Go") is a Swedish TV program, shown on Channel 4 and channel 4+, addressing people interested in leisure boats (TV4.se, n.d.). The presenter was the well-known Swedish TV profile Harald Treutiger and the program was shown between 2006 and 2007 (Agentbolaget, n.d.).

Båtmagasinet ("the boat magazine") is another Swedish TV program about leisure boats and boat life. Among other things the program informs about equipment and suggests interesting excursions (TV8.se, 2009). It was broadcasted from 2008 to 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 Bering Sea (Discovery Channel, 2011 a). Seven seasons of *Deadliest catch* have been broadcasted on the Discovery Channel from 2005 to 2011 (Discovery channel, 2011 b & Discovery Channel, 2011 a).

2.3 Previous Studies on Youths' Attitudes towards Work

With the purpose to find out how life at sea is perceived by young mariners, previous studies on the subject conducted at the Swedish maritime academies have been analysed. The outcomes of the Young Seafarers' Focus Group have also been included in the study in order to get an international perspective.

It was also considered interesting to learn how the maritime sector and a career at sea are perceived by young Swedes not already working within the sector. Since no studies focusing on the maritime sector were found, studies aiming at finding out what attitude young people have towards work in general have been analysed and an attempt to apply the results of these studies on the maritime sector has been made.

The YRMiS study that will open this part of the thesis has been included with the intention to find out if the promotion activities carried out by the maritime sector correspond to the activities that have the greatest impact on the youths.

2.3.1 Y.R.M.i.S

The aim of the Swedish organization YRMiS, Young Role Models in School, is to inform young people and people considering a career change about the work life and to facilitate for teachers and study counsellors in school to increase the pupils' knowledge of the modern work life (YRMiS, n.d. a).

As a means to inform about different occupations the organization is mainly using short films (YRMiS, n.d. b) in which young employees and people running their own businesses are describing their work (YRMiS, n.d. c). The maritime industry is not represented in any of the films, but if interested employers and maritime organizations can produce and show their own films on the site (YRMiS, n.d. c).

According to the organization the YRMiS website has had an impact on schools and youths (Greiff, 2009). In the YRMiS study referred to below approximately 16% of the respondents answered that they had visited the YRMiS' website (Greiff, 2009). The explanation to the

success is considered to be the combination of a close co-operation with schools and employers and the use of films as the main tool of communication (Greiff, 2009).

2.3.1.1 The Y.R.M.i.S' Youth Study

In 2009 a survey called "What will you become when you grow up?" (*Vad ska du bli när du blir stor?*) was conducted by YRMiS (Greiff, 2009). The survey turning to youths aged between 13 and 21 was spread via a banner on the website Spotify and received 1999 complete answers (Greiff, 2009). The purpose of the survey was to find out what choices youths make concerning studies and future careers and what factors they are influenced by when making their choice (Greiff, 2009). The results of the study are summarized below (the reference for the following paragraphs is Greiff, 2009).

In the *What will you become when you grow up?* survey it was found that most of the respondents based their choice of studies and future occupation on role models and on their own interests. Only one out of four stated that the needs of the labour market were taken into consideration.

In 7th to 9th class of the nine-year compulsory school, often even earlier, most of the respondents began to think about a future occupation. Forty percent of the respondents also stated that their choice of program in upper secondary school was a step towards the future occupational goal.

Most of the respondents (77%) expected school to inform them about future career opportunities. Two out of three also considered school to be the forum through which information was mainly received.

According to the survey, most youths know very little about the labour market. The respondents believed that they had an understanding of approximately five different occupations. To learn more about different occupations the following activities were rated as the most important:

- To visit different workplaces for a practice period.
- To make study visits at workplaces.
- To listen and talk to employers making visits to school and watching 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 in this respect.

2.3.2 Youths with Attitude

With the purpose of analysing the attitudes and values of Swedish youths in the areas of work, health, education, leisure time and the possibility to have an influence on one's own life situation the "Swedish National Board for Youth Affairs" (*Ungdomsstyrelsen*) has carried out four surveys (Ungdomsstyrelsen, 2007), in 1993, 1997, 2002 (Ungdomsstyrelsen, 2003) and 2007 (Ungdomsstyrelsen, 2007), having the same base of recurring questions (Ungdomsstyrelsen, 2003). The last survey from 2007 is called "Youths with Attitude" (*Unga med attityd*) (Ungdomsstyrelsen, 2007). It is based on a questionnaire sent to 6000 youths aged between 16 and 29 (in the survey report referred to as youths) and to 1500 people aged between 35 and 74 (in the survey report referred to as elderly) (Ungdomsstyrelsen,

2007). The purpose of including the elderly group was to learn if there are any differences in attitudes and values between the two groups (Ungdomsstyrelsen, 2007). The results of the questionnaire, which was completed by 53 percent of the respondents, were calibrated and weighted to represent the Swedish population (Ungdomsstyrelsen, 2007). Parts of the results of the survey have been included in this study as it was considered to be interesting to learn how young people perceive higher education and the work life.

2.3.2.1 Results of the Youths with Attitude Survey

The information in the following paragraphs has been retrieved from the *Youths with Attitude* report, reference Ungdomsstyrelsen, 2007.

Education

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

In the study the following three main reasons for higher education were identified (translated from Swedish):

- ... the possibility to get a good job (70%)
- ...the possibility to work with something that you are really interested in (57%) and
- personal development (42%).

Approximately one fifth of the youths considered studies to be an option to avoid unemployment.

Employment – Which Factors are Important?

The five most important factors of a workplace were in the *Youths with Attitude* survey found to be (translated from Swedish) "...nice colleagues, good superior(s), a healthy working environment, permanent employment and a good salary". The factors of least importance were found to be (translated from Swedish) "...the possibility to make international contacts, flexible work hours, equally many men and women on the workplace and the work as a status symbol". It can be noticed that equally many women as men on the workplace was of greater importance to the young respondents than to the elderly; approximately one fifth of the youths aged between 16 and 19 compared to one tenth of the elderly respondents aged between 55 and 74 thought that this factor was of great importance.

The elderly group (35-74 years old) more frequently than the youths answered that the possibility to combine an employment with family life, children and leisure time was of great importance. Other factors that were of greater importance to the elderly than to the youths were the content of the work and its organization, the possibility to schedule your own work hours and that the work is of importance to others. The result of the questionnaire indicated that the elderly group was established in the community, and therefore not interested in moving to obtain another employment.

The result also showed that it was more important to young women than to young men to have nice colleagues, good superiors, a healthy working environment and good possibilities for education and development within the profession. The young women also valued the possibility to work within the community (not having to move to another town) and the possibility to combine an employment with family life higher than the young men did. The young men did on the other hand value career possibilities and the possibility to become a manager higher than the young women did.

Employment – Which Areas are the Most Popular?

In the *Youths with Attitude* survey it was found that the most popular area to work within was, as shown in table 3, culture, media and design. Security and transport was one of the least popular areas.

Table 3 Percentage of respondents aged between 16 and 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
	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/transports	11	3	7	32

The result of the survey also showed that young men and women were equally interested in administration, law and politics; sales and marketing; and economy, finance and insurance. The young 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 young men. The men were on the other hand more interested in working within construction; security and transports; IT and telecom; and the defence. The interesting work areas did not differ much between youths born abroad and youths born in Sweden. Neither did the answers of the youths living in a small community differ much from the ones living in a large community.

2.3.3 Youths' View on Work

The information in the following paragraphs has been retrieved from the publication *Youths' View on Work*, reference Ungdomsstyrelsen, 2004.

In the spring of 2002 a deepening study to the third attitude and value survey was conducted by the Swedish National Board for Youth Affairs. The aim of the study that resulted in a publication called "Youths' View on Work" (*Ungas Syn på Arbete*) was to describe how the view on work differs within the group of young people. As a part of the study a questionnaire survey was conducted. The questionnaire was sent to 5000 randomly chosen youths aged between 16 and 29. It was replied to by 2768 persons. The result of the questionnaire has not been used by the Swedish National Board for Youth Affairs to draw conclusions about the youth population as a whole, but is only representative for the respondents.

2.3.3.1 Results of the Youths' View on Work Study

The information in the following paragraphs has been retrieved from the publication *Youths' View on Work*, reference Ungdomsstyrelsen, 2004.

In the questionnaire the respondents were asked to rate the importance of the following 18 factors related to work:

- permanent employment
- within the community
- home, children and leisure time
- teamwork
- nice colleagues
- 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 factors that no one considered to be unimportant were having nice colleagues, a good manager and a healthy working environment. This result corresponds to the result of the *Youths with Attitude* survey also showing that the social context of a workplace is of great importance.

Another finding, also supported by the results of the *Youths with Attitude* survey, showed that as a person gets older and the number of people to support increases it becomes of greater importance to have a permanent employment, to be able to combine the work with family life and to work near the home. At the same time the career becomes of less importance. Unlike the family providers, young single educated people living in the city valued career opportunities, making international contacts and professional and personal development. Having a permanent employment was of less importance to this group.

Apart from age, gender and being born in Sweden or abroad have an impact on what factors that are considered to be important in a work place. The young men valued career possibilities and a permanent employment higher than the women did. The young women did on the other hand put more focus on the social context, including having nice colleagues and that the work should be of importance to others. This difference between men and women was also found in the *Youths with Attitude* survey. Just as the single, educated youths living in the city the youths born abroad considered career possibilities and the possibility to make international contacts to be of greater importance than the youths born in Sweden living in smaller communities. It was also considered to be more important to the youths born abroad than to the youths born in Sweden that the work corresponds to the education.

In the survey it was also found that more women than men were planning to conduct studies at the university.

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

2.3.4 Young Seafarers' Focus Group

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 according to the International Transport Workers' Federation (ITF) urgent (ITF, 2009). With the intention to learn how a maritime career is perceived by young seafarers, ITF 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-day long meeting different aspects of a maritime career were discussed and the aim was that the outcomes of the discussions would be useful in the work of increasing the retention at sea as well as the interest in a maritime career among youths (ITF, 2009).

The group called Young Seafarers' Focus Group (YSFG) was put together by three women and seventeen men (Young Seafarers' 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 on tankers (Young Seafarers' Focus Group, 2009). 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 (Young Seafarers' Focus Group, 2009). Officers and ratings as well as one cadet were represented in the group (Young Seafarers' Focus Group, 2009).

2.3.4.1 Results of the Discussions

The outcomes of the young seafarers' group discussions were summarized in a document (Young Seafarers' Focus Group, 2009) and some of the opinions and suggestions expressed by the YSFG are found below.

The participants in the YSFG stated the following reasons for initially going to sea:

- The salary and possible tax breaks.
- A family member working at sea.
- The opportunity to see the world.
- The lifestyle.
- No other option.
- The challenging and interesting work.

It was expressed by the group members that life at sea probably is more attractive to people with practical skills, and that it therefore is important to get the chance to experience life onboard before commencing studies at a maritime academy.

During the meeting in London it was discussed by the YSFG whether or not they would recommend a family member or friend to go to sea. Those who would recommend the profession were of the opinion that a career at sea gives the opportunity to develop good life skills and gives a wide range of training. Group member/s from India also mentioned that the maritime industry had improved its reputation and is nowadays more positively perceived than it used to be. The group members who would not recommend a career at sea did on the other hand mention the negative publicity and that people in general have an old-fashion 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. Group members from Asia also mentioned that the payment at sea is not much higher than it is ashore.

Another question discussed by the YSFG was if the seafaring profession was considered to be a career suitable throughout the working life. The group 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 work at sea is probably too hard when getting older.

As the purpose of the group meeting was to discuss how a career at sea can become an attractive alternative, some issues of concern regarding life at sea were discussed. Just as suggested by the IMO in the Go to Sea! document (IMO, 2008), employment conditions and job security were brought forward by the YSFG as an issue needed to be dealt with by the shipowners. Within the group it was agreed that 9 months of work is too long. Instead eight weeks onboard was considered to be an acceptable alternative. The time onboard should also be in proportion to the time ashore, without negative effect on the salary. Other

improvements suggested were that the company should pay for travel expenses when the seafarers sign on or off the ships, that payment should be received once a month and that the company should pay for necessary training as well as for costs for required licenses. The group participants also expressed that if the companies offered direct employment agreements instead of hiring contractual workers the employment conditions as well as the job security probably would be improved.

To improve the quality of life when onboard it was suggested by the focus group that the accommodation should be designed in such a way that all crewmembers are provided with single cabins. Another issue discussed that negatively affects the quality of life is the difficulty to keep in touch with the family ashore. To deal with the problem it was suggested that computers with free internet access should be installed, for the use of all crew members, and that every member of the crew should be given a private e-mail account. These suggestions, to improve the living conditions and the communication possibilities onboard in order to make life at sea more akin to life ashore, have also been brought forward by the IMO through the Go to Sea! document (IMO, 2008).

Another issue discussed by the YSFG was the manning of the ships. The opinion of the young seafarers was that the fatigue problem, the workload, new requirements and the extensive paperwork should be taken into consideration when manning the ships. It was also pointed out that it is more or less impossible to go ashore when the ship is in port, because of the small sizes of the crews. With regard to the safety and quality of life at sea, the focus group expressed that it was urgent to review the manning onboard. To prevent the crew from becoming overworked, it was suggested that four hours on – eight hours off watches should be used both at sea and in port.

Both the YSFG and the IMO (IMO, 2008) have raised the negative image of the industry as a problem that needs to be dealt with. It was expressed by the young seafarers participating in the focus group that airline pilots often are portrayed as heroes, whilst seafarers are portrayed as criminals. It was also the opinion of the group that the public either lack knowledge about the maritime industry or have an old-fashioned idea about seafaring. This opinion is shared by the IMO (IMO, 2008) as well as by representatives behind some of the national promotion campaigns (Interview with Per A. Sjöberger, 2010, e-mail correspondence with *Maritimt Forum* in Norway, 2010; & e-mail correspondence with the campaign manager of *Det Blå Danmark*, 2010).

Another issue of concern brought forward by the YSFG was the fear of being held responsible if becoming involved in e.g. an environmental accident. This fear of being criminalized has also been discussed by the IMO (IMO, 2008). The maritime states are in the Go to Sea! document urged to improve the image of the maritime industry by e.g. considering how seafarers are treated if involved in an accident at sea (IMO, 2008).

The participants in the focus group had experienced that seafarers often are denied to go ashore; some nationalities more often than others and this treatment made them feel like terrorists and criminals.

The dangers of sailing in pirate infested waters were also discussed by the YSFG as an issue that needs to be dealt with if the attractiveness of the shipping industry is going to increase. To handle the dangers it was suggested that shipping companies support rerouting to avoid

pirate infested waters and that they should, if sailing in these waters, ensure that seafarers will be released if taken hostage. Seafarers should also be compensated and receive danger money if sailing in waters where pirates operate.

2.3.5 Motivation and Lifestyle at Sea

The diploma thesis *Motivation and Lifestyle at Sea* (Håkansson & Persson, 2008) is written in Sweden at Kalmar Maritime Academy. The purpose of the study was, among other things, to find out why students in upper secondary school studying to become AB:s or motormen chose a future at sea and why active seamen initially chose to work at sea and how life onboard is perceived today. To answer the questions two questionnaires were distributed: one to active seamen and one to students at the shipping program in upper secondary school.

The Questionnaire Distributed to Students

The questionnaire sent to students at the shipping program in upper secondary school was answered by 25 youths, of whom 12 studied to become AB:s and 13 to become motormen. The authors were interested in learning why the students initially had chosen to work at sea. The questionnaire was therefore distributed to students who had not yet had any experience of onboard training that could have had an impact on their reasons for going to sea.

When being asked to state a few reasons for choosing the shipping program, approximately one third of the respondent answered that they had been influenced by a family member working at sea. Some of the students (28%) chose the profession since they liked the sea and 16 percent thought that it seemed like a funny and practical work.

Why did life at sea seem like an attractive option to these students? The most popular answer was the beneficial relieving system (32%). Some had heard funny stories about life at sea (20%) and others wanted to see the world (16%).

The students were also asked if they had heard anything negative about the shipping industry that made them doubt if working at sea was the right choice. The respondents mainly thought that the long periods at sea would be difficult to handle for the family ashore (24%). The high number of work related accidents onboard was mentioned by 16 percent of the respondents as a negative aspect of the occupation. Eight percent of the students thought that they might feel isolated at sea and that social life at home would be suffering.

Most of the students (92%), were considering to study at a maritime academy to become a deck or engine officer. Only two students (8%) had not yet made up their mind.

Two fifth of the students studying to become motormen stated that one reason for choosing to work in the engine department instead of the deck department was that it is easier to find an employment ashore for engine officers than it is for deck officers.

The Questionnaire Distributed to Active Seamen

Of the ten active seamen who participated in the survey five were working in the deck department and five were working in the engine department.

Half of the respondents stated that the relieving system was the main reason for choosing a career at sea. Almost all of the respondents (90%) also considered the relieving system to be

the main advantage of the profession. Yet 70 percent thought that the long periods away from home were difficult to handle.

2.3.6 Career Choice for Master Mariner Students in Kalmar

The purpose of the diploma thesis, *Career Choice for Master Mariner Students in Kalmar* (Gervind and Sjöström, 2008), was to investigate what factors master mariner students at Kalmar Maritime Academy were influenced by when choosing a career at sea and if students with previous seagoing experience had other reasons for studying than those who had had no experience of working at sea before 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 of the master mariner students without seagoing experience to choose a career at sea was that it seemed like an interesting profession (more than 40%). The students with seagoing experience mainly chose to conduct further studies because they needed to be challenged 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 aim of the diploma thesis named *Which Factors are Mainly Valued by the Students at Kalmar Maritime Academy When Seeking an Employer?* (Hallerström, Ljungqvist & Tylegård, 2008) was to learn how different employer benefits, such as offering a good salary or a beneficial relieving system, were valued by the students. The thesis also aimed at investigating if and why some students were considering finding an employment outside of Sweden.

