



“Youth4JOB” Project

Identification of Good Practices and Quality Services in terms of Vocational Orientation and Guidance for Young People

CASE STUDY

Maritime Related Issues and Career Education in Latvian Maritime Academy



Latvian Maritime
Academy
Riga, 2014

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The authors of the Case Study (Inese Barbare, Sandra Breiha, and Inese Viesture) work for the Latvian Maritime Academy (LMA) in Riga, Latvia. Further information on the LMA can be found at www.latja.lv.

Translation by Toms Siliņš.

Abbreviations

IMO - International Maritime Organization

ILO - International Labour Organization

BIMCO -Baltic and International Maritime Council

CIS - Commonwealth of Independent States

EMA- Estonian Maritime Academy

EU - European Union

EC - European Commission

GMDSS -Global Maritime Distress and Safety System

GDP - Gross domestic product

GVA-Gross Value Added

HELCOM-Baltic Marine Environment Protection Commission, also known as Helsinki Commission

ICS - International Chamber of Shipping

ISF - International Shipping Federation

INTERCARGO - International Association of Dry Cargo Ship owners

INTERTANKO - International Association of Independent Tanker Owners

ITF - International Transport Workers' Federation

LMA - Latvian Maritime Academy

LMC - Liepaja Maritime College

MET - maritime education and training

MLC - Maritime Labour Convention

NSA -Norwegian Ship owners' Association

SIU - North American Seafarers' International Union

STCW - International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978

OECD - Organization for Economic Cooperation and Development

WID - Women in Development

WMU - World Maritime University

WOW - War on Want

WRNS - Women's Royal Naval Service

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1 Executive Summary

Seafaring profession has traditionally been considered a romantic profession among young people, but in today's labour market has dramatically changed priorities of career choices. At present, the maritime industry has more than 40 thousand vacancies, in addition to the growing trend. If the recent level of sailors (rating) applies for a job from Asia and other developing countries, than the shipping officers with University level are particularly difficult to recruit for crew shipping companies. Standard defines the profession demanding skippers and navigators. Latvia is in good situation in comparison with other EU countries - Latvia is the 5th place in Europe (13 thousand seamen), two Maritime Colleges and the Latvian Maritime Academy (LMA) with 712 students (2013). At LMA, as an interesting distinctive action, we may mention the orientation efforts of the Academy with high school students to attract them in a sector with low unemployment rates and the job guidance and identification of opportunities during their training period. Latvian Maritime Academy presents the Case Study on "Job opportunities and vocational orientation and guidance in the Maritime sector" - in this case, LMA has highlighted the interesting data that they have to make efforts to attract young people to such studies, for a sector where there is almost no unemployment for professionals. The objective of the study is to use a variety of data collection and analysis methods: an analysis of policy documents, statistical data analysis, a secondary analysis of previous research, database analysis, telephone interviews, and expert discussions. The Case Study includes practical evaluated examples of covering the 4 following matrix issues: Support services to Jobs Youth

seekers; Labour Market Mechanisms, Gender issues and Skills forecasting & Anticipation in Maritime sector in Latvia and in Baltic states.

The motives of choosing profession of the great majority of young people were determined by economical (good salary, possibility to maintain family welfare, career possibilities and etc.), social (wish to acquire education, seafarer's work is responsible, seafarers are valued as specialists, seafarer's profession is one of the most perspective for those who live in seaside region and etc.) and psychological (seafarer's work seemed to be very interesting, dream to become a captain or chief mechanic and etc.) factors. Both external and internal factors predetermine the choice of seafarer's profession. The conclusion can be done that maritime education and training institutions have to explain young people all merits of maritime profession and show possibility for them to find emotional attractiveness and realisation of their interests if they choose maritime professions.

2 Description of Case Study subject area

The marine and maritime economic sectors forming the EU's 'blue economy' represent roughly 5.6 million jobs and account for a Gross Value Added (GVA) of €495 billion. The European Commission is seeking to identify and eventually counter bottlenecks and barriers to sustainable growth and to devise the most appropriate policy responses. This initiative will also provide a comprehensive picture of the economic size and employment of all the main marine and maritime sectors in Europe, including emerging sectors with potential high added value and growth perspectives.

Table 1: Maritime added value in national GDP (%)

Country	Maritime added value in national GDP (%)	Country	Maritime employment of total (%)
Europe	1.65 %	Europe	2.25 %
Malta	11.36 %	Malta	13.51 %
Cyprus	9.07 %	Cyprus	12.02 %
Estonia	8.83 %	Norway	6.85 %
Latvia	7.71 %	Estonia	6.54 %
Norway	6.23 %	Greece	6.39 %
Denmark	4.19 %	Latvia	5.36 %
Greece	3.24 %	Denmark	5.26 %
Lithuania	2.59 %	Spain	4.62 %
Spain	2.53 %	Bulgaria	3.46 %
Netherlands	2.25 %	Portugal	3.34 %

Source: *The Danish Ship-owners Association, 2010*

Shortage of ship's officers is one of the main topics discussed in the maritime society. In 2008 International

Maritime Organisation (IMO) launched campaign "Go to Sea"³² with aim to attract new entrants to the shipping industry. The worldwide supply of seafarers in 2010 was estimated to be 624 000 officers and 747 000 ratings while the current estimate of worldwide demand for seafarers (in 2010) is 637 000 officers and 747 000 ratings. Therefore detailed information about maritime education system and its capability to contribute to seafarers' pools plays important role for maritime policy decisions at various levels. Development of the maritime self-concept, at methodological levels of the personality value and IMO positive campaign "Go to sea"¹, is described in the scientific article. The personality value is analyzed from the point of view of the contact with the sea. Seafarers provide a vital service to an industry that contributes significantly to global and sustainable development and prosperity by carrying the world's commerce safely, securely, efficiently and at a fraction of the environmental impact and cost of other modes of transport. Indeed, shipping carries more than 90% of world trade – without shipping, half the world would starve and the other half would freeze.

The latest report of the Baltic and International Maritime Council (BIMCO) and the International Shipping Federation (ISF) suggests that by the year 2010 the shortage of officers matched up to 12 per cent of the

32 "A campaign to attract entrants to the shipping industry. 2008. Available (accessed on 23.09.2013): <http://www.imo.org/OurWork/HumanElement/GoToSea/Documents/Gotosea!campaigndocument.pdf>

total workforce (46 000 officers)³³. Periodic BIMCO/ISF studies have highlighted an anticipated shortage of some 27 000 officers worldwide by the year 2015, while a recent IMO study „Go to sea!” predicts a shortage of up to 83 900 even sooner. While perspectives and experiences differ, getting all of the information about the career of choice will immensely increase the chance of job satisfaction.

In regard to previous studies of Lithuanian Maritime Academy researchers I.Bartusevičiene and L.Rupšiene³⁴, the quality of studies is a multidimensional and complex phenomenon. R.Hoppock³⁵ explains choosing profession via the satisfaction of need. Motives of choosing a maritime profession and approaches to learn in are characteristics of an individual person. J.Holland³⁶ states that similar people choose similar professions, but satisfaction from work, success and stability depends on how the personality matches to the environment.

According to Lithuanian researchers G.Kalvaitiene, I.Bartusevičiene and V.Sencila³⁷ there are the following motivation factors of profession choosing: social, economic, psychological and health. Summing up the results of approaches to learning and motives of choosing professions by a correlation analysis, it can be stated, that understanding of mentioned relations can directly influence quality of maritime education and training: students' emotions, interests, and understanding of the advantages of maritime professions lead to higher quality of studies, but accidental or influenced by relatives decision to become a seafarer lead to less qualitative studies. It was found, that first year students more than upper course students and female students more than male students are oriented towards Deep Approach to learning. Statistically proved conclusion can be done that maritime education and training institutions have to explain young people all merits of maritime profession and show possibility for them to find emotional

attractiveness and realization of their interests if they will choose any maritime professions. In this case, according to the results of the research, the studies will be effective and quality of maritime education and training (MET) will increase.

The discussed theories should help to understand the factors that determine the solution of profession choosing process. The aim of this project is to create awareness on the state of the maritime industry to educational institutions as well as companies providing recruitment services to both existing seafarers and potential seafaring professionals who currently work in the maritime



Box 1: Facts & Figures. Did You Know?

- ✓ 90% of world trade is carried by the sea, providing work to more than a million seafarers.
- ✓ 30 million people make a living by fishing.
- ✓ The rate of suicide for international seafarers is triple that of shore workers and they are 26 times more likely to be killed at work.
- ✓ Shipping is a truly international industry: in today's global market you might have a Greek-owned vessel, registered in Malta, with officers from India and a mixed crew from Thailand, Indonesia, Vanuatu, and the Philippines.
- ✓ Piracy hit an all-time high in the first six months of 2011, with 266 attacks worldwide, up from 196 a year earlier, according to statistics from the International Maritime Bureau. Of the 266 attacks, 60% were carried out by Somalia-based pirates.
- ✓ Seafarers are among the most exploited and abused groups of workers in the world, yet their plight is barely recognized by the mainstream media and public opinion, says the International Transport Workers' Federation report, 'Out of Sight, Out of Mind'

33 Institute of Employment Research (IER) (2000) *Manpower Survey*. London: BIMCO/ISF

34 Bartusevičiene, I., Rupšiene, L. (2010) Periodic assessment of students' achievements as a factor of effectiveness of studies: the opinion of social pedagogy students. *Tiltai*, 2 (51), pp. 99-112.

35 Hoppock, R. (1950) Presidential Address 1950. *Occupations*, 28, Boston, pp. 497-499.

36 Holland, J. L. (1966) *The psychology of vocational choice*. Waltham, MA: Blaisdell.

37 Kalvaitiene, G., Bartusevičiene, I., Sencila, V. Improving MET Quality: Relationship Between Motives of Choosing Maritime Professions and Students' Approaches to Learning. *TransNav*, Volume 5, Number 4, December 2011, Gdynsk, pp.535-540.

industry, either combined with a service at sea or as a trainee. Currently, the topic that should be considered most important is the lack of new and objective information amongst young people on the maritime industry trends, opportunities and possible challenges.

2.1 Maritime cluster definition

Developing maritime clusters and implementing integrated maritime politics is of the interests of the European Union mainly because of the important role of maritime transport and *offshore* services in the European economy. European Commission has defined the structure of European maritime cluster in its working document “Maritime Cluster”. The structure of the maritime cluster is explained by the following logical connections between maritime sub-clusters:

- ✓ Shipping;
- ✓ Shipbuilding;
- ✓ Maritime service;
- ✓ Maritime research and educational activities;
- ✓ Port development;
- ✓ The building and repair of fairways and marine facilities;
- ✓ Yachting and recreation;
- ✓ Fishing and aquaculture;
- ✓ Other related industries.



Figure 1: Estonian Maritime cluster
Source: Estonian Maritime Academy, (2010)³⁸

Shipping has been called the backbone of the European maritime affairs, as it has a direct influence on the trade movement and is, therefore, related to economic competitiveness at a more general level. The growing demand for shipping services has a positive influence on shipbuilding and the manufacturers of maritime supplies and components related to that. **Port development** is the key factor in the whole maritime sector because ports constitute an infrastructure, but for port development there is a need for port services that shipping has a significant role in. The **maritime research and educational** activities are viewed as a separate sub-cluster offering services related to employee development, product development, and infrastructure to all maritime sub-clusters. According to several studies, research and educational activities are of critical importance from the point of view of cluster development.

2.2 Maritime cluster in Estonia

Estonia’s EU membership starting from 2004 supported the demand for new products and services provided by marine sector companies. The number of tourists has been permanently rising, supported by Estonia’s membership of Schengen agreement. Estonia’s geographical position on the coast of the Baltic Sea and business logic of international flows of goods and services has been the main accelerator of these sectors.

To provide a better understanding of the Estonian maritime cluster, the number of people employed in the maritime sector has been studied as well. Maritime activities have always created various jobs, especially in coastal areas. The number of employees in different sub clusters varies greatly. In 2008, 24 986 people were employed in the companies included in the Estonian maritime cluster research. 8020 people or 32% of them were working in the shipping sub-cluster. The other big employer is the shipbuilding and repair sub-cluster where there were 5139 people employed in 2008.

The **public sector** has an important role in developing the regulatory framework and financing high and higher education in different fields related to marine cluster activities. Furthermore, Estonia’s development plan for marine sector policy 2011–2020, has been worked out by the Ministry of Economic Affairs and Communication and was adopted in 2009³⁹. The development plan depicts situation in the marine sector and gives also a

39 Riiklik Arengukava (2009) Eesti merenduspoliitika 2011–2020 (Estonian Maritime Policy 2011–2020). Majandus- ja kommunikatsiooniministeerium, Tallinn.

38 Proceedings of Estonian Maritime academy Nr.13, Tallinn, 2012

comprehensive overview of other development plans related to the marine sector (the total number of such kind of documents is 20).

Summarizing the figures of all the sectors included in the maritime cluster (ports, shipbuilding, passenger and cargo shipping, maritime tourism, fishing) and comparing that to the general figures characterizing our economy as a whole, we can see that the part of economy in question gives (directly) can 5% of the total turnover of Estonian companies, a little less than 4% of our employment and also a little less than 4% of the Estonian tax revenues⁴⁰. The area providing the biggest share of employment is maritime tourism (employs more than 10 thousand people), the second biggest employer is the area related to ports. Based on tax revenues - especially payroll related taxes - the most important sectors are ports and maritime tourism, followed by passenger and cargo transport.

The Ministry of Education and Research is responsible for maritime education in Estonia. In Estonia, it is possible to acquire maritime education in Estonian Maritime Academy (EMA) which provides vocational training as well as higher education. Estonian Maritime Academy offers the opportunity of acquiring a degree in tertiary education (university degree) based on a higher vocational training but also entering the M.A. teaching programs in cooperation with Tallinn University of Technology. EMA also provides retraining and in-service training for maritime specialists and these trainings take place in different locations in Estonia. Areas related to maritime affairs are also being taught in Tallinn University of Technology, Estonian University of Life Sciences, etc.

Box 2: Facts & Figures. Maritime Clusters' Overview

Lithuania

Sea ports:

Klaipėda State Seaport,
Būtingė oil terminal,
Šventoji State Seaport.

Fleet:

120 ships by the general tonnage of 439 341, of which:
33 cargo ships,
7 ro-ro passenger ferries,
13 transport refrigerators,
48 fishing vessels,

13 towboats.

Main shipping companies:

JSC Limarko Shipping Company,
JSC Lithuanian Shipping Company,
AB "DFDS Seaways".

Shipyards:

About 30 companies, including Western Shipyard JSC,
Shipbuilding Yard "Baltija" JSC.

Maritime services:

51 ship agency,
83 cargo forwarding companies,
45 ship supply companies' towage service.

Human resources:

Registered seafarers about 16 000,
Active seafarers about 6000.

Education and training institutions:

Klaipėda University,
Lithuanian Maritime Academy,
Klaipėda Ship Repair and Building School.
Source: Valdas Lukauskas, Klaipėda University (2013)¹⁰

Estonia

Sea ports:

117 ports in Estonia's Port Register,
35 international ports, of which the biggest ports:
Port of Tallinn,
Port of Sillamäe,
Pärnu port.

Fleet:

318 ships by the general tonnage of 88855, of which:
16 merchant ships,
19 passenger ships,
83 technical ships,
109 fishing vessels,
91 pleasure craft ships.

Main shipping companies:

Tallink Group AS with 6610 employees (2011),
AS Baltic Scandinavian Lines.

Freight transportation companies:

Baltic Scandinavian Lines AS,
Tschudi Lines Baltic Sea AS,
Tschudi Lines Nordic Sea AS.

Shipbuilding companies:

Baltic Ship Repair Company (BLRT),
Baltic Workboats AS.