Results of the Survey

By distributing a questionnaire to 250 marine engineer- and master mariner students at Kalmar Maritime Academy it was found that the following factors were the most important for an employment:

- The salary (89.2%).
- The possibility to receive in-service training (41.2%).
- To have access to internet and other means of communication (38.4%).
- The career path (36.4%).
- The leisure time onboard (36.4%).
- A well-functioning relieving system (34%).
- To have employment security (30.8%).
- To work less than 6 weeks (28.8%).
- The number of working hours when onboard (28.4%).
- The shipowner and its reputation (24%).

The result of the questionnaire also showed that two third of the students were interested in or planning to work outside of Sweden. The main reason for seeking an employment abroad was the salary (23.9%).

2.4 The Questionnaire Survey

In order to find out if youths in Sweden have heard of any of the Swedish campaigns carried out with the intention to attract young people to the maritime sector and what opinions, if any, young people have about the maritime sector in general and working at sea in particular a questionnaire survey was carried out as a part of this Master Thesis.

The questionnaire was distributed to students in the second and third year of the upper secondary school and to pupils in ninth class of the nine-year compulsory school. Because of the small number of respondents from each program, the answers from the students in upper secondary school were divided into the following three evaluation groups: the shipping program, the theoretical program and the practical program. The results of the respondents in the ninth class of the nine-year compulsory school have been evaluated separately because of the age difference. The distribution of the questionnaire is shown in table 4 and the evaluation groups are shown in table 5.

When forming the evaluation groups the similarity of the answers were taken into consideration. This means that the students studying at the shipping program to become AB:s or motormen had given similar answers within the group, but the answers differed from those given by the students studying at the other programs. The evaluation group also called the shipping program was therefore formed, including both second and third year students. The answers from the respondents in the construction program also differed from the answers given by the respondents in the other programs and was therefore evaluated as a separate group called the practical program. The respondents studying at the natural science program and the social science program had given similar answers, and the results from these classes were therefore evaluated as one group called the theoretical program.

Because there is an imbalance in the number of male and female respondents from the upper secondary schools, the answers from the boys and girls are only analyzed separately at questions where it was considered important to find out if the answers differed. Since only one girl at the shipping program and one girl at the construction program participated in the study, the answers from the girls in all three evaluation groups are shown as one group.

As mentioned above, the answers from the respondents in the nine-year compulsory school have been evaluated separately since the pupils in ninth class are younger than the students in upper secondary school. The age difference is only two to five years, but the youths in ninth class are about to choose direction for further studies in upper secondary school, whilst the youths in upper secondary school soon are going to take up e.g. university studies or enter the work life. Since the respondents were in these different phases of life it was assumed that the perception of e.g. the work life also differed and it was therefore considered necessary to evaluate the results separately. The answers from the respondents in upper secondary school and the nine-year compulsory school have however been compared in order to find out if there are any differences between the two age groups. The answers from the boys and the girls in ninth class have been analysed separately and compared in relevant questions.

The complete results of each evaluation group are found in appendix 1, the accompanying letter of information (in Swedish) in appendix 2 and the questionnaire (in Swedish) in appendix 3.

Table 4 The distribution of the questionnaire.

School and town	Program	Year	Boys	Girls	Total
Rönnowska upper secondary school, Helsingborg	Shipping program	2	6	0	6
Rönnowska upper secondary school, Helsingborg	Shipping program	3	7	1	8
Frida upper secondary school, Vänersborg	Natural science program	3	6	2	8
Frida upper secondary school, Vänersborg	Social science program	3	6	13	19
Frans Möller upper secondary school, Kävlinge	Construction program	3	23	1	24
Totally, upper secondary school	–		48	17	65
Frida nine-year compulsory school, Vänersborg	–	9	24	33	57

Table 5 The evaluation groups

Evaluation group	Programs and schools	Males	Females	Totally	Age	Onboard training included in the education (weeks)
The shipping program	The shipping program, Rönnowska upper secondary school, Helsingborg	13	1	14	17-20	16 *
The theoretical program	The natural science program and the social science program, Frida upper secondary school, Vänersborg	12	15	27	18-20	None
The practical program	The construction program, Frans Möller upper secondary school, Kävlinge	23	1	24	18-20	None
Total number of respondents, upper secondary school	-	48	17	65	17-20	-
Ninth class	Frida, nine-year compulsory school, Vänersborg	24	33	57	15-16	None

*Source: Gymnasium.se (n.d.)

2.4.1 Recognition of Promotion Campaigns (question 1)

Upper Secondary Schools

As shown in figure 7, half of the students in the shipping program, but only eleven percent of the students in the theoretical programs and eight percent of the students in the practical program had noticed one or more of the campaigns performed in Sweden in order to attract young people to a career at sea.

Ninth Class

Five percent of the respondents from the ninth class of the compulsory school had noticed one or more of the campaigns performed in order to attract young people to the maritime sector (see figure 7).

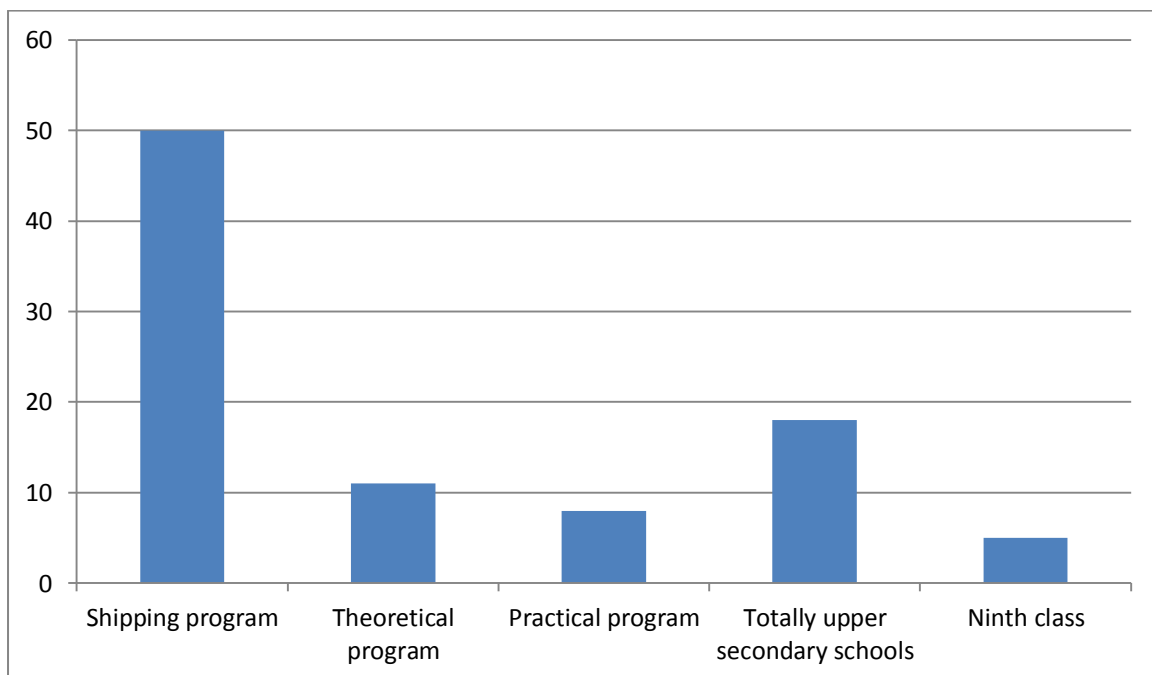


Figure 7 The number of respondents who replied Yes to the question “did you notice a campaign carried out to attract young people to a career within the maritime sector, especially to a life at sea?” Percent. Upper secondary schools and ninth class.

2.4.2 Recognition of Sjöfartskaravanen and Bra Jobb (question 2)

Upper Secondary Schools

The participation of *Sjöfartskaravanen* at job fairs was as shown in figure 8 mainly noticed by respondents from the shipping program.

Whilst 36 percent of the respondents from the shipping program had noticed the caravan travelling the coast of Sweden and participating at job fairs, only 14 percent stated that they had noticed the participation of the caravan in the media. None of the students at the theoretical program had noticed *Sjöfartskaravanen* and the icebreaker Ymer, but four percent stated that they had heard about the caravan in the media. Four percent of the students at the practical program had also heard about the caravan in the media, but neither the caravan travelling the coast of Sweden nor the participation at job fairs had been noticed by any of the students at the practical program.

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

Seven percent of the respondents from the shipping program but none of the other respondents stated that they had heard a radio commercial intended to attract youths to a career at sea.

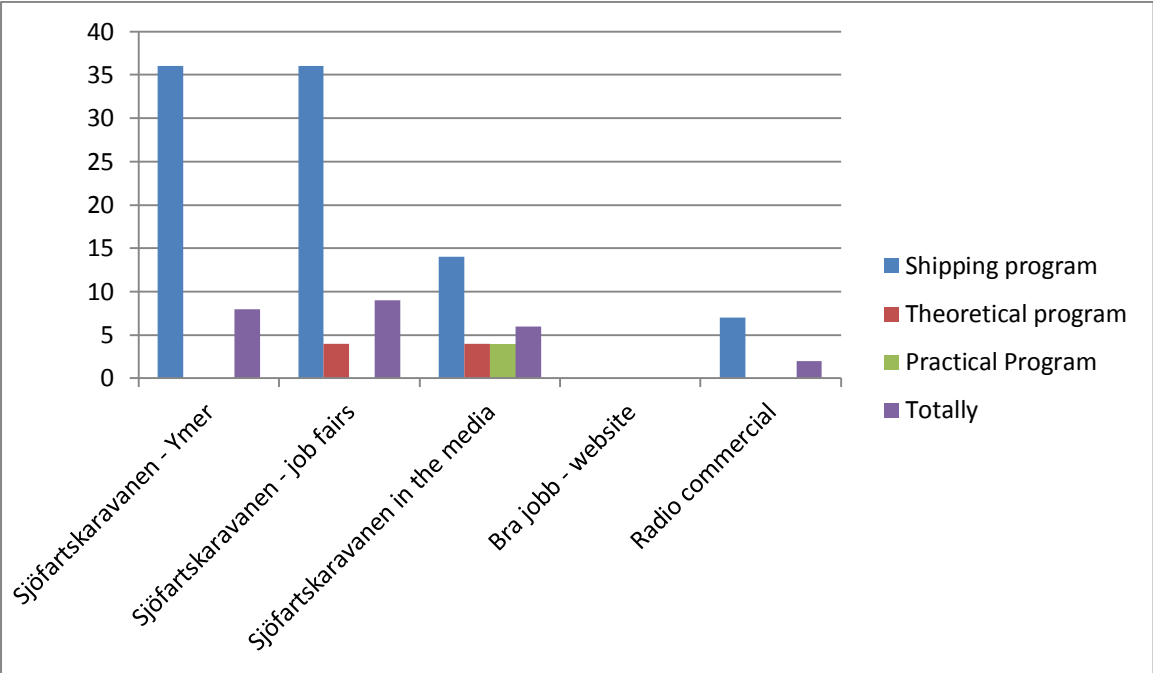


Figure 8 The number of respondent who had noticed any of the campaign activities of *Sjöfartskaravanan* and *Bra jobb*. Percent. Upper secondary schools.

Ninth Class

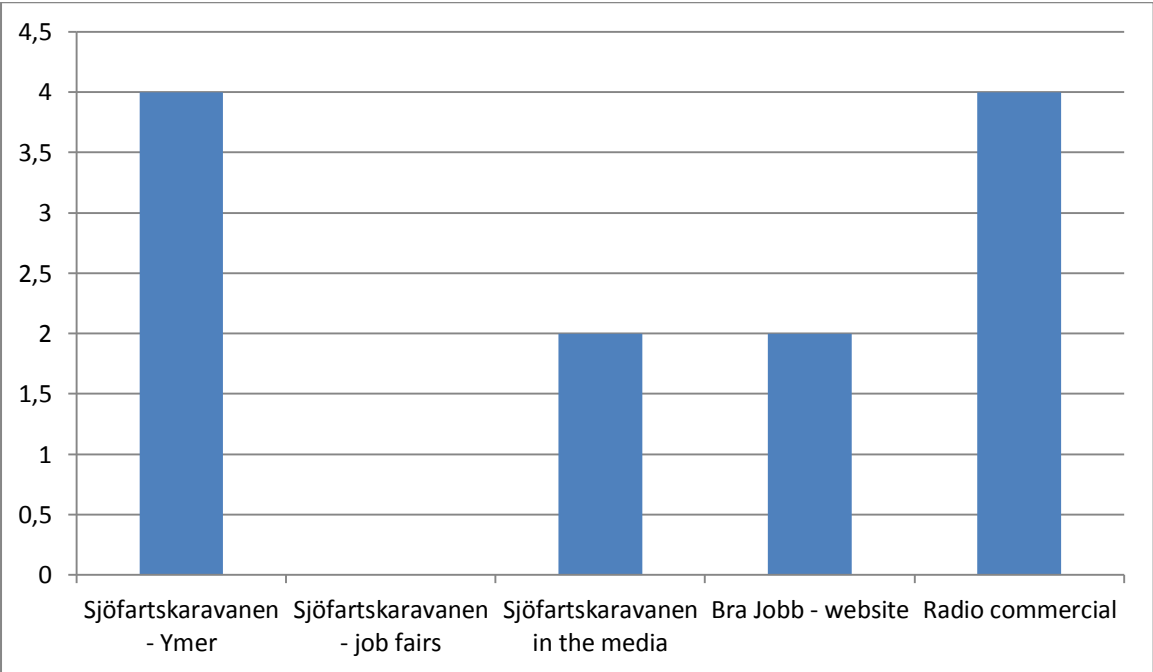


Figure 9 The number of respondent who had noticed any of the campaign activities of *Sjöfartskaravanan* and *Bra jobb*. Percent. Ninth class.

As shown in figure 9, the caravan was noticed by four percent of the respondents in ninth class and was therefore together with the radio commercial promoting a career at sea the mostly noticed activity. *Sjöfartskaravanen* in the media (TV, radio, newspapers internet etc.) was noticed by two percent of the respondents in ninth class. Unlike the respondents from the upper secondary schools, a few (2%) of the respondents in ninth class had visited the *Bra Jobb* website.

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

Upper Secondary Schools

Even though none of the respondents from upper secondary school had visited the *Bra Jobb* website, 21 percent of the students at the shipping program and four percent at the practical program had heard about the possibility to take the preparatory course in marine engineering. None of the respondents at the theoretical program had heard about this course.

Ninth Class

Five percent of the pupils in ninth class had noticed the preparatory marine engineer course, whereas only two percent had heard of the *Bra Jobb* website.

2.4.4 TV-series with a Maritime Connection (question 4 and 5)

In order to find out if and how different TV-series with a maritime theme affect youths' view on the maritime sector, the respondents were asked which TV-series they had watched and if the TV-series had altered their perception of the sector. Apart from watching the soap opera *Rederiet* from the start in 1992, all of the respondents were old enough to have watched the series suggested in the questionnaire.

Upper Secondary Schools

All of the students at the shipping program, 81 percent at the theoretical and 92 percent at the practical program had watched at least one TV-series with a maritime theme.

The TV-series *Landgång* ("the Gangway") had been watched by almost one third (31%) of the respondents from the upper secondary schools. Some were positively affected by the TV-series, but most of the students stated that their attitude towards the maritime sector was not changed.

The students at the practical program were more positive to the reality show *Färjan* ("the Ferry") than the students at the other programs. The students at the shipping program were on the other hand more negative to the show than the other students. It was pointed out by one of the respondents from the shipping program that *Färjan* does not show real shipping.

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. Apart from one student who was negatively affected by the soap opera, the students at the other programs were equally positively affected and not affected at all.

The majority of the respondents were positive to the reality show *Kustbevakarna* ("the Coastguards"). Most positive to the show were the students at the shipping program and at the practical program.

The program *Kasta Loss* ("Let Go") about leisure boats had only been watched by one fourth of the respondents. Most of the students stated that their attitude towards the maritime sector had not been affected by the program. *Båtmagasinet* ("the Boat Magazine"), another program about leisure boats, had also been watched by approximately one fourth (26%) of the students. Neither this program affected the respondents' attitude towards the maritime sector.

Ninth Class

The majority of the pupils (75%) in ninth class had watched one or several TV- series with a maritime theme.

The TV- series *Landgång* ("the Gangway") had been watched by almost one third (29%) of the respondents. Just as the respondents from upper secondary school, most of the ninth class respondents stated that their attitude towards the maritime sector was not changed by the series.

The reality show *Färjan* ("the Ferry") had been watched by more than half (56%) of the pupils. The majority stated that they had been positively influenced by the show.

More than one third (35%) of the respondents in ninth class had watched the Swedish soap opera *Rederiet* ("the Shipping Company"). The main part of the pupils stated that their attitude towards the maritime sector was not changed by the series.

Just like the students in upper secondary school, the majority of the pupils in ninth class were positive to the reality show *Kustbevakarna* ("the Coastguards").

The main part of the respondents that had watched the TV- series *Kasta Loss* ("Let Go") and *Båtmagasinet* ("the Boat Magazine") did not experience an attitude change after watching the series.

2.4.5 Characterizing Features of the Work of Deck and Engine Officers (question 6)

In order to find out what opinions young persons have about the work of deck and engine officers, the respondents were provided with a set of statements and asked to choose the alternative/s they considered best described the work of an officer. The respondents were also given the possibility to write freely. The alternatives given are based on the authors' personal experiences from working at sea and on prejudices often expressed by other people.

Upper Secondary Schools

As shown in figure 10, the result of the question "Which of the following do you think characterizes the work of a deck or engine officer?" can be summarized 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.

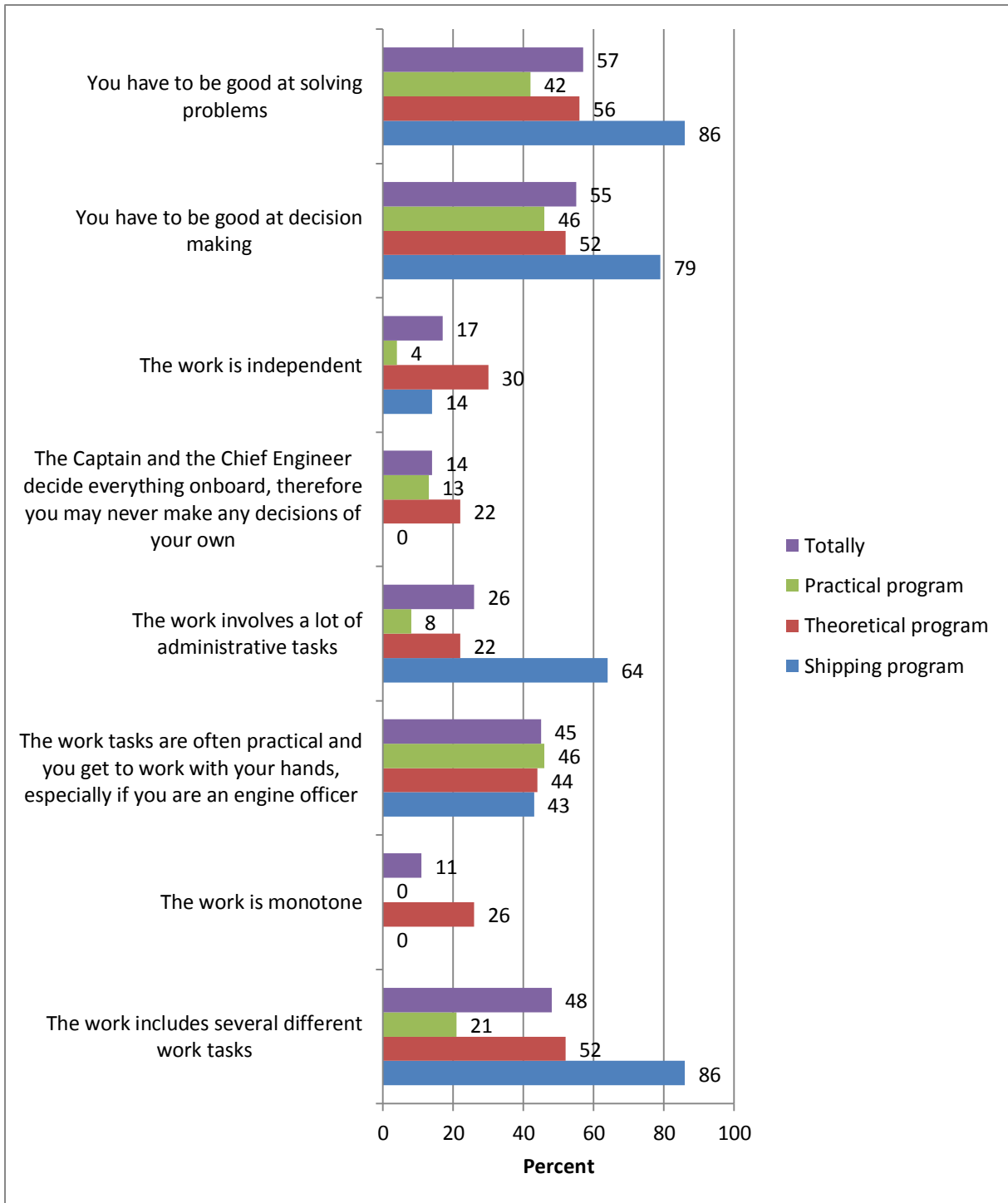


Figure 10 The result of the question “which of the following do you think characterizes the work of a deck or engine officer?” Percent. Upper secondary schools.

Ninth Class

As shown in figure 11, more than half of the respondents in ninth class thought that the following alternatives were characteristic for the work of deck or engine officers: “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”. These four alternatives are the same as those mostly chosen by the students in upper secondary school.

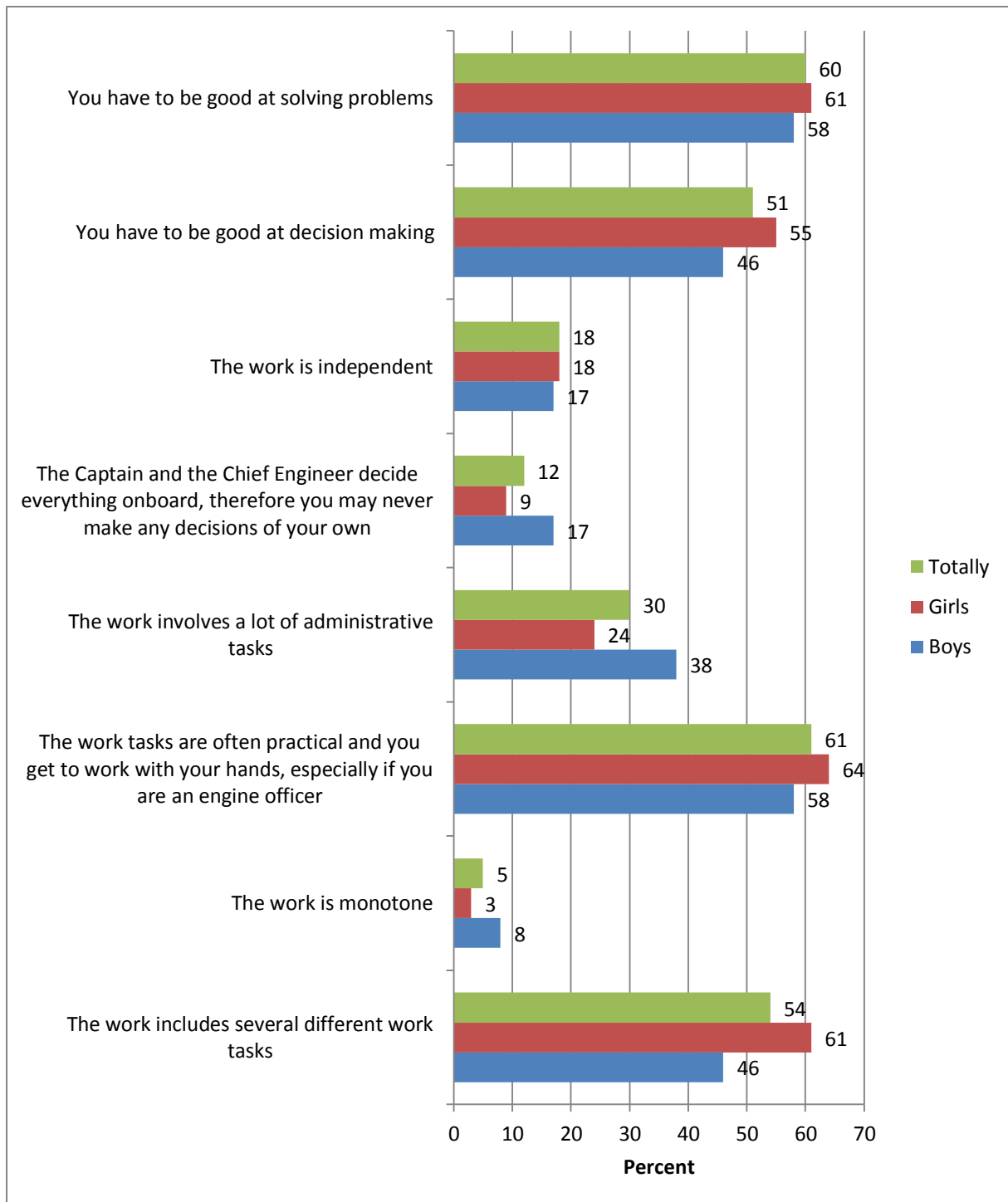


Figure 11 The result of the question “which of the following do you think characterizes the work of a deck or engine officer?” Percent. Ninth class.

2.4.6 Thoughts about Life at Sea (question 7)

With the purpose of finding out how life at sea is perceived by young people, the respondents were provided with a set of descriptive alternatives from which they were asked to choose the ones they considered best described life at sea. If the respondents had any other opinions than those stated in the alternatives, they were given the opportunity to write freely. Just like in question 6, the alternatives given are based on the authors’ personal experiences from working at sea and on prejudices often expressed by other people.

Upper Secondary Schools

As shown in figure 12, almost half of the respondents (48%) thought that a career at sea seemed like an interesting choice. The students at the shipping program were naturally more interested in a career at sea than the respondents studying at the other programs.

None of the students at the shipping program considered the periods away from home to be too long when working at sea, whereas 44 percent of the students at the theoretical program and 29 percent of the students at the practical program thought that they probably were. It can be noticed that this option only was chosen by 25 percent of the boys but by 60 percent of the girls at the theoretical program.

Only nine percent of the respondents agreed with the statement that working at sea is only for old men. This option was chosen by 19 percent of the students at the theoretical program, by four percent of the respondents at the practical program but by none of the students at the shipping program.

One of the seventeen girls from upper secondary school participating in the study agreed with the statement “since I am a girl, life at sea is not for me”.

The alternative that a career at sea brings the opportunity to see the world was chosen by 64 percent of the students at the shipping program, 26 percent of the students at the theoretical program and by 58 percent of the students at the practical program.

The alternative “an education and a career at sea can lead to an interesting career ashore” was chosen by less than one third (29%) of the students at the shipping program. Only a few of the students at the theoretical and practical programs (7% and 13% respectively) chose this alternative.

The majority of the students at the shipping program (86%) agreed with the statement that “the work tasks are varying onboard a vessel and you may 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.

The option that seamen more often suffer from bad health than people working ashore was chosen by 43 percent of the respondents at the shipping program. Seven percent of the students at the theoretical program, but none of the respondents at the practical program also thought that seamen more often suffer from bad health than people working ashore.

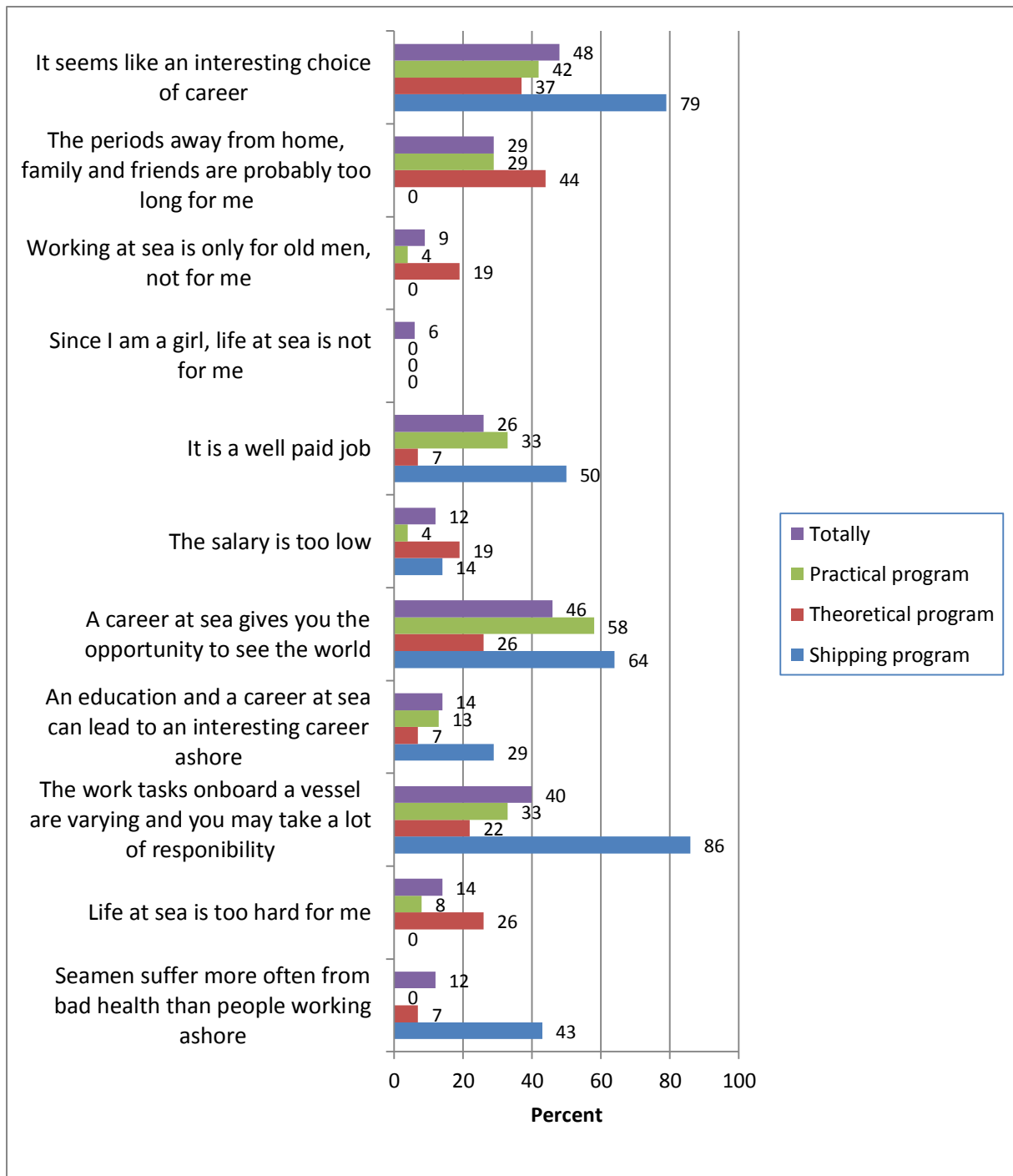


Figure 12 The result of the question “what are your thoughts about life at sea?” Percent. Upper secondary schools.

Ninth Class

The mostly chosen alternative among the pupils in ninth class was as shown in figure 13 “the periods away from home, family and friends are probably too long for me”. Other popular alternatives were “a career at sea gives you the opportunity to see the world” and “the work tasks onboard are varying and you may take a lot of responsibility”. This last alternative was the most popular among the respondents from the shipping program.

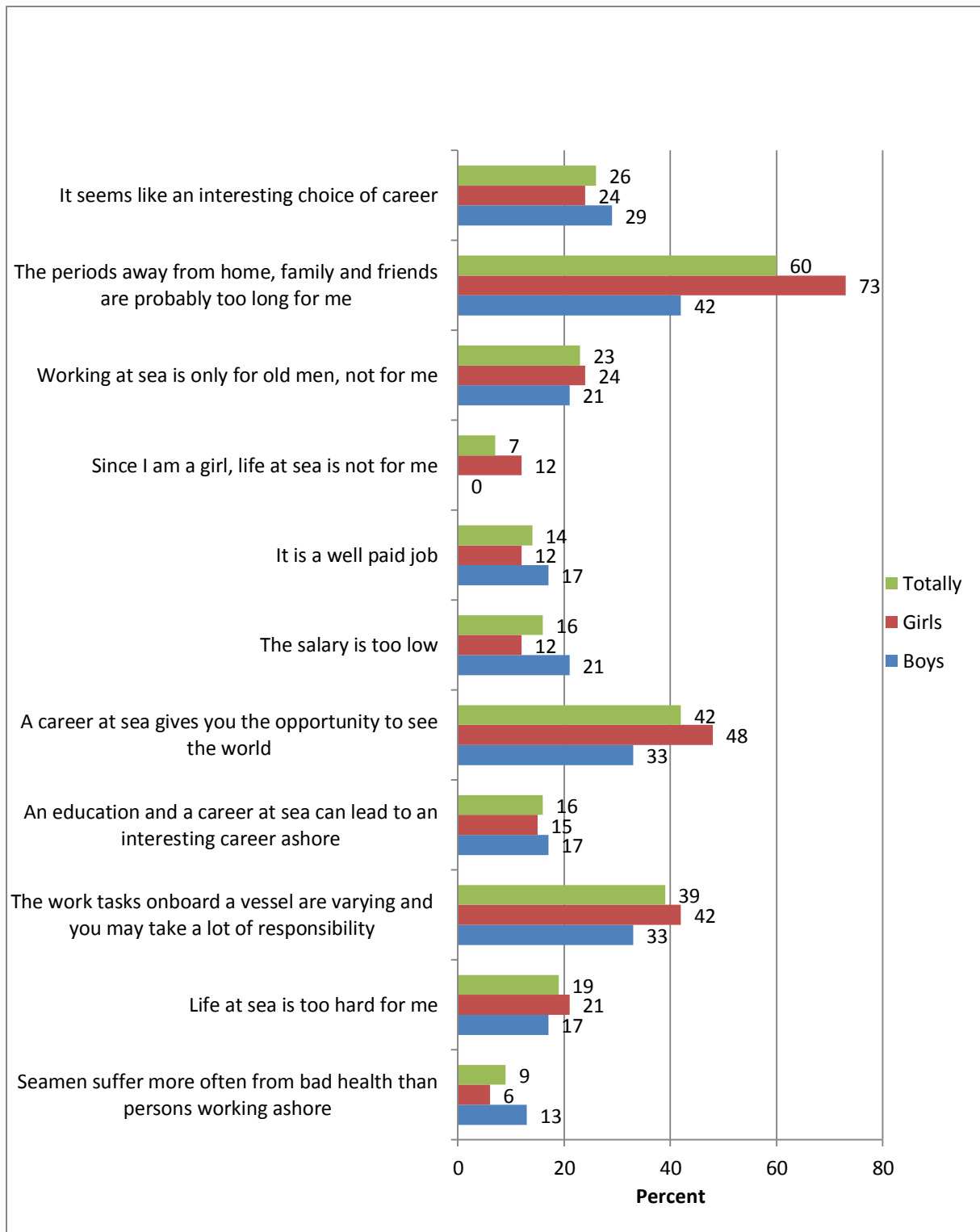


Figure 13 The result of the question “what are your thoughts about life at sea?” Percent. Ninth class.