40 Järve J. Meremajandus (slaidiprogramm), Tallinn, Centar, 2010

41 Lukauskas, V. „Lithuanian Maritime Cluster Promotion Tools”, presentation on International conference “Maritime Transport and Infrastructure”, LMA, Riga, 2013

Maritime services of port operations:

TallinnaSadam AS,
Sillamäe Sadam AS,
46 million tons of goods (2011),
9 million passengers (2011),
petroleum products with 61% of total turnover (2011),
45 ship supply companies' towage service.

Human resources (2008):

Employees in maritime cluster 24 986,
8020 in shipping sub-cluster,
5139 in shipbuilding sub-cluster.

Social partners:

Independent Trade Union for Estonian Seamen,
Association of Estonian Deck Officers,
Association of Estonian Ship Engineers.

Education and training institutions:

Estonian Maritime Academy
Source: SmartComp Research Report (2012)¹¹

2.3 Maritime cluster in Finland

The Finnish maritime cluster employs directly some 45 000 people whereas the indirect employment effects of the cluster concern half a million people in Finland. Shipbuilding has high prestige and is regarded as nationally important in Finland as it has a big impact on employment (20 000 people are directly or indirectly employed by shipbuilding), although it cannot be said to be a healthy business. There is still plenty of competent personnel to be found in Finland, although there is a worry that the younger generation is not as interested to study the subject of shipbuilding. Therefore, attempts have been made to improve the image of shipbuilding (Merioske program) as well as to review the current education programs and anticipate future needs⁴³.

In addition to contacts and ownership structures, the state in Finland has rather strong influence on the offshore industry's development. The lack of skilled workforce is one of the major future challenges for the Finnish offshore industry, and more education should be assigned for the needs of the offshore-industry in order to secure and develop the expertise in Finland. Educated

workforce is needed rapidly to learn from and to replace the retiring experts. There is also notable demand for Finnish offshore experts abroad, for example in the booming Norway⁴⁴. Securing the retaining of the top-class offshore know-how and international contacts in Finland requires actions also related to the field's image so that the young choose this path and end up working for this industry and to do it in Finland.

Although domestic demand is not expected to provide significant support for the offshore industry's development in Finland, international business prospects in the Russian, Brazilian, Asian and North American markets continue to look promising. Furthermore, the global offshore industry is characterized by preferring excellent quality and supply reliability over low prices, and consequently the work of Finnish companies is expected to remain competitive also in the future, and maritime cluster companies are increasingly interested in the developments in this field. However, there is no room for business for every company in this sector either, and keeping the technical lead over competitors requires continuous investments both in skilled workforce and R&D activities.

The Finnish maritime cluster comprises various interest groups and associations which aim at contributing to the sector's general development in Finland or promote the interests of the cluster employers or employees. When it comes to the labour organizations, the Finnish Seamen's Union promotes the interests and defends the rights of over 10 000 seafarers working in maritime and inland water transportation. The members of the union represent over 50 professions from ratings working in a ship's engine room to shop sales personnel. The Finnish Seamen's Union concludes collective bargaining agreements that define e.g. the minimum wage limits, working hours, overtime remuneration and holidays.⁴⁵

2.4 Maritime cluster in Latvia

In Latvia, maritime cluster is spread between major ports of Riga, Ventspils and Liepaja, comprising three smaller maritime clusters. Companies operating in these ports have business in one to all three together, namely stevedores and terminal operators, which corresponds to cluster overlapping of research and investments where

⁴² Maritime cluster analysis on the Central Baltic region, SmartComp Research Report No 1, December 2012

⁴³ Poukka, L. (2010) Osaamisen ennakointi meriteollisuudessa. Ennakointipaja II 14.10.2010, Forum Marinum Turku. <<http://www.osaameri.fi/cms/images/stories/dokut/lp.pdf>>, retrieved 24.09.2013.

⁴⁴ Suomen offshore-toimiala 2012. (The Finnish Offshore Industry 2012) Prizztech Oy. <<http://www.prizz.fi/asiakaskuvat/Meri/Finnish%20offshore%20industry%202012.pdf>>, retrieved 24.09.2013.

⁴⁵ Suomen Merimies-Unioni SMU ry. <www.smu.fi>, retrieved 24.09.2013.

spillover of knowledge is a positive side effect. Maritime cluster in Latvia is widely linked to railway, as today not only in Latvia but worldwide no major port which operates in transit cargo business could operate without direct railway access.

The Latvian shipbuilding sector comprises four major enterprises (Riga Shipyard, Tosmare Shipyard, Bolderaja Shipyard, and Mangali Shipyard) which are predominantly active in the ship repair sector. In terms of strength and weaknesses of the Latvian shipbuilding sector, labour costs are low in comparison to Scandinavian Baltic Sea yards. This provides a clear cost advantage, although this is undermined in part by higher levels of overhead costs and lower productivity. In Latvia, Riga shipyard holds ageing assets of experienced marine and naval shipbuilding engineers and labour force, as well as mechanical equipment as floating docks, cranes and machinery awaits improvements and investments. At the same time, the capacity in ship repair and shipbuilding yards holds physical scope to increase outputs, either through improving productivity or by increasing employment. Meanwhile not only skilled labour and technology play a role in securing successful business but essentially also the knowledge of neighboring countries markets and the lack of language barriers with Russia, Ukraine, Belarus and other CIS countries.

Companies like JSC Riga Shipyard have expertise and mechanical equipment to produce offshore supply vessels, tugboats, floating specialized barges, floating cranes and floating drilling rigs. Although the offshore sector is important worldwide, Latvia has little or no experience of producing or exploring gas and oil.

In Latvia there are only a few shipping companies, of which JSC Latvian Shipping Company is the biggest one and sailing under Latvian ship registry. Cargo shipments provided by Latvian Shipping Company cover a wide geographical area – from the Baltic Sea and Northern Europe to the Black Sea, Mediterranean Sea, and the Atlantic Ocean, the Caribbean region as well as the Far and Middle East regions.

The competitiveness of the Latvian marine suppliers depends on and gains at the same time from lower costs of labour, general costs of primary resources such as metal and machinery, as well as of knowledge and use of information technology products and after sales services. Knowledge of business strategies and the absence of language barriers with Russia and Ukraine are also important and in some cases play a pivotal role in securing investments and contracts. Currently the investments in labour and top management are risky decisions as

the labour migration and other restrictions are missing, which may lead to the leaving of experts from companies. Therefore, more motivation factors should be brought in place in order to satisfy workforce. At the same time, companies who do not seek to invest in staff education, outsource services to other companies. Here after sales services and information technologies come in as one of key elements to run business successfully, through cost reductions and higher returns on investments. Here are four elements which shall affect directly or indirectly the future development of the maritime cluster in Latvia:

- ✓ Education and labour;
- ✓ Innovation and knowledge networks;
- ✓ Specialization;
- ✓ Internationalization and competitiveness.

These four main challenges are interdependent; each challenge cannot be met successfully without investing in the other three. Innovation and the labour market strengthen each other as innovation is the product of both knowledge and skills. Research and development and investments in education and labour are one of the few elements which contribute to further growth of the maritime sector. Some of the main challenges the industry members have addressed are the local mismatch in demand and supply of labour, due to the ageing workforce and the lack of skilled and young professionals entering maritime industry, which could lead to an increase in international personnel or moving part of the business activities abroad. Overall, the ageing problem is not only an essential topic for Latvia and its parliament but for the whole EU and its policy as well, and particularly for maritime cluster hubs such as the Netherlands and Belgium that are facing similar issues.