2.4.7 Is the Work at Sea as Appropriate for Women as for Men? (question 8)

The result of both the ninth class and the upper secondary school respondents is shown in figure 14, since it was considered to be interesting to illustrate the differences between the age groups.

Upper Secondary Schools

Two thirds of the boys (67%) and 76 percent of the girls thought that the work at sea is as appropriate for women as for men.

Totally 69 percent of the respondents thought that the work is as appropriate for women as for men and 28 percent thought that it is not (two persons did not answer).

Ninth Class

The result of the ninth class respondents is similar to the results of 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 is not (1 person did not answer).

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”.

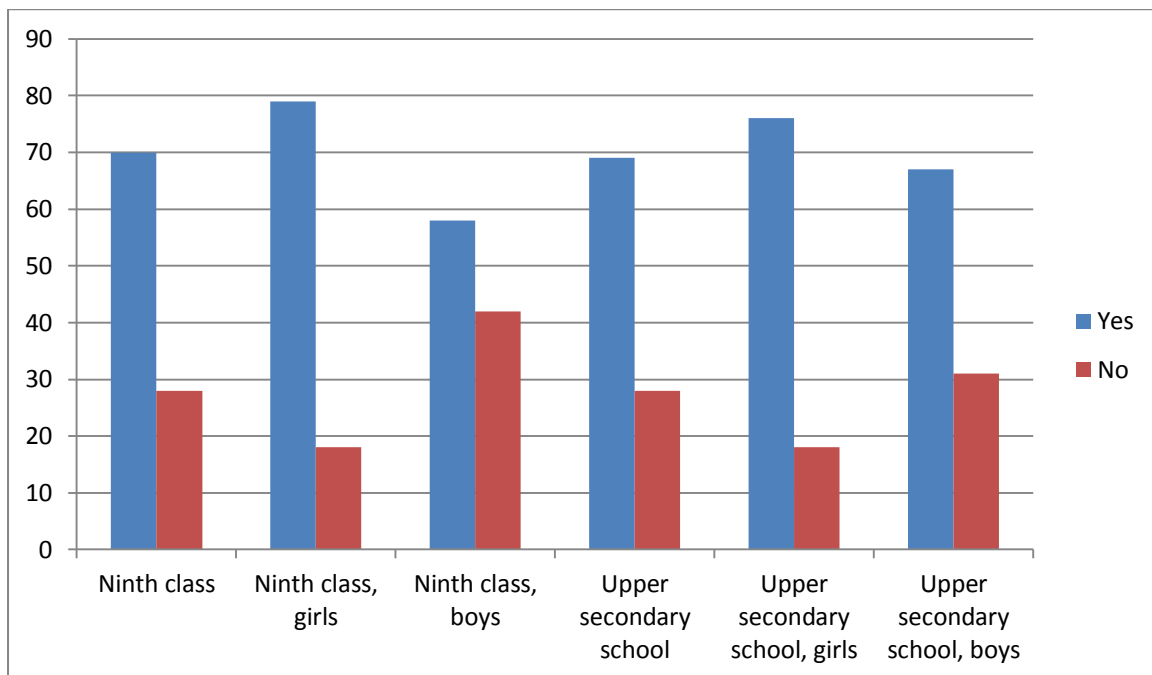


Figure 14 The result of the question "do you think that the work at sea is as appropriate for women as for men?" Percent. Ninth class and upper secondary schools.

2.4.8 A Future Career at Sea (question 9)

The result of the question “could you see yourself working onboard a ship?” is shown in figure 15 for both the upper secondary school and the ninth class respondents.

Upper Secondary Schools

All of the respondents at the shipping program, one third of the respondents at the theoretical program and approximately half (54%) of the respondents at the practical program could see themselves working at sea.

Ninth Class

More than one third (37%) of the pupils in ninth class could see themselves working onboard a ship.

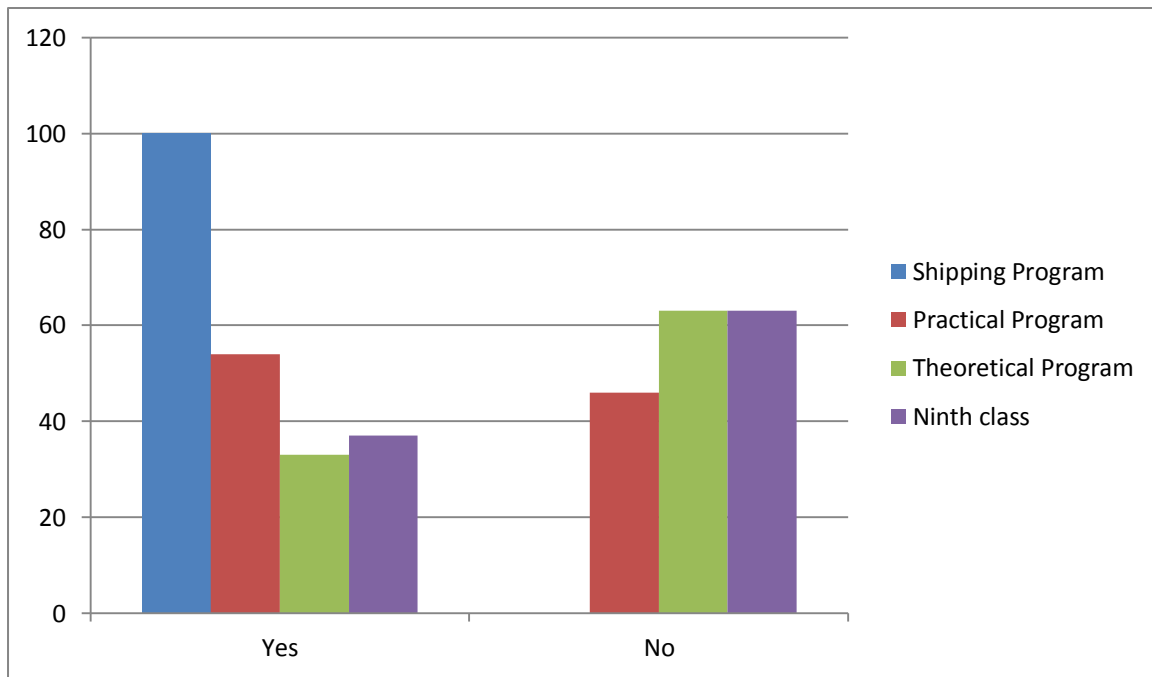


Figure 15 The result of the question "could you see yourself working onboard a vessel?" Percent. Upper secondary schools and ninth class.

2.4.9 Interesting Professions Onboard a Ship (question 10)

Figure 16 shows the interest of the respondents in ninth class and upper secondary school in working within the suggested professional categories onboard a ship.

Upper Secondary Schools

Most of the upper secondary school respondents considered it to be more interesting to work in the deck department as a deck officer or as an able bodied seaman (AB) than to work in the engine department or in the galley.

Ninth Class

Just as the students in upper secondary school, the pupils in ninth class thought that it seemed more interesting to work in the deck department than in the engine department. As shown in figure 16, almost one fourth (23%) of the pupils considered the work as a deck officer to be interesting, whereas the least attractive position onboard a ship was that of the motorman. Only 7% of the respondents in ninth class, all boys, chose the motorman alternative.

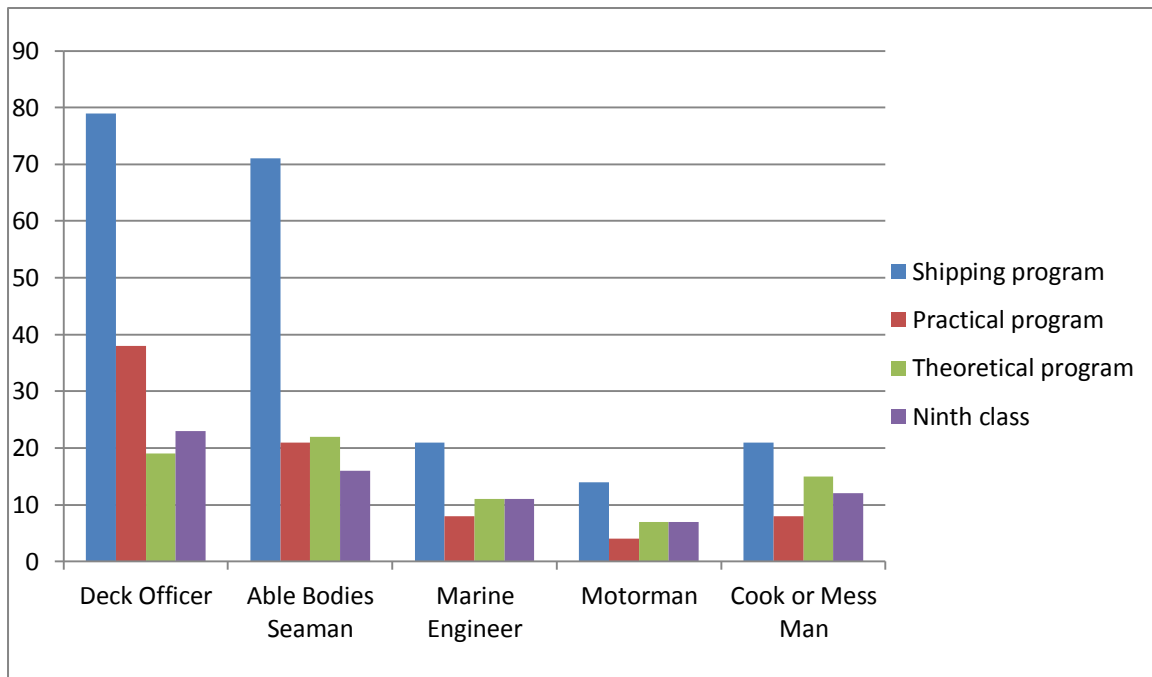


Figure 16 The result of the question "do you think that it seems interesting to work as a Deck Officer, Marine Engineer, Able Bodied Seaman, Motorman or a Cook/Mess Man?" Percent. Upper secondary schools and ninth class.

2.4.10 Intensive Periods of Work (question 11)

Upper Secondary Schools

As shown in figure 17, all of the students at the shipping program and the practical program, but less than half (44%) of the students at the theoretical program stated that it seemed interesting to work many hours every day during a longer period of time onboard a ship in order to have the same period of time at home on vacation.

Ninth Class

The respondents in ninth class were almost equally interested and uninterested in working hard onboard for a period of time and then have the same period of time at home. As shown in figure 17, the boys were more interested than the girls in intense periods of work away from home.

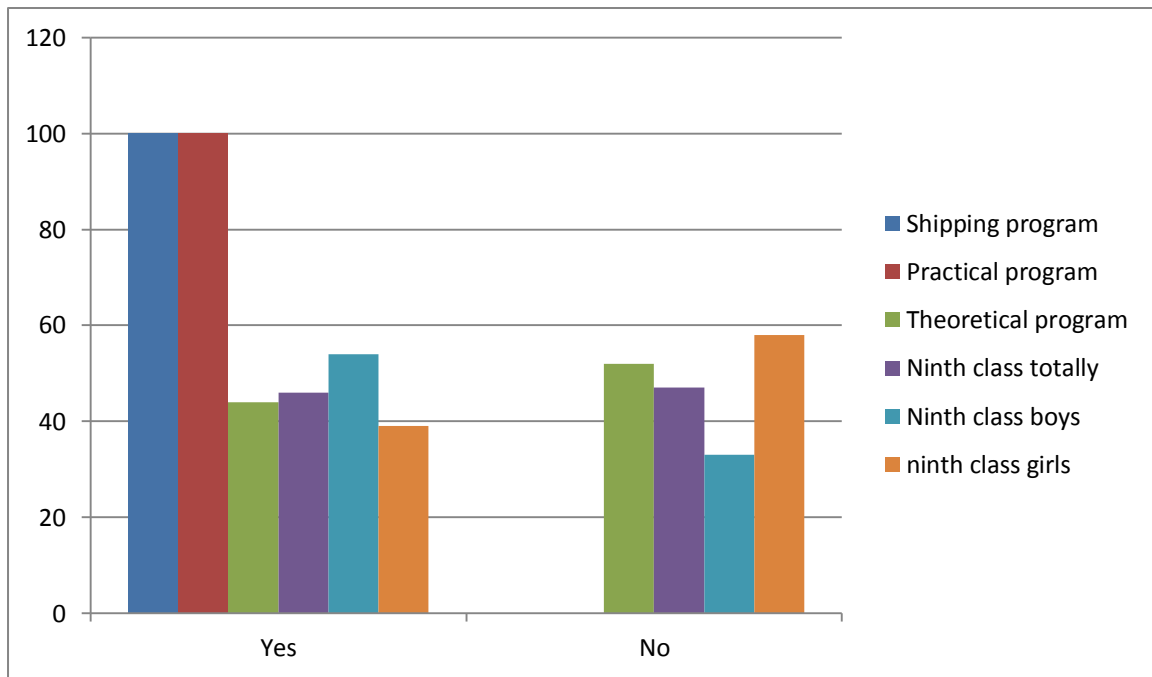


Figure 17 The result of the question "do you think that it seems attractive to work hard on board in one or two months and then have the same period of time at home on vacation?" Percent. Upper secondary schools and ninth class.

2.4.11 Awareness of Career Opportunities (question 12)

In figure 18 the result of question 12 is shown for both ninth class and the upper secondary schools.

Upper Secondary Schools

Seventy one percent of the students at the shipping program just as one third of the students at the theoretical program and 42 percent of the students at the practical program stated that they knew that there are several career opportunities within the maritime sector.

Ninth Class

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

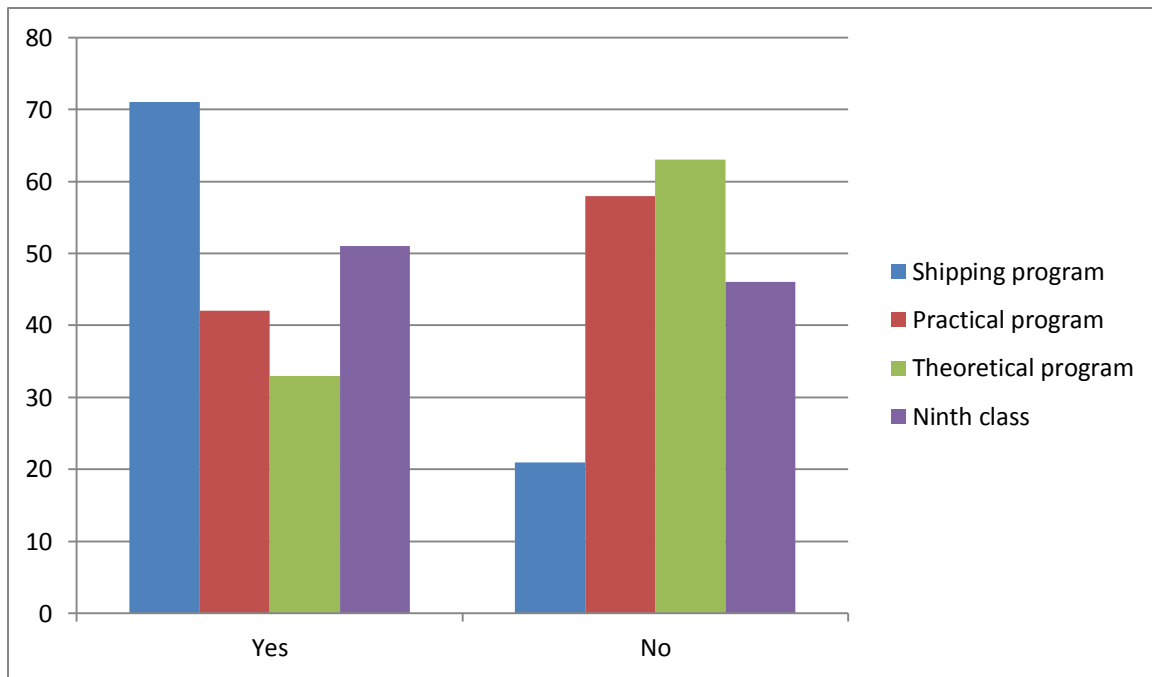


Figure 18 The result of the question "did you know that there are several career opportunities within the maritime sector?" Percent. Upper secondary schools and ninth class.

2.4.12 Interesting Careers within the Maritime Sector (question 13)

Upper Secondary Schools

In order to learn if any of the professions within the shore based part of the maritime sector seemed interesting to the respondents, they were asked to choose one or several alternatives from a list suggesting different career options. As shown in figure 19, the students at the practical and shipping program were mostly interested in manufacturing, repairs and maintenance, whilst the students at the theoretical program were equally interested in research and development and design and naval architecture.

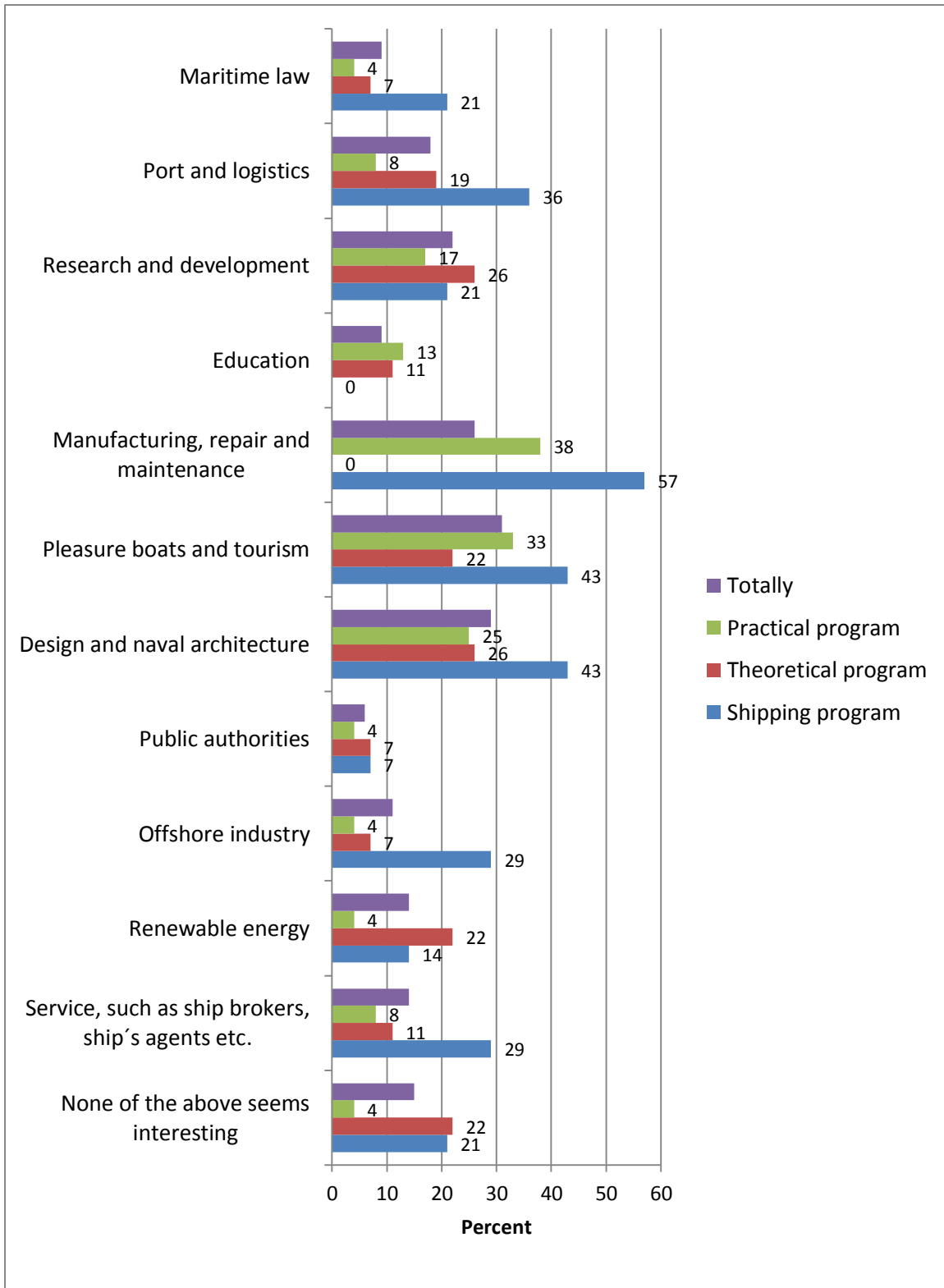


Figure 19 The result of the question “what other careers within the maritime sector seems interesting to you?” Percent. Upper secondary schools.

Ninth Class

As shown in figure 20 the pupils in ninth class were, just as the students at the theoretical program, considering design and naval architecture to be the most interesting career option within the maritime sector. Research and development was the second most chosen

alternative and the third most popular alternative was pleasure boats and tourism. This result corresponds to the result of the questionnaire handed out to the students at upper secondary school.

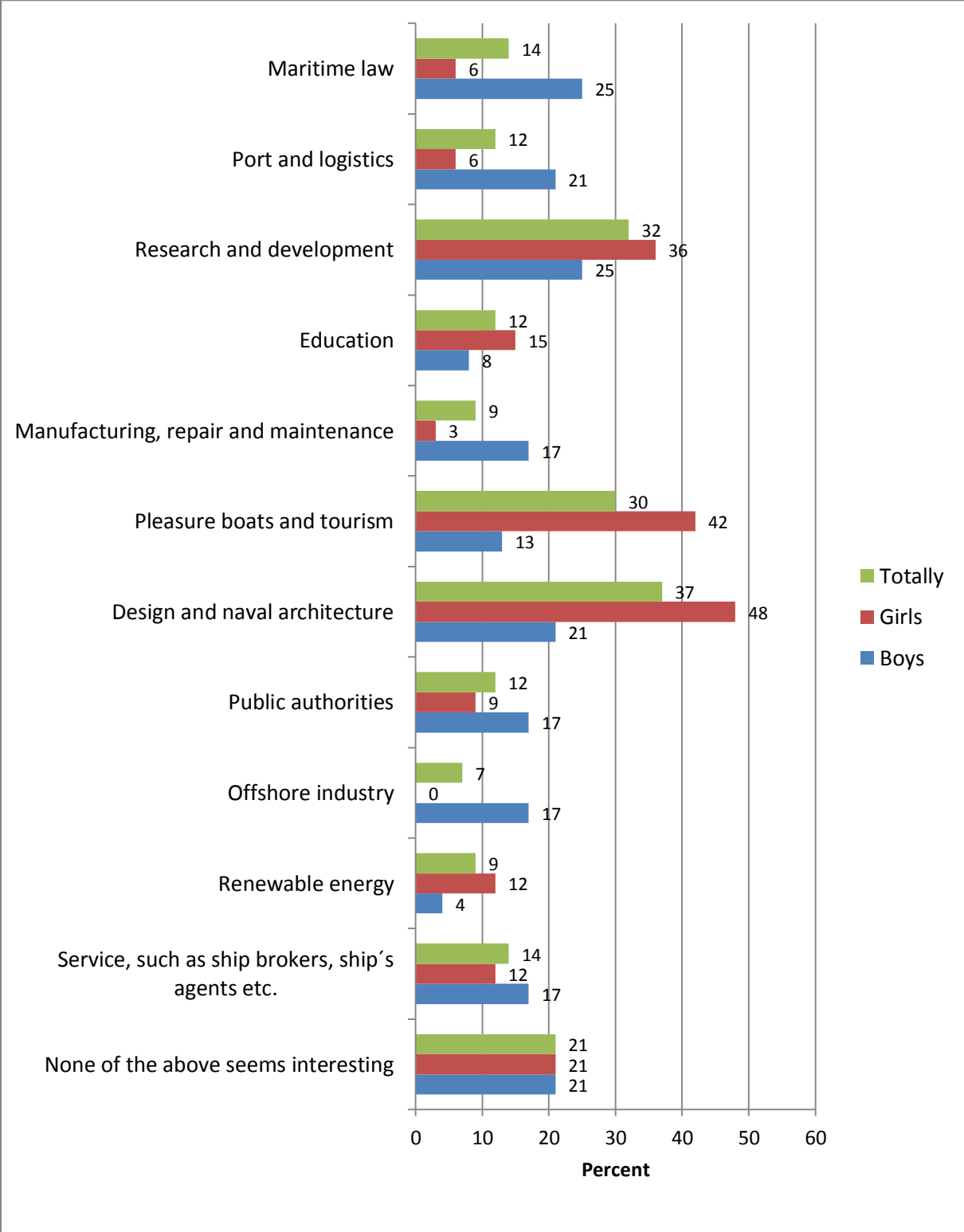


Figure 20 The result of the question “what other careers within the maritime sector seems interesting to you?” Percent. Ninth class.

Figure 20 also shows that 17 percent of the boys, but only three percent of the girls considered manufacturing, repair and maintenance to be an interesting area to work within. The boys were also more interested to work with maritime law and ports and logistics. Another area that seemed more attractive to the boys than to the girls was the offshore industry. This alternative was chosen by 17 percent of the boys but by none of the girls. The girls did on the other hand consider the alternatives pleasure boats and tourism and design and naval architecture to be of greater interest.

Just as the respondents in the shipping program and the theoretical program, approximately one fifth of the ninth class respondents did not consider any of the suggested career alternatives to be of interest.

3. Discussion

In this chapter a discussion on promotion campaigns, a discussion on the results from the questionnaire survey and finally a discussion on the method chosen is presented.

3.1 Promotion Campaigns

In this part of the thesis the mapped promotion campaigns will be summarized, analysed and compared. Table 6 provides an overview of the promotion activities found to be used by campaign organizers and by maritime academies to increase the interest in a maritime career. The most frequent promotion activities were as shown in table 6 found to be the use of websites and the participation in educational and job fairs.

The discussion of the campaigns has been divided into the following groups:

- The Nordic countries
- Germany
- The Baltic States
- Poland.

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 \ Activity	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					

3.1.1 The Nordic Countries

Maritime academies, national shipowners' associations, shipowners and other maritime associations and organizations cooperate in Denmark, Finland including Åland, Norway and Sweden in the work of promoting the maritime industry.

The websites of the campaigns carried out in the Nordic countries were found to be quite similar. More or less the same information is given about the shipping industry and about a career at sea. The Danish and Norwegian websites distinguish themselves from the other websites by being extensive and by giving a more professional impression. These websites also inform about the whole maritime sector and the need for educated people within several academic disciplines, whilst the websites of the campaigns conducted in the other Nordic countries only briefly inform about possible shore based employments for officers with seagoing experience.

In order to learn more about the work tasks of different occupations the youths participating in the YRMiS study (Greiff, 2009) considered practical experience to be the most effective activity. Other activities ranked highly by the youths were making study visits to workplaces, employers visiting schools and watching films portraying young people in the work life. This means that the preparatory marine engineer course that included five weeks of onboard training and was given in Sweden gave the best possibility to learn more about a career at sea. Ship visits were offered by Åland Shipping, the Swedish campaign *Sjöfartskaravanen* and the Danish campaign *Det Blå Danmark*. On the websites of the Swedish campaign *Bra Jobb*, the Norwegian campaign *Ikke for Alle* and of the Danish *World Careers* short interview films portraying people working within the maritime sector can be watched. On the campaign website of *Det Blå Danmark* as well as on the Norwegian website *Maritim Karriere* young people have written about their experiences from working within the maritime sector. Another promotion activity frequently used in all the Nordic countries is the participation in job and educational fairs arranged for young people in mainly upper secondary school. Many of the promotion campaigns are also active on facebook.

The youths participating in the YRMiS study (Greiff, 2009) considered it to be important to start thinking about a future profession already in 7-9 class of the nine-year compulsory school, and the choice of education in upper secondary school was often a step towards a future career goal. Yet it was found when mapping the maritime promotion campaigns that most of the campaigns carried out in the Nordic countries turn to youths in upper secondary school. The exceptions are the Norwegian campaign *Ikke for alle* and the recruitment activities of the association Åland Shipping that specifically address youths in compulsory school.

In Denmark and Norway it was found that parents often influence the career choice of their children and therefore measures to inform the parents as well as the youths were taken as part of the campaign work. The Norwegian as well as the Finnish campaign also turned to study counsellors.

When promoting a career at sea the most frequently used argument on the websites is the possibility the profession brings to have six months of vacation every year with full payment. In the *Motivation and lifestyle at sea-* study (Håkansson & Persson, 2008) it is confirmed that the main reason for choosing a career at sea and for staying within the profession is the beneficial relieving system. At the same time the long periods away from home were found to be the most negative aspect of the life at sea. In the report from the Young Seafarers' Focus Group (YSFG, 2009) the same dilemma appears; the beneficial relieving system is mentioned as one of the reasons for going to sea, but some group members would not recommend the profession to others because of the difficulty to combine a life at sea with

having a family. The results of the *Youths with Attitude* survey also indicates that the long periods away from home often can be difficult to cope with since it was found that especially the elderly group (35-74 years old) considered it to be important to be able to combine work and family life (Ungdomsstyrelsen, 2007). This finding is in accordance with the result of the *Youth's View on Work* survey (Ungdomsstyrelsen, 2004) showing that the importance of being able to combine family and work and the importance of the workplace being located close to home increases with age. The difficulty of being away from home for long periods of time has also been recognized by the IMO. In the Go to Sea! document the organization encourages the shipping industry to reduce the adverse effects of the long periods away from home by e.g. shortening the periods at sea and installing the internet onboard the ships to improve the communication possibilities with the family ashore (IMO, 2008).

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 results of the *Youths with Attitude* survey (Ungdomsstyrelsen, 2007) showed that the possibility to make international contacts was one of the least important factors of an employment. These two arguments do however comply with the main characteristics of a maritime career. Therefore it was considered important by the manager of the Danish *Det Blå Danmark* campaign to show that there are many possibilities to work within the shore based part of the maritime sector after a seagoing career.

The Nordic campaigns were all considered to be successful by the campaign managers. The number of applicants to the maritime schools and universities has increased in Denmark, Norway and Sweden. No admission figures have been retrieved from Finland. The Swedish preparatory marine engineer course attracted 103 students of which 39 (37.9%) began to study at the marine engineer programs and 16.5 percent began to study at one of the other programs or courses offered by the maritime academies in Kalmar and Gothenburg. This means that more than half (54%) of the students continued maritime studies.

The increase in the number of applicants to the maritime schools and universities could however depend on other factors than the promotion campaigns. Since the Swedish coastguard experienced an increase in the number of applicants to the coastguard education after the reality show *Kustbevakarna* ("the Coastguards") had been broadcasted on TV (Sveriges Radio, 2007), it is possible that the popularity of the maritime schools and universities also increased due to *Kustbevakarna* or other TV-series or reality shows with a maritime theme such as *Deadliest Catch*. Many of the respondents to the questionnaire survey also stated that particularly *Kustbevakarna* affected their view on the maritime sector in a positive way.

3.1.2 Germany

Representatives from the German Shipowners' Association regularly participate 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. This possibility to get practical experience from a ship is in accordance with both the opinions of the youths participating in the YRMiS study (Greiff, 2009) and the guidelines of the IMO Go to Sea! campaign document (IMO, 2008).

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 within the shore based part 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 the mapped promotion campaigns aim at increasing the number of women working within the maritime sector, but the German Shipowners' Association seems to put more effort than the other campaign managers into recruiting young women.

The German Shipowners' Association is a member of the Maritime Education Institute that among other things is responsible for informing about education and career possibilities at sea. By the information retrieved from the website of the institute it does not seem like the purpose of the institute is to conduct recruitment activities, neither does the work of informing about the seafaring profession seem to be connected to the recruitment activities of the German Shipowners' Association.

3.1.3 Estonia, Latvia and Lithuania

Information about recruitment campaigns in Estonia, Latvia and Lithuania was because of the language barriers difficult to retrieve. Yet when conducting an Internet search it was found that the maritime academies had constructed websites, but no specific campaign websites were found.

In order to promote the educations offered at the academies, the Estonian and Lithuanian maritime academies participate in educational fairs. The Lithuanian and the Latvian academies arrange open days to which everyone interested in maritime studies is 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 and 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 why the seafaring profession is not described in solely positive words.

3.1.4 Poland

Joint presentations with the purpose of attracting entrants to the maritime universities are in Poland 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 arranging open days at the schools. The Maritime University of Szczecin gives 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 arranges open days in the school premises.

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 in focus. The salary and the career possibilities are

brought forward in the campaigns carried out in the Nordic countries as well, but the benefits of having six months of vacation every year are stressed even more.

3.2 The Questionnaire Survey

In the following paragraphs the result of the questionnaire survey carried out as a part of this master thesis will be discussed.

Recognition of Promotion Campaigns and the Preparatory Marine Engineer Course

The promotion campaigns carried out in Sweden had as the result of question 1 shows been noticed by half of the students at the shipping program, but only by a few of the students at the other programs. The reason for this difference could be that the shipping students already had an interest in shipping and therefore easier noticed and remembered a campaign promoting the maritime sector.

Only five percent of the pupils in ninth class had noticed a campaign intending to attract entrants to the shipping industry. Because of the small number of respondents from the ninth class and the fact that all of the respondents came from the same town, it is not possible to draw any conclusions from the result of question 1 about whether or not the campaigns had managed to spread knowledge about shipping and increase the interest in a seagoing career among Swedish youths.

The result of question 2 showed that of the respondents in upper secondary school only students at the shipping program had noticed *Sjöfartskaravanen* touring the coast of Sweden with the icebreaker Ymer. As discussed above, the reason why only the shipping students had noticed the caravan could be that they already had an interest in shipping and therefore it is more likely that they would notice *Sjöfartskaravanen*. The caravan was also noticed by four percent of the respondents in ninth class and was therefore together with the radio commercial promoting a career at sea the mostly noticed activity among the ninth class respondents.

The caravan visited Uddevalla in the vicinity of Vänersborg where the Frida upper secondary school and the Frida nine-year compulsory school are 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 all of the respondents would have had the possibility to visit the icebreaker if they were interested and had heard about the event.

None of the pupils in ninth class had as the result of question 2 shows noticed the participation of *Sjöfartskaravanen* at job fairs. The reason for this could be that job fairs such as the SACO (Sveriges Akademikers Centralorganisation) fair mainly invite students in upper secondary school (SACO, n.d.). According to the YRMiS study, young people start thinking about a future profession already in 7th to 9th class of the nine-year compulsory school and the choice of program in upper secondary school is often a step towards a future professional goal (Greiff, 2009). With this in mind, the younger youths should be an as important target group as the students in upper secondary school to the promotion campaign managers and to the organizers of educational fairs.

Although some respondents had heard about the preparatory marine engineer course mentioned in question 3 it should be noticed that the respondents were too young to apply for the course when it was given (Brajobb.nu, n.d. b).

TV- Series with a Maritime Theme

The TV-series *Landgång* ("the Gangway") had been watched by almost one third of the respondents from both ninth class and upper secondary school. As mentioned in the results chapter most of the respondents stated that their attitude towards the maritime sector was not changed because of the TV- series. The series was very popular when it was shown on TV, but it is possible that the program attracted an older audience.

The result of question 5 also showed that the students at the shipping program were more negative than the other students to the reality show *Färjan*. The reason for this difference between the evaluation groups could be found in a comment written by one of the respondents from the shipping program who pointed out that *Färjan* does not show real shipping. Mainly the passengers and the crew working in the onboard services are portrayed in the reality show. To make an attempt to interpret the comment, the respondent would probably find the reality show more interesting if the work carried out in the deck and engine departments was shown as well.