Today, in the Baltic States the population growth and demography problems are addressed at the highest political level. Speaking of maritime industry, in most sectors, over half of the vacancies are hard to fill, with nautical engineering and welding professionals on top. Ageing is a particularly important challenge for the Latvian maritime cluster, as the cluster's labour market age is well above the Latvian national average. Ageing in the maritime transport sector in Latvia is increasingly pressing; the percentage of people above 55 years old in the labour force has increased dramatically and is forecasted to increase even further. The mismatch between labour demand and labour supply has led to a war for talent, and it is likely to intensify as the maritime economy grows in the coming years. The local mismatch between labour demand and supply has a few important effects on the maritime cluster:

- ✓ Maritime companies seek their personnel increasingly outside of the cluster. The internationalization of the maritime labour market and the influx of international labour into the maritime cluster are likely to increase in the future. This development contributes to an increased diversity in the Latvia maritime cluster.
 - ✓ Companies tend to pull in skilled workforce from CIS countries to fulfill growing business needs and expand business further in Latvia, which politically is evaluated as a positive knowledge spill over effect trend.
 - ✓ Some companies have decided to invest (FDI) in neighbouring countries or move part of activities out of the Latvian maritime cluster to more attractive labour market regions, particularly to CIS countries, and by doing so, they apply the strategy of having headquarters in Latvia but having the physical work actually done elsewhere (e.g. Belarus, Ukraine, Russia).
4. The upgrading of Global Maritime Distress and Safety System (GMDSS) by providing internet coverage on the coastal waters. Prior to entering any ports of Latvia all vessels should be provided an option to announce their arrival at no charge, using the national SafeSeaNet.
 5. Marine officers prepared in Latvia are in demand by the international labour market, while the demand for regular mariners is on a decline. Consequently, the maritime education restructuring according to the needs of labour market, increasing the proportion of officers prepared as well as the quality of education, including improved training for technical support, will bring a number of benefits:
 6. Maritime transport and related industries will be provided with a qualified national workforce,
 7. Latvian maritime education graduates will be provided with education in specialties for which there is demand in the labour market,
 8. Latvian maritime education graduates working in the world's fleets will contribute to the national recognition of Latvia as a sea country, which could be an additional motive for the development of maritime transport and related industries in Latvia.

2.5 Maritime Transport Guidelines for Development of 2013–2020 in Latvia

Given the global nature of maritime transport, the development of maritime sub-sector in Latvia is to be viewed in close relation to the international and EU legislation on maritime transport. Maritime transport issues are mainly addressed based by the IMO as well as other maritime-related international organizations and the EU, where Latvia as a Member State is participating in the decision-making process. Issues on successfully delivering any international and EU Member State obligations is what mainly get addressed at national level in Latvia concerning the subject. In accordance to this, the guidelines only include topical maritime sub-issues to be actively addressed at national level:

1. Latvia is obligated to ensure implementation of any and all responsibilities as a flag State and coastal State in accordance to international and EU standards, as required by EU Directive 2009/121/EC.
2. One of the obligations of Latvia as a coastal State is the provision of fairway survey in accordance with the HELCOM Copenhagen declaration on the safety of navigation and efficient emergency management in the Baltic Sea.
3. The improvement of vessel traffic monitoring and information exchange system (SafeSeaNet), which, according to the requirements of EU Directive 2010/65/EU, is also used for the complete transition of dealing with the harbour formalities electronically

3 Support Services to Youth Jobseekers

“Life of the seafarer in the 21st century is a mix of solitude, hard physical labour and the close camaraderie that comes from crews spending so many long hours together on ships sailing sometimes wild and perilous seas. All crewmen and women know that sudden change is part of the very fabric of maritime life. Calm, blue oceans can rapidly become terrifying places of extreme danger within a few hours.

Robert Woods, the chairman of the Mission to Seafarers¹⁵

The latest maritime employment report (February 2013) from international specialist recruiter, Faststream Group, puts into sharp focus a gap that exists between perception and reality across the industry. Faststream’s report says that, not surprisingly, seafarers seeking a shore career tend to focus on the traditional and more accessible roles such as superintendent, fleet manager and harbor master. They perceive the “more remote” professions of law or insurance to be out of reach, despite a large proportion of their shore based colleagues stating the importance of having a seafarer in the office. *“The maritime industry is complex for employees and employers alike and there are some surprising similarities and differences to be found in each region and each business sector. This ground-breaking report has thrown up some remarkable findings that will help employers better understand the employment landscape and plan their recruitment campaigns more effectively. There is a fine line between perception and reality and this report helps us understand some of the more obscure factors that*

influence the career choice of our potential employees,” says **Mark Charman**, Faststream Group CEO.³³ Support to Youth Jobseekers in Latvia

3.1 Support to Youth Jobseekers in Latvia

Year 2013 marks the 10th anniversary of the Latvian citizen referendum on joining the European Union. On the occasion of the referendum held in September 2003, each autumn home institution of the European Union-European Parliament Information Office and the European Commission Representation in Latvia – organizes an **Open Day**, under which the EU House offers a wide range of activities, this year with a special focus on youth employment:

- ✓ **Web portal “Prakse.lv”** provides information about educational institutions and an assessment on them by different employers (the school and study rank) available practices and job vacancies, **career magazine “Formula for Success”** as well as the project **“Virtual Practice”**, where you can visit up to 102 companies and get into the feel of 90 real life occupations.

32 Trustees’ Report and Accounts, 2012 Annual Report, The Mission to Seafarers

33 Perception vs. Reality Report”. Maritime Sector - February 2013, Faststream Group (U.K.), retrieved 24.09.2013.<http://www.faststream.com/media/58558/Perception%20vs.%20Reality%20Report.pdf>

- ✓ **European Personnel Selection Office (EPSO)** Latvian representative informs about career opportunities in different European Union institutions.
- ✓ A chance of getting great job experience may be achieved by working as a volunteer for an organization involved in the person's field of interest, so **the association "Brīvprātīgais.lv"** informs about the database for volunteer work www.brivpratigais.lv and the opportunities it provides on communicating with different organizations and finding suitable volunteering opportunities.
- ✓ A special program is offered by **the Rural Support Service's (LAD – Lauku atbalsta dienests)** personnel experts who share their experience with the public on Open Days. The personnel experts share their insight on techniques such as role-playing, case studies, terms of reference to be used during a job interview, as well as the proper way to prepare job application documents. The experts also talk about the most common mistakes made during job interviews. The more ambitious Open Day attendants can take part in an interview at show.
- ✓ **National Europass Centre** provides advice on how to prepare a CV in line with European requirements, and any other Europass documents such as the Language Passport, Mobility, and Diploma Supplement. These documents help show off the skills and expertise both education wise and in the labour market.
- ✓ Information about training possibilities, resources, e-learning environments and the procedures for the recognition of non-formal education is compiled by the project "European Program for Adult Education" Information about this project can be found at **the Ministry of Education and Science (IZM – Izglītības un zinātnes ministrija)**, while the **State Education Development Agency of Latvia (VIAA – Valsts izglītības attīstības aģentūra)** provides young people with information about the educational opportunities and many details that should be know when choosing education in Latvia or abroad, as well as the new program "Erasmus+" and the forms of activities in which the students are involved during this program.
- ✓ In addition, young people can obtain information about the VIAA based information resources (**website "World of Professions", educational institution database "NIID.lv"**), and different events, such as the annual Career Week.
- ✓ **Agency of International Programs for Youth (JSPA – Jaunatnes starptautisko programmu aģentūra)** is responsible for non-formal education, mobility, and other opportunities offered by the EU program "Youth in Action", Eurodesk, the European Youth Portal and eTwinning.
- ✓ **National Youth Council of Latvia (LJP – Latvijas jaunatnes padome)** informs of business opportunities for the young as well as the benefits of working in youth organizations.
- ✓ **Club "The House"** is a youth organization whose purpose is to inform and educate young people about the EU, its developments and the European Voluntary Service.
- ✓ **State Employment Agency of Latvia (NVA – Nodarbinātības valsts aģentūra)** experts introduce visitors to different issues concerning profession and education choice, career planning and job search.

Young people are encouraged to find opportunities for further career development, obtain information about the use of different features on the CV and job vacancies site, as well as different unemployment reduction and prevention measures and active employment measures for young people, such as "Workplace for the young", "Youth workshops", "Support for youth volunteering", etc. For example, in July 2013, the State Employment Agency guidance counsellors have provided a number of 2823 consultations in all the regional branches together.

3.2 Ministry of Welfare and Ministry of Education and Sciences common program "Youth Guarantee" in 2014

Ministry of Welfare and Ministry of Education and Sciences common program "Youth Guarantee" in 2014 Young people the age of 15-24, who need support for their integration into the labour market, will receive it in the form of employment, training and different education measures. This is provided by the **Ministry of Welfare (LM – Labklājības ministrija)** along with the **Ministry of Education and Sciences (IZM – Izglītības un zinātnes ministrija)** as proposed initiative for the implementation of program "Youth Guarantee". Young people who are neither employed or students at the beginning of the safeguard activities, which are planned to start at the beginning of year 2014, will be able to apply for the above mentioned activities by registering as unemployed at the **State Employment Agency of Latvia (NVA – Nodarbinātības valsts aģentūra)** or at their school or university. "Youth Guarantee" will provide an opportunity for its participants to take part in

1 to 1.5 years of professional training programs in a new profession. It is planned that the guarantee will provide young people with the possibility of three kinds of support to strengthen their position on the labour market - employment, training offers or hands-on training in the workplace. These goals are promised to be achieved in the time period of no more than four months after the cessation of previous studies or attainment of the status of an unemployed person.

The State Employment Agency of Latvia will offer support to all young people for job search and acquisition of basic competencies required at the work place, as well as career counselling and involvement in the most appropriate training activities based on the person's profiling results. Young people will be able to participate in both the short-term training programs administered by the State Employment Agency, and 1 to 1.5 years of professional training programs in a new profession. The second will be administrated by the **State Education Development Agency of Latvia (VIAA – Valsts izglītības attīstības aģentūra)** in the national institutions of vocational education.

The most enterprising young people will be offered support for self-employment or business start-ups. Those young people who are not working or studying, and are currently not registered by the State Employment Agency, are encouraged during the “Youth Guarantee” program to do so because the State Employment Agency ready provides informational support in the form of short, motivational training programs. The addition of new mentors, psychologists, social employees and peers – educators is planned onwards from 2014. All the previously mentioned activities for active young people to engage in are planned in different regions of the country by collaborating with local governments and non-governmental organizations working in fields of education, employment and social affairs.

While working on these many proposals, the Ministry of Welfare has followed the European Commission (EC) recommendation to promote support actions for encouraging integration into the labour market, while improving young people's knowledge and providing extra support for those most vulnerable to the risks of social exclusion. It is expected that the success of the “Youth Guarantee” program will require extensive exchange of information and organization of partnerships involving youth organizations, local governments, employers, etc. In the coming weeks EC experts will be invited to visit Latvia for further showcase of planned efforts to reduce youth unemployment and receive input from the EC on some of the current issues in Latvia concerning the

practical application of the youth guarantee mechanism. “Youth Guarantee” will cover the period from year 2014 to 2020, and its purpose is to provide support for young people at the age of 15-24, in order to reduce youth unemployment and improve young people's competitiveness in the labour market.

3.3 Employment and Maritime Education and Training (MET)

Employment and Maritime Education and Training (MET)

Currently, there are a relatively small number of ships registered under the Latvian flag, so 97% of Latvian seafarers are employed on board ships under other flags (**Figure 2**).

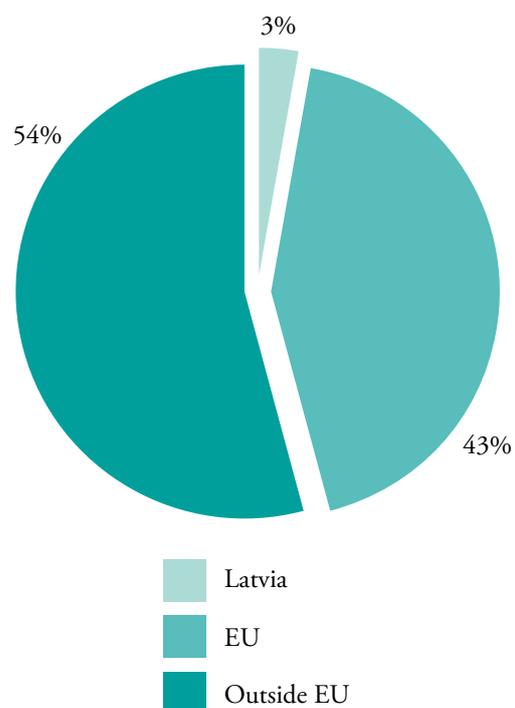


Figure 2: Latvian seafarers' employment structure in terms of the flag State.

Source: Maritime Administration of Latvia's Seamen Register

Highly professionally trained seafarers are still one of the main necessities for sustainable development of the maritime sector in Latvia. At the beginning of year 2012

there were a number of 13.307 certified seafarers in Latvia, of which 12.307 are certified to work on ships in international traffic. 46% of these certified professionals (5691 seafarers) are ship's officers, and the rest 54% (6616 seafarers) qualify as ordinary seamen. In 2012 about 1000 seafarers were certified of work on the fishing fleet and inland waterway vessels (**Figure 3**). Local demand for Latvian sea farers is made primarily by the fishing fleet and other ships which are active in the Latvian inland waters, for example, as the provision of services in ports. The demand has been assessed as stable, and the current composition of the seafarer resource covers any needs by the local demand.

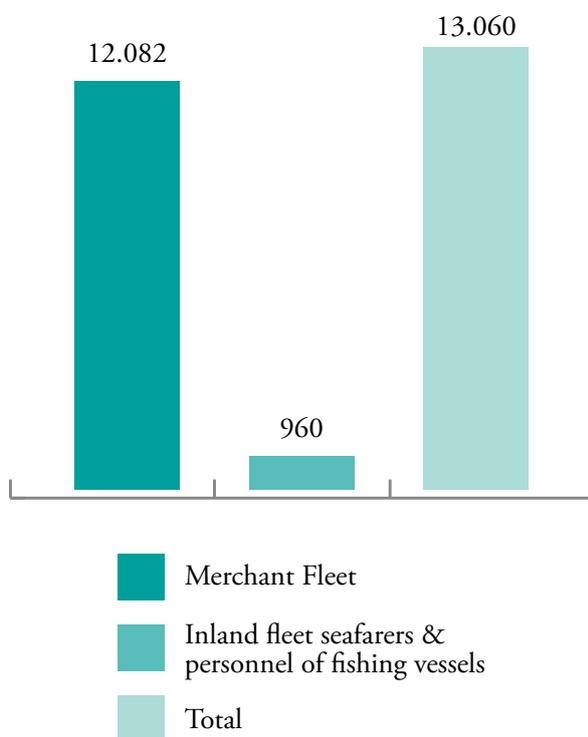


Figure 3: Structure of employment of Latvian seamen in January 2012.

Source: Maritime Administration of Latvia Seamen Register

A demand for highly qualified marine officers is increasing in fleets worldwide, especially in Europe. Latvian officers are of demand in the international maritime labour market. Their salaries have already converged with the Western marine officers' salaries. Maritime officer's tangible contribution to the Latvian economy is quite significant - an average of one officer earns and imports 4.5 times more money than the average employee in Latvia. At the same time, the demand on the

international labour market for ordinary seamen from Europe is decreasing because they are out of the market competition with lower-priced ordinary seamen from the South. The overall rating of salaries for this group of seafarers is of minimal increase.

In order to ensure the competitiveness of Latvian seafarers and maximize the economic potential of these seafarers, it is necessary to promote direct marine officer training, with special attention on re-training of ordinary rank and file seamen to ship's officers. An important asset in ensuring Latvian seafarers' competitiveness is professional maritime training institutions and their capacities to train professionals for which there will be high demand in the labour market. Sailors are trained and certified according to international standards. Given there is the very high demand in the global labour market for marine officers, while the demand for ordinary seamen is being reduced, the goal Latvia as a nation must achieve is to promote the developing of a maritime education system that ensures quality preparation of highly skilled ship's officers. At present, professional maritime training institutions are not implementing high-quality distance learning programs which should be focused on re-training ordinary rank and file seamen. It is necessary to promote the establishment and development of these kinds of programs in the near future.