The American reality show *Deadliest Catch* was suggested by four positively affected students at the shipping program. *Deadliest Catch* is a popular show, and if it would have been one of the options in the questionnaire it is likely that it would have been chosen by some more of the respondents. One of the respondents also added to question 6 that it would be interesting to work onboard a crab fishing vessel, as in the TV- series *Deadliest Catch*, or onboard a vessel like the one in the TV- series *Whale Wars*. Even though only one person mentioned TV- series in this question, it gives an indication that this kind of series has an impact on youths. In the paragraph presenting the TV-series, it is also brought forward that the reality show *Kustbevakarna* was considered to have an impact on the increasing interest in working within the Swedish Coastguard (Sveriges Radio, 2007). In this context it should be noticed that the majority of the respondents both in ninth class and in upper secondary school stated that they were positively affected by the show. The reality show has many elements such as fast boats and rescue operations that could be attractive to young people and be part of the explanation to the interest in the show.

The main part of the respondents in both ninth class and upper secondary school did not experience an attitude change towards the maritime sector after watching the TV- series *Kasta Loss* and *Båtmagasinet*. The reason for this could be that these programs deal with leisure boats and do not involve the merchant navy.

Opinions about the Work and Life at Sea

In order to find out what opinions young persons have about the work of deck and engine officers, the respondents were in question 6 provided with a set of statements and asked to choose the alternative/s they considered best described the work of an officer. The students at the shipping program more frequently than the other respondents chose the options "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 received a maritime education and have some experience from working at sea.

The result of question 7 showed that none of the students at the shipping program considered the periods away from home to be too long when working at sea, whereas 44 percent of the students at the theoretical program and 29 percent of the students at the practical program thought that they probably were. It can be noticed that this option only was chosen by 25 percent of the boys but by 60 percent of the girls at the theoretical program. This difference corresponds to the *Youths with Attitude* survey showing that it is more important to young women than to young men to be able to combine work with family life (Ungdomsstyrelsen, 2007). Unlike the students at the shipping program participating in this study, almost one fourth (24%) of the shipping program respondents that participated in the *Motivation and Lifestyle at Sea* survey stated that the long periods away from home probably would be difficult for the family to handle and eight percent thought that there was a risk that they would feel isolated at sea and that the social life at home would be suffering (Håkansson & Persson, 2008). In the *Motivation and Lifestyle at Sea* survey it was also found that the main part (70%) of the respondents working at sea considered the long periods away from home to be the main negative aspect of the work, yet the relieving system was by 90 percent of the respondents considered to be the main reason for continuing a career at sea (Håkansson & Persson, 2008).

It is interesting to notice that the alternative “the periods away from home, family and friends are probably too long for me” given in question 7 was chosen by 73 percent of the girls and by 42 percent of the boys in ninth class. This difference between girls and boys corresponds to the results of the theoretical program at upper secondary school as well as to the result of the *Youths with Attitude* survey (Ungdomsstyrelsen, 2007) as discussed above. Apart from the difference between the sexes, it can be noticed that this alternative was the one mostly chosen by both the girls and the boys in ninth class. This problem of being away from home for long periods of time has been recognized by the IMO and to reduce the negative effects of the long periods at sea, the organization wish to encourage the shipping industry to e.g. reduce the length of the work periods and to improve the possibilities to communicate with friends and family at home (IMO, 2008).

In the Go to Sea! document the IMO also stresses the importance of making the ships a more gender-friendly workplace in order to attract more women to the maritime sector (IMO, 2008). In this context it can be noticed that 12 percent of the girls in ninth class agreed with the statement “since I am a girl, life at sea is not for me”. This option was only chosen by 6 percent of the girls in upper secondary school.

The alternative that a career at sea brings the opportunity to see the world was chosen by 64 percent of the students at the shipping program, 26 percent of the students at the theoretical program and by 58 percent of the students at the practical program. The possibility a maritime education brings to travel and to work in an international environment is often highlighted in the promotion campaigns carried out in the Nordic countries (Brajobb.nu, n.d. d & Ikke for Alle, 2011 a & World careers, n.d. g). But does a modern seafarer really have the possibility to go ashore? The ISPS – Code is intended to increase the security onboard ships and in ports, but is often brought forward by seafarers as well as by organizations as a hindrance to shore leave (Khodayari, 2008 & SBF, 2008 & Young Seafarers’

Focus Group, 2009). Apart from the rigorous security directions imposed by the ISPS – Code, the small crew sizes that result in long work days (Young Seafarers’ Focus Group, 2009) and the short port stays are often discussed as issues making it impossible to find time to go ashore (Svenska kyrkan, 2011).

The alternative “an education and a career at sea can lead to an interesting career ashore” was chosen by less than one third (29%) of the students at the shipping program. Does this result indicate that there has not been enough information about future career opportunities? These students have already chosen to work within the maritime sector and should have a better knowledge of the career opportunities available for deck and engine officers. Only a few of the students at the theoretical and practical programs (7% and 13% respectively) chose this alternative. It seems like the respondents are of the opinion that a career at sea is a dead end, and if this is a widespread opinion it could negatively affect the attractiveness of the sector. In the recruitment campaigns it is often emphasized that a maritime education and sea experience bring the opportunity to work both at sea and ashore, but why have this information not even reached the shipping students? In this context it can also be noticed that two fifths of the students participating in the *Motivation and Lifestyle at Sea* survey studying to become motormen had chosen the engine department instead of the deck department because a marine engineer have more opportunities than a deck officer to find employment ashore (Håkansson & Persson, 2008).

The majority of the students at the shipping program (86%) agreed with the statement that “the work tasks are varying onboard a vessel and you may 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 all crew members get to take responsibility in the everyday work as well as in the ship’s safety organization.

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

The option that seamen more often suffer from bad health than people working ashore was chosen by 43 percent of the respondents at the shipping program. In the *Motivation and Lifestyle at Sea* survey it was found that 16 percent of the participating students from the shipping program considered the high number of work related accidents at sea to be a negative aspect of the profession (Håkansson & Persson, 2008). Seven percent of the students at the theoretical program, but none of the respondents at the practical program also agreed with the statement that seamen more often suffer from bad health than people working ashore. Figure 21 shows the number of work injuries (accidents at work resulting in absence due to illness as well as 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, seafarers are more likely to suffer from work injuries than the average Swedish employee.

Only nine percent of the pupils in ninth class agreed with the statement that seamen more often suffer from bad health than persons working ashore, which correspond to the result of the theoretical and practical program at upper secondary school.

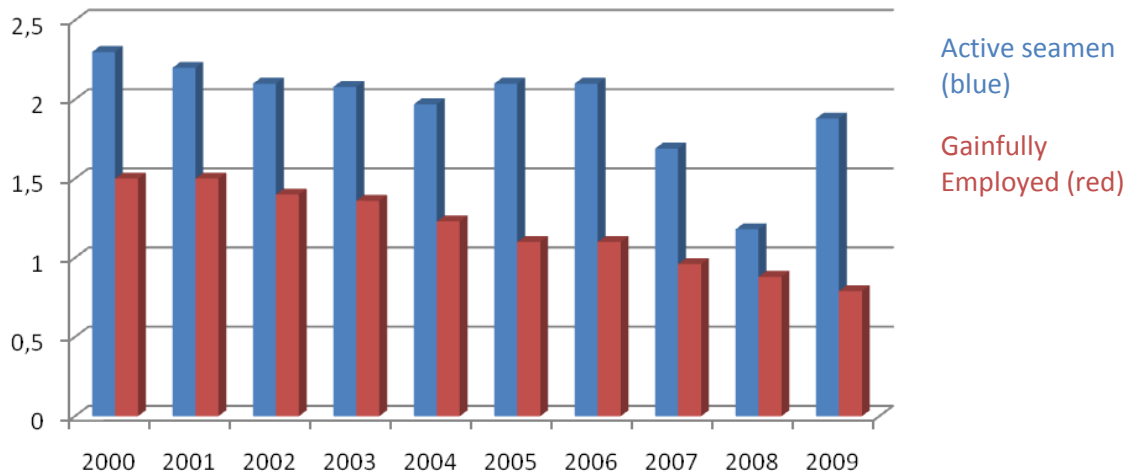


Figure 21 The number of work related injuries and diseases/100 active seamen and gainfully employed (Source: Transportstyrelsen, n.d.).

Appropriateness for Women and for Men

Two thirds of the boys (67%) and 76 percent of the girls in upper secondary school thought that the work at sea is as appropriate for women as for men (see figure 14). It is notable that mainly the boys disagreed with the statement. This could indicate that old ideas about life at sea still exist among young people, or simply that the boys by disagreeing wish to challenge the opinions that they think they are expected to have. It is interesting to see that the students at the shipping program to a greater extent than the students at the theoretical and practical programs considered life at sea to be as appropriate for women as for men. Seventy nine percent of the respondents at the shipping program agreed with the statement compared to 67 percent of the respondents at both the theoretical and the practical program.

The result of the ninth class respondents is similar to the results of 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 is not (1 person did not answer). However it can be noticed that the boys in ninth class to a greater extent than the boys in the upper secondary schools disagreed with the statement that the work at sea is as appropriate for women as for men (42 percent of the boys in ninth class compared to 33 percent of the boys in upper secondary school).

The Interest among the Youths in Working at Sea

As shown in figure 15, all of the respondents at the shipping program, one third of the respondents at the theoretical program and approximately half (54%) of the respondents at the practical program could see themselves working at sea. The result of the respondents studying at the shipping program is not surprising, but the difference between the practical and the theoretical programs is interesting to discuss. It was expressed by the Young Seafarers' Focus Group that the work at sea probably is more attractive to practical people than to theoreticians (Young Seafarers' Focus Group, 2009), and perhaps this opinion is shared by the youths participating in the survey. Unlike the students at the theoretical program, the students at the practical program have already chosen a practical direction for

their future occupation and perhaps that is the reason why they to a greater extent could see themselves working at sea. Another explanation to the difference could be that 44 percent of the respondents at the theoretical program compared to 29 percent of the respondents at the practical program considered the periods away from home when working at sea to be too long.

More than one third (37%) of the pupils in ninth class could see themselves working onboard a ship. This result corresponds to the result of the theoretical program, but as the youths in ninth class have not yet chosen a practical or theoretical direction for their studies it is not possible to discuss whether or not this aspect has influenced on the result. Instead the other explanation applied to the respondents at the theoretical program could be used to try to explain why the pupils in ninth class were less interested in working at sea than the students at the practical program. Just like the respondents from the theoretical program, the pupils in ninth class to a greater extent than the students at the practical program agreed with the statement “the periods away from home, family and friends are probably too long for me”. This option was chosen by 60 percent of the respondents in ninth class, but only by 29 percent of the respondents at the practical program.

It is also interesting to notice that 50 percent of the boys but only 27 percent of the girls in ninth class could see themselves working at sea. This result corresponds to the results of previous questions. Twelve percent of the girls agreed with the statement “since I am a girl life at sea is not for me”. The main part of the girls (73%) but only 42 percent of the boys also considered the periods away from home to be too long.

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?

Most of the upper secondary school respondents considered it to be more interesting to work in the deck department as a deck officer or as an able bodied seaman (AB) than to work in the engine department or in the galley. The explanation to the result could be that the work of a deck officer or an AB is better known among people than the work of a marine engineer or a motorman. Just as the students in upper secondary school, the pupils in ninth class thought that it seemed more interesting to work in the deck department than in the engine department. As shown in figure 16, almost one fourth (23%) of the pupils considered the work as a deck officer to be interesting, whereas the least attractive position onboard a ship was that of the motorman. Only 7% of the respondents in ninth class, all boys, chose the motorman alternative. The reason to this result could, as discussed above, be that the work of a deck officer is better known among people in general than the work of a marine engineer or a motorman.

As shown in figure 17, all of the students at the shipping program and the practical program, but less than half (44%) of the students at the theoretical program stated that it seemed interesting to work many hours every day during a longer period of time onboard a ship to have the same period of time at home on vacation. The result of the respondents at the shipping program is perhaps not surprising since they have already made the decision to go to sea, but the reason why all the students at the practical program also considered it to be

an interesting way of working can be discussed. Does the result depend on the fact that the education of the students at the practical program will lead to an often physically hard work within construction and does it therefore seem more interesting to these students to work hard for a longer period of time in exchange of a period of free time instead of working hard every weekday and only have the weekends off? Part of the explanation could also be that 29 percent of the respondents at the practical program, none of the respondents at the shipping program but 44 percent of the respondents at the theoretical program considered the periods away from home to be too long when working at sea. Because the students at the practical program considered it to be easier than the students at the theoretical program to deal with long periods away from home, perhaps they were also more interested in working intensively onboard a ship for a period of time. The students at the practical program were also more interested in working at sea than the students at the theoretical program, which could be another part of the explanation to the result.

The respondents in ninth class were almost equally interested and uninterested in working hard onboard for a period of time and then have the same period of time at home. As shown in figure 17, the boys were more interested than the girls in intense periods of work away from home. This result corresponds to the results of the earlier questions; the girls more often than the boys stated that it would be hard to stay away from family and friends and the girls were also less interested in working at sea. As mentioned before, the *Youths with Attitude* survey also shows that the possibility to combine work with family life is more important to the girls than to the boys (Ungdomsstyrelsen, 2007).

Career Opportunities within the Maritime Sector

Seventy one percent of the students at the shipping program just as one third of the students at the theoretical program and 42 percent of the students at the practical program stated that they knew that there are several career opportunities within the maritime sector. This could mean that the students at the shipping program through the education have gained more knowledge than the other students about the maritime sector.

In order to learn if any of the professions within the shore based part of the maritime sector seemed interesting to the respondents, they were asked to choose one or several alternatives from a list suggesting different career options. As shown in figure 19, the students at the practical and shipping program were mostly interested in manufacturing, repairs and maintenance, whilst the students at the theoretical program were equally interested in research and development and design and naval architecture. These options chosen by the main part of the respondents at the different programs are in line with the choice of education that they have already made. Apart from attracting students at the theoretical program, the option design and naval architecture seemed interesting to the students at the shipping program and the practical program as well. Another suggestion that seemed interesting to respondents from all three evaluation groups was “pleasure boats and tourism”. The students at the shipping program were in general more interested than the other students in working within the shore based part of the maritime sector.

Approximately one fifth of the students at the shipping program and the theoretical program, but only four percent of the students at the practical program did not consider any of the suggested career alternatives to be interesting.

In the *Youths with Attitude* study (Ungdomsstyrelsen, 2007) it was found that the most interesting sector to work within among young people was culture/media/design, whereas security/transports was regarded as the least attractive sector. Even though transports were at the bottom of the list in the *Youths with Attitude* study, other occupations within the maritime sector, such as administration, economy, insurance and law were found to be more interesting to the youths.

3.3 Method Chosen

Promotion Campaigns

With the purpose of finding out if any maritime promotion campaigns have been conducted in the countries surrounding the Baltic Sea an internet search was conducted. In order to obtain more information about the campaigns found e-mails were sent to campaign managers, national shipowners' associations, Swedish shipowners and maritime academies. Two interviews aiming at increasing the knowledge of the Swedish promotion campaigns were also held: one with a representative for the Swedish Shipowners' Association and one with a representative for a Swedish shipowner. The e-mails were answered by representatives from Denmark, Finland, Germany, Norway, Sweden and Poland. The mapping of promotion campaigns would have been more complete if answers had been received from Estonia, Latvia and Lithuania as well. Only one representative for a Swedish shipowner replied to the e-mail and participated in an interview. Since focus is put on the campaigns carried out in Sweden, it would have been interesting to find out if any of the other shipowners participating in the promotion campaigns had the same reasons for participating and if the expected result was obtained.

Previous Surveys on Youths' Attitudes towards Work

Apart from the outcomes of the meeting of the Young Seafarers' Focus Group, the previous surveys that have been analysed with the purpose of finding out what attitudes youths have towards work in general or what attitude young seafarers have towards a career at sea are limited to surveys carried out in Sweden. The purpose of including the outcomes of the YSFG was to investigate if the opinions of young Swedes are specific for this group or if they are shared by youths from other countries. It would have been interesting to extend the study and investigate what attitudes young people living in the other mapped countries have towards work and how the maritime sector is perceived by these youths.

The Questionnaire Survey

As it was difficult to get into contact with schools to distribute the questionnaire in class, the questionnaire was mainly distributed via acquaintances working in schools and to students having their onboard training at the workplace of one of the authors. For practical reasons it was only possible to attend at two of the five occasions at which the questionnaire was handed out. When attending the respondents had questions about how to fill in the questionnaire and for the reliability of the result of the questionnaire it would therefore have been an advantage to attend at all occasions.

In question 12 and 13 of the questionnaire some information about the maritime sector was given to the students. Even though the questions can be experienced to be leading and educating because of this information, it was considered necessary for the respondents to understand the question.

The respondents were in question 13 of the questionnaire asked if any of the suggested shore based careers within the maritime sector seemed interesting to work within. In this context it would have been interesting to add a question asking the respondents what profession they themselves were considering. By adding such a question it would also have been possible to find out if the professional plans of the respondents are found within the maritime sector.

The questionnaire was distributed to youths in upper secondary school and in ninth class of the nine-year compulsory school because these youths are in the phase of their lives where they are going to make decisions concerning their future education and/or occupation.

4 Conclusion

In Denmark, Finland, Norway and Sweden the promotion campaigns were conducted in cooperation with different actors. The promotion activities carried out in Germany were on the other hand carried out solely by the German Shipowners' Association and in Poland different actors collaborated only to a certain extent. The promotion efforts carried out were considered to be successful by representatives from the mapped countries irrespectively of if the campaign work had been carried out individually or in cooperation with different actors. No information about the result of the promotion activities conducted in the Baltic States has been retrieved.

Most of the campaigns carried out turned to youths in upper secondary school. If considering the result of the YRMiS survey showing that youths often start thinking about a future career already in seventh to ninth class of the nine-year compulsory school, perhaps future campaigns should turn to pupils in the compulsory school as well. Another reason for turning to youths in the compulsory school is that youths in Sweden often choose direction for university studies already when making the choice of program for upper secondary school. Changing direction after graduating from upper secondary school is possible, but the youths may have to take additional courses before being qualified to apply for the university education of interest.

From the results of the previous studies on youths' attitudes towards work in general and on seafarers' attitudes towards a career at sea, the conclusion can be made that the main advantage of working at sea – the relieving system – also is the main disadvantage. To deal with this issue, the need for personnel with a maritime education and seagoing experience in the shore based part of the maritime sector is highlighted in many of the promotion campaigns. The IMO as well as the Young Seafarers' Focus Group point out the necessity of reducing the length of the onboard periods and of improving the communication possibilities when at sea to make the life of a seafarer resemble the life of a person working ashore. Perhaps that is the only ways to increase the interest in a seagoing career as well as the retention rates at sea.

The main conclusions 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 considers it to be. A negative image should have a more deterrent effect on the respondents.

- About forty percent 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. However, all of the respondents did not agree with the statement that the work at sea is as appropriate for women as for men. The boys disagreed to a greater extent than the girls.

If carrying out a maritime promotion campaign the following points could be considered:

- 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 find out if young people in Sweden have heard about the Swedish promotion campaigns and what attitudes they have toward a career at sea or within the maritime cluster, were to the main part achieved. The information about the promotion campaigns would have been more exhaustive if more information was retrieved from the Baltic States and the result of the questionnaire survey would have been more reliable with a larger sample. It would also have been interesting to investigate why the promotion campaigns carried out in Norway and Denmark were more extensive than the campaigns conducted in Sweden and Finland.

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Appendix 1 The Results of the Questionnaire Survey

The answers from the students in upper secondary schools

Question 1

A few campaigns have been performed in order to attract young people to a career within the maritime sector, especially to a life at sea. Amongst other things radio commercials and ads in newspapers were used as a means to reach out to the public. One of the campaigns offered the possibility to visit an icebreaker. Did you notice such a campaign?

- Yes

Totally: 18% (12/65). Shipping program: 50% (7/14). Theoretical program: 11% (3/27). Practical program: 8% (2/24).

- No

Totally: 82% (53/65). Shipping program: 50% (7/14). Theoretical program: 89% (24/27). Practical program: 92% (22/24).

Question 2

If you answered yes on question 1, did you notice:

- Sjöfartskaravanen* (the Shipping Caravan) and the icebreaker Ymer on tour around the Swedish coast in the summer of 2008, informing about shipping in Sweden?
Totally: 8% (5/65). Shipping program: 36% (5/14). Theoretical program: 0% (0/27). Practical program: 0% (0/24).
- Sjöfartskaravanen* (the Shipping Caravan) taking part in other activities such as job fairs for pupils that are going to apply for upper secondary school or the university?
Totally: 9% (6/65). Shipping program: 36% (5/14). Theoretical program: 4% (1/27). Practical program: 0% (0/24).
- Sjöfartskaravanen* (the Shipping Caravan) in the media (TV, radio, newspapers, internet etc.)?
Totally: 6% (4/65). Shipping program: 14% (2/14). Theoretical program: 4% (1/27). Practical program: 4% (1/24).
- Bra jobb* (Good Jobs) - campaign and its web page?
Totally: 0% (0/65).
- Bra jobb* (Good Jobs) - campaign and its radio commercial?
Totally: 2% (1/65). Shipping program: 7% (1/14). Theoretical program: 0% (0/27). Practical program: 0% (0/24).
- Any other campaign? (No answers)

Question 3

To interest young people in becoming marine engineers, the maritime academies in Kalmar and Gothenburg offered a preparatory course giving the students the possibility to find out if they were interested in a career at sea and the work as a marine engineer. The course included studies ashore at the school as well as four weeks of training onboard the vessel *Atlantic Cartier*. Did you hear anything about this possibility?

- Yes

Totally: 6% (4/65). Shipping program: 21% (3/14). Theoretical program: 0% (0/27).
Practical program: 4% (1/24).

- No

Totally: 92% (60/65). Shipping program: 79% (11/ 14). Theoretical program: 100% (27/27). Practical program: 92% (22/24). 1 person did not answer.

Question 4

Have you watched any of the TV series *Landgång (the Gangway,)* *Färjan (the Ferry)*, *Rederiet (the Shipping Company)*, *Kustbevakarna (the Coastguards)*, *Kasta loss (Let Go)* or *Båtmagasinet (the Boat Magazine)*? If you have watched any other series about shipping or pleasure boats choose the alternative Yes.

- Yes

Totally: 89% (58/65). Shipping program: 100% (14/14). Theoretical program: 81% (22/27). Practical program: 92% (22/24).

- No

Totally: 11% (7/65). Shipping program: 0% (0/14). Theoretical program: 19% (5/27).
Practical program: 8% (2/24).

Question 5

If you answered yes on question 4, did the TV-series change your opinion about the maritime sector in a positive or negative way? Choose only one alternative for the TV-series that you have seen.

Landgång (The Gangway) Positive

Totally: 8% (5/65). Shipping program: 21% (3/14). Theoretical program: 0% (0/27). Practical program: 8% (2/24)

Negative

Totally: 0% (0/65)

My attitude did not change

Totally: 23% (15/65). Shipping program: 29% (4/14). Theoretical program: 33% (9/27). Practical program: 8% (2/24).

Färjan (The Ferry)

Positive

Totally: 28% (18/65). Shipping program: 36% (5/14). Theoretical program: 15% (4/27). Practical program: 38% (9/24).

Negative

Totally: 22% (14/65). Shipping program: 36% (5/14). Theoretical program: 30 % (8/37). Practical program: 4% (1/24).

My attitude did not change

Totally: 18% (12/65). Shipping program: 7% (1/14). Theoretical program: 22% (6/27). Practical program: 21% (5/24).

One of the respondents from the shipping program was negative to the series "because it does not show shipping".

Rederiet

(The shipping company)

Positive

Totally: 25% (16/65). Shipping program: 21% (3/14). Theoretical program: 15% (4/27). Practical program: 38% (9/24).

Negative

Totally: 8% (5/65). Shipping program: 29% (4/14). Theoretical program: 4% (1/27). Practical program: 0% (0/24).

My attitude did not change

Totally: 32% (21/65). Shipping program: 29% (4/14). Theoretical program: 44% (12/27). Practical program: 21% (5/24).

Kustbevakarna

(The Coastguards)

Positive

Totally: 46% (30/65). Shipping program: 57% (8/14). Theoretical program: 33% (9/27). Practical program: 54 % (16/24).

Negative

Totally: 3% (2/65). Shipping program: 7% (1/14). Theoretical program: 4% (1/27). Practical program: 0% (0/14).

My attitude did not change

Totally: 18% (12/65). Shipping program: 7% (1/14). Theoretical program: 26% (7/27). Practical program: 17% (4/24).

Kasta Loss (Let Go)

Positive

Totally: 2% (1/65). Shipping program: 0% (0/14). Theoretical program: 0% (0/27). Practical program: 4% (1/24).

Negative

Totally: 2% (1/65). Shipping program: 0% (0/14). Theoretical program: 0% (0/27). Practical program: 4% (1/24).

My attitude did not change

Totally: 22% (14/65). Shipping program: 29% (4/14). Theoretical program: 30% (8/27). Practical program: 8% (2/24).

Båtmagasinet

Positive

(The boat magazine)

Totally: 3 % (2/65). Shipping program: 7% (1/14). Theoretical program: 0% (0/27). Practical program: 4% (1/24).

Negative

Totally: 3 % (2/65). Shipping program: 7% (1/14). Theoretical program: 0% (0/27). Practical program: 4% (1/24).

My attitude did not change

Totally: 20 % (13/65). Shipping program: 21% (3/14). Theoretical program: 30% (8/27). Practical program: 8% (2/24).

Other; Deadliest Catch

Positive

Totally: 6 % (4/65). Shipping program: 29% (4/14). Theoretical program: 0% (0/27). Practical program: 0% (0/24).

Negative

Totally: 0 % (0/65).

My attitude did not change

Totally: 0 % (0/65).

Question 6

Which of the following do you think characterizes the work of a deck or engine officer?
Choose one or several of the alternatives below.

- You have to be good at solving problems
Totally: 57% (37/65). Shipping program: 86% (12/14). Theoretical program: 56% (15/27). Practical program: 42% (10/24).
- You have to be good at decision making
Totally: 55% (36/65). Shipping program: 79% (11/14). Theoretical program: 52% (14/27). Practical program: 46% (11/24).
- The work is independent
Totally: 17% (11/65). Shipping program: 14% (2/14). Theoretical program: 30% (8/27). Practical program: 4% (1/24).

- The Captain and the Chief Engineer decides everything onboard, therefore you may never make any decisions of your own
Totally: 14% (9/65). Shipping program: 0% (0/14). Theoretical program: 22% (6/27). Practical program: 13% (3/24).
- The work involves a lot of administrative tasks
Totally: 26% (17/65). Shipping program: 64% (9/14). Theoretical program: 22% (6/27). Practical program: 8% (2/24).
- The work tasks are often practical and you get to work with your hands, especially if you are an engine officer
Totally: 45% (29/65). Shipping program: 43% (6/14). Theoretical program: 44% (12/27). Practical program: 46% (11/24).
- The work is monotone
Totally: 11% (7/65). Shipping program: 0% (0/14). Theoretical program: 26% (7/27). Practical program: 0% (0/24).
- The work includes several different work tasks
Totally: 48% (31/65). Shipping program: 86% (12/14). Theoretical program: 52% (14/27). Practical program: 21% (5/24).
- Other (No answers)

Question 7

What are your thoughts about life at sea? Choose one or several of the alternatives below.

- It seems like an interesting choice of career
Totally: 48% (31/65). Shipping program: 79% (11/14). Theoretical program: 37% (10/27). Practical program: 42% (10/24).
- The periods away from home, family and friends are probably too long for me
Totally: 29% (19/65). Shipping program: 0% (0/14). Theoretical program: 44% (12/27). Practical program: 29% (7/24).
- Working at sea is only for old men, not for me
Totally: 9% (6/65). Shipping program: 0% (0/14). Theoretical program: 19% (5/27). Practical program: 4% (1/24).
- Since I am a girl, life at sea is not for me
Totally: 6% (1/17 female respondents). Shipping program: 0% (0/1). Theoretical program: 7% (1/15). Practical program: 0% (0/1).
- It is a well paid job
Totally: 26% (17/65). Shipping program: 50% (7/14). Theoretical program: 7% (2/27). Practical program: 33% (8/24).

- The salary is too low
Totally: 12% (8/65). Shipping program: 14% (2/14). Theoretical program: 19% (5/27).
Practical program: 4% (1/24).
- A career at sea gives you the opportunity to see the world
Totally: 46% (30/65). Shipping program: 64% (9/14). Theoretical program: 26%
(7/27). Practical program: 58% (14/24).
- An education and a career at sea can lead to an interesting career ashore
Totally: 14% (9/65). Shipping program: 29% (4/14). Theoretical program: 7% (2/27).
Practical program: 13% (3/24).
- The work tasks onboard a vessel are varying and you may take a lot of responsibility
Totally: 40% (26/65). Shipping program: 86% (12/14). Theoretical program: 22%
(6/27). Practical program: 33% (8/24).
- Life at sea is too hard for me
Totally: 14% (9/65). Shipping program: 0% (0/14). Theoretical program: 26% (7/27).
Practical program: 8% (2/24).
- Seamen suffer more often from bad health than people working ashore
Totally: 12% (8/65). Shipping program: 43% (6/14). Theoretical program: 7% (2/27).
Practical program: 0% (0/24).
- Other
"It is a wonderful job" (1/65, shipping program)
"Very interesting job" (1/65, shipping program)
"It is wet and scurvy" (1/65, theoretical program)
"Pirates" (1/65, theoretical program)
"There are no ladies" (1/65, theoretical program)

Question 8

Do you think that the work at sea is as appropriate for women as for men?

- Yes
Totally: 69% (45/65, 32 boys and 13 girls). Shipping program: 79% (11/14).
Theoretical program: 67% (18/27). Practical program: 67% (16/24).
 - No
Totally: 28% (18/65, 15 boys and 3 girls). Shipping program: 14% (2/14). Theoretical
program: 30% (8/27). Practical program: 33% (8/24).
- No answer (1/65, theoretical program)
"It depends on the type of vessel" (1 respondent at the shipping program)

Question 9

Could you see yourself working onboard a vessel?

- Yes
Totally: 55% (36/65). Shipping program: 100% (14/14). Theoretical program: 33% (9/27). Practical program: 54% (13/24).
 - No
Totally: 43% (28/65). Shipping program: 0% (0/14). Theoretical program: 63% (17/27). Practical program: 46% (11/24).
- No answer (1/65, theoretical program).

Question 10

If you answered yes on question 9, do you think it seems interesting to work as a:

- Deck Officer?
Totally: 38% (25/65). Shipping program: 79% (11/14). Theoretical program: 19% (5/27). Practical program: 38% (9/24).
 - Marine Engineer?
Totally: 12% (8/65). Shipping program: 21% (3/14). Theoretical program: 11% (3/27). Practical program: 8% (2/24).
 - Able Bodied Seaman?
Totally: 32% (21/65). Shipping program: 71% (10/14). Theoretical program: 22% (6/27). Practical program: 21% (5/24).
 - Motorman
Totally: 8% (5/65). Shipping program: 14% (2/14). Theoretical program: 7% (2/27). Practical program: 4% (1/24).
 - Cook or mess man?
Totally: 14% (9/65). Shipping program: 21% (3/14). Theoretical program: 15% (4/27). Practical program: 8% (2/24).
- No answer (1/65, theoretical program).

Question 11

Onboard the ships it is common to work many hours every day. You often have a 12 hour work day, sometimes even more, and you work all days of the week. Do you think that it seems attractive to work hard onboard in one or two month and then have the same period of time at home on vacation?

- Yes
Totally: 77% (50/65). Shipping program: 100% (14/14). Theoretical program: 44% (12/27). Practical program: 100% (24/24).

- No
Totally: 22% (14/65). Shipping program: 0% (0/14). Theoretical program: 52% (14/27). Practical program: 0% (0/24).

No answer (1/65, theoretical program).

Question 12

Did you know that there are several career opportunities within the maritime sector? Apart from people working at sea, educated people within maritime law, logistics and economics are needed.

- Yes
Totally: 45% (29/65). Shipping program: 71% (10/14). Theoretical program: 33% (9/27). Practical program: 42% (10/24).
- No
Totally: 52% (34/65). Shipping program: 21% (3/14). Theoretical program: 63% (17/27). Practical program: 58% (14/24).

No answer (2/65, shipping and theoretical programs).

Question 13

Of the people working within the maritime sector only 10-15 % work at sea. What other career within the maritime sector seems interesting to you? Choose one or several of the alternatives below

- Maritime law
Totally: 9% (6/65). Shipping program: 21% (3/14). Theoretical program: 7% (2/27). Practical program: 4% (1/24).
- Ports and logistics
Totally: 18% (12/65). Shipping program: 36% (5/14). Theoretical program: 19% (5/27). Practical program: 8% (2/24).
- Research and development
Totally: 22% (14/65). Shipping program: 21% (3/14). Theoretical program: 26% (7/27). Practical program: 17% (4/24).
- Education
Totally: 9% (6/65). Shipping program: 0% (0/14). Theoretical program: 11% (3/27). Practical program: 13% (3/24).
- Manufacturing, repair and maintenance
Totally: 26% (17/65). Shipping program: 57% (8/14). Theoretical program: 0% (0/27). Practical program: 38% (9/24).

- Pleasure boats and tourism
 Totally: 31% (20/65). Shipping program: 43% (6/14). Theoretical program: 22% (6/27). Practical program: 33% (8/24).

- Design and naval architecture
 Totally: 29% (19/65). Shipping program: 43% (6/14). Theoretical program: 26% (7/27). Practical program: 25% (6/24).

- Public authorities
 Totally: 6% (4/65). Shipping program: 7% (1/14). Theoretical program: 7% (2/27). Practical program: 4% (1/24).

- Offshore industry
 Totally: 11% (7/65). Shipping program: 29% (4/14). Theoretical program: 7% (2/27). Practical program: 4% (1/24).

- Renewable energy
 Totally: 14% (9/65). Shipping program: 14% (2/14). Theoretical program: 22% (6/27). Practical program: 4% (1/24).

- Services, such as ship brokers, ship's agents etc.
 Totally: 14% (9/65). Shipping program: 29% (4/14). Theoretical program: 11% (3/27). Practical program: 8% (2/24).

- None of the above seems interesting
 Totally: 15% (10/65). Shipping program: 21% (3/14). Theoretical program: 22% (6/27). Practical program: 4% (1/24).

The answers from the pupils in ninth class of the nine-year compulsory school

Question 1

A few campaigns have been performed in order to attract young people to a career within the maritime sector, especially to a life at sea. Amongst other things radio commercials and ads in newspapers were used as a means to reach out to the public. One of the campaigns offered the possibility to visit an icebreaker. Did you notice such a campaign?

- Yes
Totally: 5% (3/57). Boys: 8% (2/24). Girls: 3% (1/33).
- No
Totally: 95% (54/57). Boys: 92% (22/24). Girls: 97% (32/33).