There are two higher education institutions in Latvia (Latvian Maritime Academy and Liepaja Maritime College), which prepare officers for service on merchant vessels in accordance with international requirements. The total number of graduates from these institutions in recent years has been estimated around 100-150 graduates per year. The current number of graduates is not sufficient to ensure sustainable development of Latvian seafarers as a valuable resource; therefore it is necessary to increase the capacity of higher education institutions, paying extra attention to quality assurance during study programs, as well as measures to ensure young people's attraction to maritime professions. Currently there is virtually no maritime higher education institution that would be able to provide an effective distance learning programs, which would be focused on the retraining of the ordinary sailor to a highly skilled marine officer. In 2011 a new private maritime college was established, which plans to develop the right distance learning programs to achieve a new perspective on the reclassification of ordinary seamen to marine officers. These programs would be intended to not separate the seamen from their working fleet. This could be the most promising direction for seafarers' qualitative change in composition in favour of high-skilled and marketable marine officers.

There are two vocational marine education institutions in Latvia, which prepare boat masters for work on ships of 500 GT and marine engineer officers for work on ships with main propulsion machinery of 750kW. In reality, the demand for such professionals is limited. Maritime School program restructuring, bringing them closer to the labour market needs is one of the future priority tasks of maritime education.

Box 3: Good Practices in Terms of Vocational Orientation and Guidance for Young People. The Championship “Anchor” at LMA



Latvian Maritime academy in cooperation with other maritime institutions and non-governmental organizations, organize multilateral events and activities to promote seafaring to young people in schools.



Since May 2006 an annual competition for secondary school pupils “Anchor” is being organized. The main goal of the event is to gain the interest of secondary school pupils on the opportunity of attaining a profession as a marine officer, as well as to attract public attention to the fact that there is a global shortage of qualified marine officers. It is not only a perspective, but also a well-paid profession, so the training of future seafarers can be viewed as good education export with high added value.

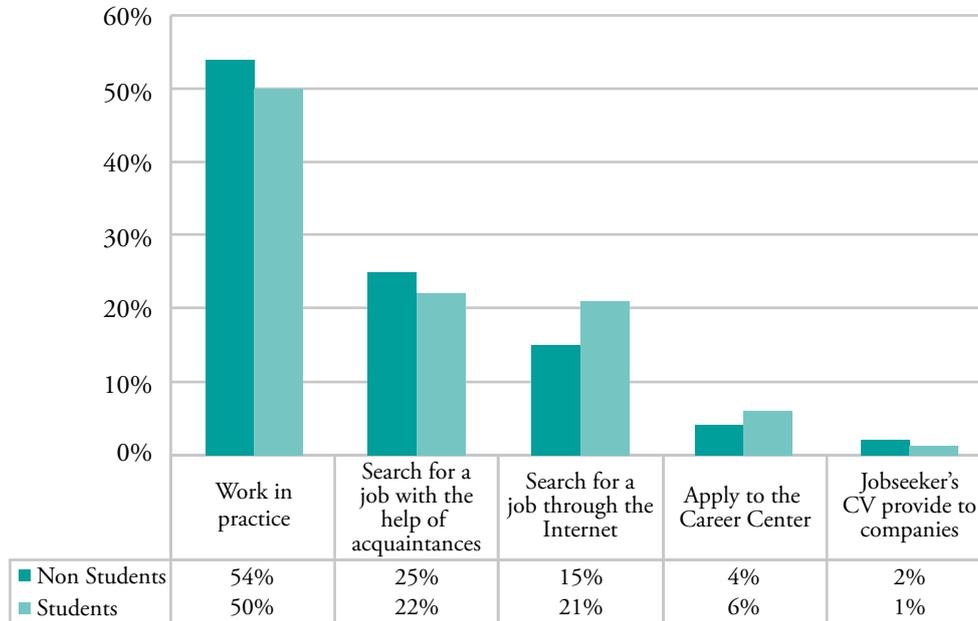
Source: <http://www.latja.lv>

During their studies at LMA, according to the study plan, students will be involved in an actual internship twice, closing a three side multilateral agreement between the student, the organization providing the internship and

LMA. Especial internship section is created at the academy which consists of a database of potential internship sites. Close contact is kept with many recruitment agencies. The leading maritime internship supporter for LMA is the company “LSC Shipmanagement”. This company engages LMA students in practice on company ships throughout the whole year. There are some exceptions when the student does not apply for internship at the exact time period offered to them, but all students get to engage with their internships at the company which has been previously proposed to them. Many college students are gaining practical skills on the ship decks of “Anglo Eastern (UK) Limited”. There is a multinational crew on these ships, which allows for students to practice their maritime English language skills. In contrast to the “LSC Shipmanagement” tankers, “Anglo Eastern” features work on heavy cargo-carrying vessels. There are also other cooperative companies, such as the “Stolt Nielsen Limited”, “Hanza Marine Management”, “LAT. B.G.I.”, which welcome and train interns on their ships. Of course, there are also some negative aspects students can face during their internship experience. It is not always known how other crew members will treat cadet interns - they may not support the acquisition of practical skills, not answer questions, and even forbid visiting the navigation bridge. Also crew members can refuse to fill in any required documents to validate the internship. There have been some events where students are employed inadequate to their knowledge, skills and responsibilities. Due to such events in the past the cooperation with the cruise company “Tallink” has diminished. Another aspect that may be mentioned is the fact that often aboard Russian language is preferred to the official English, so there is no possibility to train students in formal communication. Situations with daily allowance for trainees have arisen in the past. Some companies often provide scholarships or daily allowance for the work done on board. Unfortunately, this kind of cooperation is a subject to problems in regard to the payment of taxes. The State Revenue Service of Latvia considers such payment as a form of income, which is a direct subject to labour taxes. The State Revenue Service has not pursued a uniform practice in this issue, so that students who have received some sort of payment during their internship are not treated equally. This matter is currently under active discussion in Latvia. If a student is provided with internship during his years of studies, it is often that the young specialist continues his professional career by working for the same company. There is no unemployment in the ranks of marine specialty graduates. Well prepared professionals by the LMA are highly valued in the labour market.

The authors of this research carried out a prospective

current student and potential LMA student survey on labour market opportunities in the maritime sector and where the preferred look for their first job would be.



*Figure 4: Respondents' opinion about job finding possibilities
Source: created by authors of the basis of completed questionnaires*

Figure 4 comparatively shows what job finding possibilities are considered by existing LMA students or those who are soon planning to start their studies in the maritime field.

Conclusion: The majority of respondents (both existing students and potential students) believe in obtaining the best job opportunities after completion of their studies as a result of an employment relationship occurring at the company they have before served as trainees. The next best option indicated by both groups of respondents is job search through corporate relationships. Greater interest in terms of career center services is shown by respondents who have only yet considered studying at LMA.

4 Labour Market Mechanisms

"I am glad that this Convention will become a reality in the day-to-day activities of European seafarers given how difficult and demanding this profession can be. European seafarers are among the best trained professionals in the world and this Convention is crucial for the creation of a level playing field in maritime transport. It will bring standards up globally and should help to support the employment and training of EU seafarers. Therefore, it was important that the Union adopts a regulatory framework to ensure its proper implementation." **Siim Kallas**, Commission Vice-President responsible for transport about Maritime Labour Convention

The European Commission welcomes the entry into force today of the International Maritime Labour Convention³³ establishing the minimum working and living conditions for more than 1,2 million persons working at sea and ensuring fair competition for the maritime industry globally. Recognizing the importance of this International Convention, the Union has adopted several legislative instruments to ensure the consistent and effective implementation by all its Member States. The Maritime Labour Convention (MLC) adopted by the International Labour Organization in 2006, provides

comprehensive rights and protection at work for seafarers worldwide. It creates a single instrument consolidating 36 ILO conventions and one protocol. This international legal instrument is the key to the promotion of quality shipping, along with other Conventions adopted by the International Maritime Organization relating to the safety, security and environmental protection in maritime transport.

4.1 State of policies and strategies for training, education and knowledge development

After the presentation of the Integrated European Maritime Policy³⁴ many Member States started developing or altering their own national policy in order to remain competitive on an international level. In the following we summarize the main trends and developments in maritime policies of North-West Europe. A short overview of maritime related policies is provided.

The Netherlands

The Netherlands have a fully integrated maritime policy. As one of the more complete documents it takes all

32 Maritime Transport: More rights and protection at work for more than 1.2 million seafarers – a corner stone for maritime safety, Press Release of European Commission, Brussels, 20 August 2013

33 MLC - Maritime Labour Convention, 2006 (Entry into force: 20 August 2013) Adoption: Geneva, 94th ILC session (23 February 2006)

34 Declaration of the European Ministers responsible for the Integrated Maritime Policy and the European Commission, on a Marine and Maritime Agenda for growth and jobs the "Limassol Declaration," on the occasion of the Informal Ministerial Meeting in Nicosia Cyprus, (7 October 2012). Retrieved 29.09.2013. http://ec.europa.eu/maritimeaffairs/policy/documents/limassol_en.pdf

aspects of the maritime sector into account. The section which deals with education is concluded by specific action points entitled:

- ✓ Takes actions to improve the inflow into the educational system;
- ✓ Tries to improve the image of the profession (in close cooperation with the private sector);
- ✓ Keeping the quality of education on a high level (in cooperation with IMO).

Belgium

Belgium does not have a full integrated maritime policy, especially none focusing on maritime education. There are some minor policy statements in existence made by the minister of transport in 2007 but they only deal with taxation, safety and general improvement measures for the Belgian flag.

Denmark

The Danish Maritime Authority has published a recent document in 2010 named “An Integrated Maritime Strategy”³⁵. In the document the European influences are clearly visible in this policy statement dealing with every aspect of the Danish maritime cluster.

In the maritime training and competences part the government proposes to:

- ✓ Ensure that the maritime training programs continuously focus on quality and career opportunities;
- ✓ Actively promote the creation of a European Standard of Maritime Excellence;
- ✓ Ensure that, in cooperation with the maritime industries and the maritime training institutions, tools are developed to showcase, in terms of the maritime industries, the job opportunities and further training possibilities as well as the maritime graduates’ competences;
- ✓ Strive to improve the possibilities for recruiting persons in the offshore sector who have passed a maritime training program;
- ✓ In the long term strive for more offshore training programs to be mutually recognized by the countries around the North Sea.

Germany

The Guidelines for a “Maritime Development Plan”

³⁵ An Integrated Maritime Strategy, The Danish Government, July 2012. Retrieved 29.09.2013.: http://www.dma.dk/sitecollectiondocuments/publikationer/sfs-samlet-maritim-strategi_3uk.pdf

within the context of an integrated German maritime policy³⁶ are based on the Blue Book of the European Commission.

Objectives aimed at improving education include:

- ✓ Promoting the competitiveness of the German economy and making use of them for job creation;
- ✓ Promoting maritime research and science in Germany;
- ✓ Employment and training: building training capacities in maritime professions;
- ✓ Public relation campaigns (for e.g. the European Maritime Day).

Poland

Poland has outlined a Basis for the Maritime Policy of the Republic of Poland until 2020³⁷ based on the European Union Communication’. Prepared by the Ministry of Infrastructure it lists development of maritime education, science and maritime research as one of the priorities of the policy.

The document is focusing on ‘Development of education, science and maritime research’ another 4 action points deal with the ‘Creation of new fields and specialization of maritime study’ and finally 5 more about ‘Support and promotion of the development of maritime science, research and technology’. This brings the total number of action points up to 16, the highest number of any Member State.

Portugal

The National Ocean Strategy of Portugal predates all European maritime policy documents. It is however a well-balanced document building on 3 ‘strategic pillars’ of which one is knowledge. Here the government promotes investment in research and calls for sectorial and intersectional policies for public and private investment in sea-related activities.

Action and measures contain following maritime related inputs:

- ✓ Investing in qualified human resources for science, technology and innovation;
- ✓ Highlighting the importance of the ocean in all its dimensions into the school curricula, encouraging

³⁶ Maritime Development Plan. Strategy for an integrated German maritime policy. Federal Ministry of Transport, Building and Urban Development, Berlin. Retrieved at 29.09.2013. <http://www.bmvbs.de/cae/servlet/contentblob/86722/publicationFile/59434/maritime-policy-maritime-development-plan.pdf>

³⁷ Basis for the Maritime Policy of the Republic of Poland until 2020. Ministry of Infrastructure, Warsaw, September 2009, Retrieved 29.09.2013. <http://cbss.idynamic.lv/component?option.com>

nautical and naval education.

Greece

The insights in the Greek policy are based upon a paper by Alkis John Corres³⁸. Greece divides the policies amongst 4 different sub-sectors:

- ✓ The ocean-going sector;
- ✓ The short-sea sector;
- ✓ The cruise sector;
- ✓ The domestic ferries sector.

Each sector has a specific approach but a couple of general objectives exist. Of these objectives 2 are interconnected to knowledge development namely:

- ✓ Attraction of school leavers to the nautical profession;
- ✓ Running of the marine academies.

Norway

Norway has created the “Steady as she goes”³⁹ Maritime strategy in 2007. Amongst 5 main areas dealing with challenges and objective Norway deals with ‘Maritime expertise’ and ‘Maritime research and innovation’. It is the only country which lists budgets and investment numbers in the maritime sector. With 12 initiatives in 2007 the action plan was one of the best and most practical of all investigated policies.

Sweden

The Swedish government published a bill under the name of “A coherent Swedish maritime policy”⁴⁰. The focus is mainly on resource management, cooperation and stakeholder participation. The action points address environmental issues like NOX and SOX and wreck removal.

38 Alkis John Corres; Pallis A A (Editor): Maritime Transport: The Greek Paradigm, Research in Transport Economics Series Nr 21, London: Elsevier. ISBN-978-0-7623-1449-2 “Greek maritime policy and the discreet role of shipowners’ associations.” Chapter 13, Elsevier Transport Series, London, 2007.

39 “Steady as she goes”, The Norwegian Maritime Strategy 2007, The Government’s strategy for environmentally friendly growth in maritime industry. Norwegian Ministry of Trade and Industry. Retrieved at 29.09.2013. http://www.regjeringen.no/upload/NHD/Vedlegg/strategier2007/steadyasshegoes_2007.pdf

40 A coherent Swedish maritime policy at March 2009. Information sheet on government bill 2008/09:170. Retrieved at 29.09.2013. <http://www.regeringen.se/content/1/c6/12/40/65/311a8c1f.pdf>

UK

The UK Marine Policy Statement⁴¹ is created jointly by HM Government, Northern Ireland Executive, Scottish Government and the Welsh Assembly Government. The document addressing environmental planning, maritime planning, defence and national security, ports and all other aspects of the maritime cluster except maritime education and knowledge development.

Lithuania

The Government of the republic of Lithuania published a Resolution⁴² in 2008 based upon the European Commission Communiqué on the Integrated Maritime Policy. The direct goal of the program is to create a central area for the development of Lithuania’s maritime sector. The main objectives relating to research and knowledge development are:

- ✓ Creating a modern research infrastructure;
- ✓ Modernizing the university-level maritime studies;
- ✓ Create conditions for cooperation between maritime businesses and academic institutions;
- ✓ Increase the competitiveness of Lithuania’s marine science and maritime technologies.

Estonia

In the Estonian “Maritime Policy Development Plan till 2020”⁴³ the Estonian government outlines the maritime strategy for the coming years with 5 priorities. One of these priorities is entitled Estonian Maritime education and research and development, at a contemporary level. Some action points described in this priority are:

- ✓ Marine Education Concept Development and Implementation;
- ✓ Promotion of vocational Training;
- ✓ Promotion of higher Education;
- ✓ Enlarging interest by promoting education and training;
- ✓ Supporting maritime research.