Question 2

If you answered yes on question 1, did you notice:

- Sjöfartskaravanen* (the Shipping Caravan) and the icebreaker Ymer on tour around the Swedish coast in the summer of 2008, informing about shipping in Sweden?
Totally: 4% (2/57). Boys: 8% (2/24). Girls: 0% (0/33).
- Sjöfartskaravanen* (the Shipping Caravan) taking part in other activities such as job fairs for pupils that are going to apply for upper secondary school or the university?
Totally: 0% (0/57). Boys: 0% (0/24). Girls: 0% (0/33).
- Sjöfartskaravanen* (the Shipping Caravan) in the media (TV, radio, newspapers, internet etc.)?
Totally: 2% (1/57). Boys: 4% (1/24). Girls: 0% (0/33).
- Bra jobb* (Good Jobs) - campaign and its web page?
Totally: 2% (1/57). Boys: 4% (1/24). Girls: 0% (0/33).
- Bra jobb* (Good Jobs) - campaign and its radio commercial?
Totally: 4% (2/57). Boys: 4% (1/24). Girls: 3% (1/33).
- Any other campaign? (No answers)

Question 3

To interest young people in becoming marine engineers, the maritime academies in Kalmar and Gothenburg offered a preparatory course giving the students a possibility to find out if they were interested in a career at sea and the work as a marine engineer. The course included studies ashore at the school as well as four weeks of training onboard the vessel *Atlantic Cartier*. Did you hear anything about this possibility?

- Yes Totally: 5% (3/57). Boys: 4% (1/24). Girls: 6% (2/33)
- No Totally 95% (54/57). Boys: 96% (23/24). Girls: 94% (31/33)

Question 4

Have you watched any of the TV series *Landgång*, *Färjan*, *Rederiet*, *Kustbevakarna*, *Kasta loss* or *Båtmagasinet*? If you have watched any other series about shipping or pleasure boats choose the alternative Yes.

- Yes Totally: 75% (43/57). Boys: 71% (17/24). Girls: 79% (26/33).
- No Totally: 25% (14/57). Boys: 29% (7/24). Girls: 21% (7/33).

Question 5

If you answered Yes on question 4, did the TV-series change your opinion about the maritime sector in a positive or negative way? Choose only one alternative for the TV-series that you have watched.

Landgång

Positive

Totally: 4% (2/57). Boys: 4% (1/24). Girls: 3% (1/33).

Negative

Totally: 4% (2/57). Boys: 8% (2/24). Girls: 0% (0/33).

My attitude did not change

Totally: 21% (12/57). Boys: 13% (3/24). Girls: 27% (9/33).

Färjan

Positive

Totally: 32% (18/57). Boys: 29% (7/24). Girls: 33% (11/33).

Negative

Totally: 5% (3/57). Boys: 0% (0/24). Girls: 9% (3/33).

My attitude did not change

Totally: 19% (11/57). Boys: 13% (3/24). Girls: 24% (8/33).

Rederiet

Positive

Totally: 11% (6/57). Boys: 13% (3/24). Girls: 9% (3/33).

Negative

Totally: 5% (3/57). Boys: 0% (0/24). Girls: 9% (3/33).

My attitude did not change

Totally: 19% (11/57). Boys: 25% (6/24). Girls: 15% (5/33).

Kustbevakarna Positive
Totally: 25% (14/57). Boys: 25% (6/24). Girls: 24% (8/33).
Negative
Totally: 5% (3/57). Boys: 8% (2/24). Girls: 1% (1/33).
My attitude did not change
Totally: 16% (9/57). Boys: 17% (4/24). Girls: 15% (5/33).

Kasta loss Positive
Totally: 0
Negative
Totally: 4% (2/57). Boys: 4% (1/24). Girls: 3% (1/33).
My attitude did not change
Totally: 16% (9/57). Boys: 17% (4/24). Girls: 15% (5/33).

Båtmagasinet Positive
Totally: 2% (1/57). Boys: 4% (1/24). Girls: 0% (0/33)
Negative
Totally: 4% (2/57). Boys: 4% (1/24). Girls: 3% (1/33).
My attitude did not change
Totally: 16% (9/57). Boys: 13% (3/24). Girls: 18% (6/33).

Any other: *Titanic*
Negative
Totally: 2% (1/57). Boys: 4% (1/24)

Question 6

Which of the following do you think characterizes the work of a deck or engine officer?
Choose one or several of the options below.

- You have to be good at solving problems
Totally: 60% (34/57). Boys: 58% (14/24). Girls: 61% (20/33).
- You have to be good at decision making
Totally: 51% (29/57). Boys: 46% (11/24). Girls: 55% (18/33).
- The work is independent
Totally: 18% (10/57). Boys: 17% (4/24). Girls: 18% (6/33).

- The Captain and the Chief Engineer decides everything onboard, therefore you may never make any decisions of your own
Totally: 12% (7/57). Boys: 17% (4/24). Girls: 9% (3/33).
- The work involves a lot of administrative tasks
Totally: 30% (17/57). Boys: 38% (9/24). Girls: 24% (8/33).
- The work tasks are often practical and you get to work with your hands, especially if you are an engine officer
Totally: 61% (35/57). Boys: 58% (14/24). Girls: 64% (21/33).
- The work is monotone
Totally: 5% (3/57). Boys: 8% (2/24). Girls: 3% (1/33).
- The work includes several different work tasks
Totally: 54% (31/57). Boys: 46% (11/24). Girls: 61% (20/33).
- No answer
Totally: 4% (2/57). Girls: 6% (2/33)

Question 7

What are your thoughts about the life at sea? Choose one or several of the alternatives below.

- It seems like an interesting choice of career
Totally: 26% (15/57). Boys: 29% (7/24). Girls: 24% (8/33).
- The periods away from home, family and friends are probably too long for me
Totally: 60% (34/57). Boys: 42% (10 /24). Girls: 73% (24 /33).
- Working at sea is only for old men, not for me
Totally: 23% (13/57). Boys: 21% (5/24). Girls: 24% (8/33).
- Since I am a girl, life at sea is not for me
Totally: 7% (4/57). Girls: 12% (4/33).
- It is a well paid job
Totally: 14% (8/57). Boys: 17% (4/24). Girls: 12% (4 /33).
- The salary is too low
Totally: 16% (9/57). Boys: 21% (5/24). Girls: 12% (4/33).
- A career at sea gives you the opportunity to see the world
Totally: 42% (24 /57). Boys: 33% (8/24). Girls: 48% (16 /33).

- An education and a career at sea can lead to an interesting career ashore
Totally: 16% (9/57). Boys: 17% (4/24). Girls: 15% (5/33).
- The work tasks onboard are varying and you may take a lot of responsibility
Totally: 39% (22/57). Boys: 33% (8 /24). Girls: 42% (14 /33).
- Life at sea is too hard for me
Totally: 19% (11/57). Boys: 17% (4/24). Girls: 21% (7/33).
- Seamen suffer more often from bad health than persons working ashore
Totally: 9% (5/57). Boys: 13% (4/24). Girls: 6% (2/33).
- Other ___Windy, nothing for me
Totally: 2% (1/57). Boys: 0% (0/24). Girls: 3% (1/33).
- Others
 - One boy wrote that it is “a varying profession”
 - Three boys wrote comments meaning that they would never meet any girls if they worked onboard a ship.

Question 8

Do you think that the work as sea is as appropriate for women as for men?

- Yes
Totally: 70% (40/57). Boys: 58% (14 /24). Girls: 79% (26/33).
- No
Totally: 28% (16/57). Boys: 42% (10/24). Girls: 18% (6/33).

Question 9

Could you see yourself working onboard a vessel?

- Yes
Totally: 37% (21/57). Boys: 50% (12/24). Girls: 27% (9/33).
- No
Totally: 63% (36/57). Boys: 50% (12/24). Girls: 73% (24/33).

Question 10

If you answered yes on question 9, do you think it seems interesting to work as a:

- Deck Officer?
Totally: 23% (13/57). Boys: 33% (8/24). Girls: 15% (5/33).
- Marine Engineer?
Totally: 11% (6/57). Boys: 17% (4/24). Girls: 6% (2/33).

- Able Bodied Seaman?
Totally: 16% (9/57). Boys: 25% (6/24). Girls: 9% (3 /33).
- Motorman?
Totally: 7% (4/57). Boys: 17% (4/24). Girls: 0% (0/33).
- Cook or Mess Man?
Totally: 12% (7/57). Boys: 8% (2/24). Girls: 15% (5/33).

Question 11

Onboard the ships it is common to work many hours every day. You often have a 12 hour work day, sometimes even more, and you work all days of the week. Do you think that it seems attractive to work hard onboard in one or two month and then have the same period of time at home on vacation?

- Yes
Totally: 46% (26 /57). Boys: 54% (13/24). Girls: 39% (13/33).
- No
Totally: 47% (27/57). Boys: 33% (8/24). Girls: 58% (19/33).
- No answer
Totally: 7% (4/57). Boys: 13% (3/24). Girls: 3% (1/33).

Question 12

Did you know that there are several career opportunities within the maritime sector? Apart from people working at sea, educated people within maritime law, logistics and economics are needed.

- Yes
Totally: 51% (29/57). Boys: 42% (10/24). Girls: 58% (19/33).
- No
Totally: 46% (26/57). Boys: 54% (13/24). Girls: 39% (13/33).
- No answer
Totally: 4% (2/57). Boys: 4% (1/24). Girls: 3% (1/33).

Question 13

Of the people working within the maritime sector only 10-15 % work at sea. What other career within the maritime sector seems interesting to you? Choose one or several of the alternatives below

- Maritime law
Totally: 14% (8/57). Boys: 25% (6/24). Girls: 6% (2/33).

- Ports and logistics
Totally: 12% (7/57). Boys: 21% (5/24). Girls: 6% (2/33).
- Research and development
Totally: 32% (18/57). Boys: 25% (6/24). Girls: 36% (12/33).
- Education
Totally: 12% (7/57). Boys: 8% (2/24). Girls: 15% (5/33).
- Manufacturing, repair and maintenance
Totally: 9% (5/57). Boys: 17% (4/24). Girls: 3% (1/33).
- Leisure boats and tourism
Totally: 30% (17/57). Boys: 13% (3/24). Girls: 42% (14 /33).
- Design and naval architecture
Totally: 37% (21/57). Boys: 21% (5/24). Girls: 48% (16/33).
- Public authorities
Totally: 12% (7/57). Boys: 17% (4/24). Girls: 9% (3 /33).
- Offshore industry
Totally: 7% (4/57). Boys: 17% (4/24). Girls: 0% (0/33).
- Renewable energy
Totally: 9% (5/57). Boys: 4% (1/24). Girls: 12% (4/33).
- Services, such as ship brokers, ship's agents etc.
Totally: 14% (8/57). Boys: 17% (4/24). Girls: 12% (4/33).
- None of the above seems interesting
Totally: 21% (12/57). Boys: 21% (5/24). Girls: 21% (7/33).
- No answer
Totally: 5% (3/57). Boys: 8% (2/24). Girls: 3% (1/33).

Appendix 2 Letter of Information in Swedish

Vi är två studenter, Kaisa Hammarstedt och Staffan Zaar, som läser Nordisk Master i Sjöfartsteknik på Chalmers Tekniska Högskola i Göteborg. Under våren skriver vi vårt examensarbete och vi hoppas att du genom att fylla i medföljande enkät vill hjälpa oss med vårt arbete.

Bakgrund och Syfte

De senaste åren har en del rekryteringskampanjer genomförts i Sverige i syfte att locka fler unga till sjöbefälsutbildningarna och en karriär till sjöss. Förutom att göra unga människor uppmärksamma på yrket ville kampanjmakarna även öka kunskapen hos allmänheten om svensk sjöfart.

Syftet med följande enkät är att undersöka om rekryteringskampanjerna har nått ut till de ungdomar som nu ska söka till gymnasiet, högskolan eller ge sig ut i arbetslivet. Genom enkäten vill vi också undersöka vad ungdomar har för uppfattning om arbetet och livet till sjöss och om de känner till att det finns flera karriärmöjligheter inom den maritima sektorn.

Förutom enkäten syftar examensarbetet till att undersöka vilka rekryteringskampanjer som har genomförts i Sverige, vilka arbetsgivare, skolor och andra organizationer som har deltagit i kampanjerna och om önskat resultat uppnåtts.

Deltagande

Du som svarar på frågorna i enkäten kommer att vara anonym. Deltagandet i undersökningen är helt frivilligt. Svaren från enkäten kommer i efterhand inte att kunna spåras till dig som enskild individ och kommer inte på något sätt ligga till grund för ditt framtida val av yrke eller utbildning.

Ansvarig för studien är Magda Wilewska-Bien, Chalmers Tekniska Högskola, avdelningen för Sjöfart och Marin Teknik.

Våra kontaktuppgifter

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Tack för ditt deltagande!

Appendix 3 The Questionnaire in Swedish

Man Kvinna

Ålder: _____

Årskurs: _____

Vilket program går du? Ange även inriktning.

Tjej Kille

Ålder: _____

Årskurs: _____

Fråga 1

Det har genomförts några olika kampanjer i syfte att locka ungdomar till en karriär inom den maritima sektorn, framförallt till ett liv till sjöss. För att nå ut till allmänheten användes bl.a. radioreklam och tidningsannonser. En del i en av kampanjerna var möjligheten att besöka en isbrytare. Uppmärksammade du någon sådan kampanj?

- Ja
- Nej

Fråga 2

Om du svarade ja på fråga 1, uppmärksammade du:

- Sjöfartskaravanen* som sommaren 2008 åkte runt Sveriges kust med isbrytaren Ymer och informerade om den svenska sjöfartsnäringen?
- Sjöfartskaravanens* deltagande i andra evenemang, såsom jobbmässor för ungdomar som ska välja gymnasie- eller högskoleutbildning?
- Sjöfartskaravanen* i media (TV, radio, tidningar etc.)?
- Bra jobb-* kampanjen på dess hemsida?
- En radioreklam?
- Annan kampanj _____

Fråga 3

För att locka ungdomar till sjöingenjörsyrket anordnade sjöfartshögskolorna i Kalmar och Göteborg en förberedande kurs som gav eleverna möjligheten att prova på livet till sjöss och arbetet som sjöingenjör. Kursen inkluderade, förutom studier iland, fem veckor ombord på fartyget *Atlantic Cartier*. Hörde du talas om den här möjligheten?

- Ja
- Nej

Fråga 4

Har du sett någon av TV-serierna *Landgång*, *Färjan*, *Rederiet*, *Kustbevakarna*, *Kasta loss* eller *Båtmagasinet*? Kryssa även i rutan för Ja om du har sett någon annan serie om sjöfart eller båtliv.

- Ja
- Nej

Fråga 5

Om du svarade ja på fråga 4, ändrade TV-serierna din uppfattning om yrkessjöfarten på ett positivt eller negativt sätt? Välj endast ett svarsalternativ för de TV-serier du sett.

Landgång Positivt Negativt Inte alls

Färjan Positivt Negativt Inte alls

Rederiet Positivt Negativt Inte alls

Kustbevakarna Positivt Negativt Inte alls

Kasta loss Positivt Negativt Inte alls

Båtmagasinet Positivt Negativt Inte alls

Annan serie _____ Positivt Negativt Inte alls

Fråga 6

Vilket/vilka av följande alternativ tror du beskriver arbetet som däck- eller maskinbefäl?

- Man måste vara bra på att lösa problem
- Man måste vara bra på att ta beslut
- Arbetet är självständigt
- Du får aldrig ta några egna beslut, eftersom kaptenen och maskinchefen bestämmer allt ombord
- Arbetet består av en hel del administrativa uppgifter (**Fler svarsalternativ följer på nästa sida**)

- Arbetsuppgifterna är ofta praktiska och du får arbeta med händerna, framförallt om du är maskinbefäl
- Arbetet är monotont
- Arbetet består av flera olika arbetsuppgifter
- Annat _____

Fråga 7

Vad har du för uppfattning om livet till sjöss? Välj ett eller flera av nedanstående alternativ.

- Det verkar vara ett intressant karriärsval
- Tiden hemifrån, borta från familj och vänner, är nog för lång för mig
- Att arbeta till sjöss är bara för gamla gubbar, inte för mig
- Eftersom jag är tjej, är livet till sjöss inget för mig
- Det är ett välavlönat jobb
- Lönen är för låg
- Att gå till sjöss innebär att man får se världen
- En utbildning och karriär till sjöss kan leda till ett intressant yrke iland
- Arbetsuppgifterna ombord är varierande och man får ta mycket ansvar
- Livet till sjöss är för hårt för mig
- Sjömän har ofta sämre hälsa än personer som arbetar iland
- Annat _____

Fråga 8

Anser du att sjömansyrket passar lika bra för män som för kvinnor?

- Ja
- Nej

Fråga 9

Skulle du kunna tänka dig att arbeta ombord på ett fartyg?

- Ja
- Nej

Fråga 10

Om du svarade ja på fråga 9, skulle du kunna tänka dig att arbeta som:

- Styrman?
- Maskinist (fartygsingenjör)?
- Matros?
- Motorman?
- Kock eller mässman?

Fråga 11

Ombord på fartygen är det vanligt att arbetsdagarna är långa. Ofta är arbetsdagen 12 timmar lång, ibland mer, och man arbetar veckans alla sju dagar. Tycker du att det verkar attraktivt att arbeta hårt ombord i en eller två månader för att sedan vara hemma och ledig lika länge?

- Ja
- Nej

Fråga 12

Visste du att det finns flera möjligheter till en karriär inom den maritima sektorn? Förutom sjömän behövs det personer utbildade inom till exempel sjörätt, logistik och ekonomi.

- Ja
- Nej

Fråga 13

Av de verksamma personerna inom den maritima sektorn arbetar endast 10-15% till sjöss. Vilken annan karriär inom det maritima klustret tycker du verkar intressant? Välj ett eller flera av alternativen.

- Sjørätt
- Hamnar och logistik
- Forskning och utveckling
- Utbildning
- Tillverkning, reparationer och underhåll
- Fritidsbåtar och turism
- Design och fartygskonstruktion
- Myndigheter
- Offshore industri
- Förnyelsebar energi
- Serviceyrken, t.ex. fartygsmäklare eller fartygsagent
- Inget av ovanstående verkar intressant

Tack för din medverkan!