41 UK Marine Policy Statement. HM Government Northern Ireland Executive Scottish Government Welsh Assembly Government, March 2011, London: The Stationery Office. Retrieved at 29.09.2013. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/69322/pb3654-marine-policy-statement-110316.pdf

42 Legal regulations at the Lithuanian Maritime Safety Administration. Retrieved at 29.09.2013. <http://www.msa.lt/en/legal-information/legislation/eu-regulations.html>

43 Position of the Commission Services on the development of Partnership Agreement and programmes in Estonia for the period 2014-2020. Ref. Ares(2012)1283813 - 30/10/2012. Retrieved at 29.09.2013. http://ec.europa.eu/regional_policy/what/future/pdf/partnership/ee_position_paper.pdf

Latvia

The maritime policy in Latvia is generated by the Maritime Administration of Latvia is an organization providing planning and implementation of maritime policy in Latvia to achieve the aim – safe, secure and efficient shipping on clean oceans.

The Latvian objectives are:

- ✓ To promote safe and secure navigation of Latvian coast and in Latvian ports;
- ✓ To promote safety and security of ships, crew and passengers;
- ✓ To prevent pollution of sea;
- ✓ To promote competitiveness of Latvian fleet in the world;
- ✓ To promote competitiveness of Latvian seafarers in the world.

4.2 Sustainable development strategy for the maritime cluster of Latvia

The Sustainable Development Strategy of Latvia (2010) implies that reducing unemployment is one of the main priorities of economic development in Latvia. This is a very important criterion because the number of specialists in the maritime sector still exceeds the demand. This applies to all the Baltic countries and the maritime industry professionals prepared in Latvia, Lithuania, and Estonia. The objectives of the whole Baltic Sea region are similar, as well as the challenges faced by these countries, so it is important to look at the strategy of the entire region. In July 2010 the European Parliament adopted a resolution on the Baltic Sea Strategy, calling for states, counties and cities to contribute to the implementation and use of the Structural Funds during the time period of 2007 to 2013 to promote jobs and growth in the region⁴⁴. References on implementation of this strategy can be found in the 2011 Latvian Maritime Yearbook⁴⁵: “Strategy is the first intra-EU Strategy for the European macro-region, which is based on an innovative and integrated approach to long-term implementation of EU policies in the Baltic Sea region”.

Since the first time this idea was proposed Latvia has involved in the implementation of the Strategy, as in August 2009 Latvian Cabinet of Ministers approved a national position with regard to the strategy, setting priorities, which include education as one of the many. With regard to the maritime sector, education achieved in Latvia form a kind of a dilemma - LMA professionals

are in demand in the labour market, so the better the education, the greater the risk that the new Latvian specialists will leave to work abroad. This situation arises because the current possible salary attained in Latvia is of no match for the income promised abroad.

4.3 EU and international regulatory in the maritime sector

Maritime transport problems and issues primarily and in great detail are addressed by the United Nations specialized agency – International Maritime Organization (IMO), which is responsible for maritime safety, security and prevention of marine pollution from ships. IMO has adopted more than 50 internationally binding conventions and protocols, as well as more than 1000 advisory documents (codes, guidelines, recommended practices, etc.). This international range of tools is constantly being renewed. IMO is working closely with other maritime-related international organizations such as the International Labour Organization, which establishes requirements for seafarers’ employment. By March 1, 2012 Latvia has joined 61 international conventions and protocols in the maritime field.

In addition to the international regulatory framework, the influence of the EU on maritime transport and related activities in the region has fairly increased. EU secondary legislation in the field of navigation is essentially based on the technical requirements of some IMO instruments. The EU ensures that these international instruments are fully respected in the EU Member States. Often IMO documents are recommended by the EU as compulsory. Thus, the EU ensures that its Member States provide high quality, efficient maritime traffic, which in turn raises the EU’s competitiveness in the global market. Recently there has been a tendency on developing some regional frameworks within the EU that could lead to adverse effects on the EU’s maritime transport sector and, in some cases, even other related industries.

Maritime transport policy strategic objectives set by the EU for the time period up to year 2018 are implied in the EC report “Strategic goals and recommendations for the EU’s maritime transport policy until 2018” (2009). This report is directed towards the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, which, along with the Commission’s transport policy White Paper “Roadmap to a single European Transport Area: Towards a competitive and resource efficient transport system” (2011), should be taken into account by the EU Member States when planning their resources and activities in the maritime transport sector. Main EU maritime transport policy

44 Latvijas Jūrniecības gadagrāmata 2010, Rīga, 2011, p. 51.

45 Latvijas Jūrniecības gadagrāmata 2011, Rīga, 2012, p. 100.

dimensions are the safety of navigation, highly qualified seafarers and the protection of the environment. The Latvian maritime sub-sector strategy for the time period until 2020 is part of these guidelines and is oriented according to the policy dimensions mentioned previously.

4.4 National regulatory

Maritime sub-sector is regulated by such laws and regulations as the Law on Maritime Administration and Maritime Security, Maritime Code and the Law on Ports, as well as regulations set by the Cabinet of Ministers in accordance to these laws. The Law on Maritime Administration and Maritime Security provides government institutional framework for regulations on maritime safety and security, binding international agreement requirement implementation and enforcement in Latvia. Maritime Code regulates the administrative and private relations arising between legal entities related to the maritime sector. The Law on Ports regulates the management of different port operation principles and procedures.

4.5 Sustainability and environment in the maritime industry

Maritime transport, the same as other ways of transportation, is faced with increasingly rigorous EU and international environmental regulations. Current environmental issues in the international maritime sub-sector are the reduction of greenhouse gas emissions from ships as well as reduction of the sulphur content of marine fuels. The official view posed by Latvia on the issue of reducing greenhouse gas emissions from ships is that there is need for a global solution within the IMO, hence Latvia has supported the amendments to MARPOL Annex VI adopted during the 62.Session of IMOMEPC (Marine Environment Protection Committee). These amendments call for the addition of a new chapter "Regulations on energy efficiency for ships". Based on the available research in other countries, the reduction of 1% sulphur content of marine fuels to 0.1% in GHG emission control areas, including Baltic Sea, could form a short term marine fuel price increase up to 30-85%. This issue poses a threat for the competitiveness of maritime transport in relation to other modes of transport. It may lead to modal shift from sea to ground transport. In order to assess the potential impact of the requirements on maritime transport in Latvia, in-depth research would be appropriate and necessary.

4.6 Economic efficiency of training ship's officers in Latvia

The study „The Economic Efficiency of Preparing Ships Officers in Latvia”⁴⁶ was developed by the Institute of Economics of the Latvian Academy of Sciences following the Latvian Maritime Academy initiative, with participation of Latvian Seafarers Union of Merchant Fleet and Latvian Ship-owners Association. This study carried out extensive research on a wide range of results from an anonymous survey of ships officers. Study of such detail on Latvian ships officers is done for the first time and its results can be used in working out a prognosis on the development of higher education in Latvia, as well as the economic development of Latvia and even the issues of young people's employment prospects.

The study uses the following sources of information:

- ✓ Central Statistical Bureau of Latvia data on the wages of people and the country's balance of payments;
- ✓ International Monetary Fund collected information on population changes and their role in overseas employment, as well as changes made to the balance of payments of different countries;
- ✓ Maritime Administration of Latvia materials on the total number of seafarers and the professional composition of merchant fleet seafarers;
- ✓ Views expressed in the graduate survey of Latvian Maritime Academy;
- ✓ Information obtained during the survey of ships officers on their salary and incomes well as the expenditure structure;
- ✓ Expert opinions obtained during the survey of leading maritime experts;
- ✓ The information provided by certain educational institutions of other countries on their experience and practice on maritime vocational training.

Structure of the report is developed in accordance to the purpose and composition of the collected information:

- ✓ Different characteristics of Latvian seafarers employment were analyzed, which result from the current international labour market trends of the maritime industry;
- ✓ Desired cross-border flows of labour movements of Latvia have been assessed in accordance to the main challenge of the current economic policy of Latvia;
- ✓ A review will be provided on the current problems

⁴⁶ Guļāns, P., Kuģu virsnieku sagatavošanas ekonomiskā efektivitāte Latvijā, Zinātņu akadēmijas ekonomikas institūts, Rīga, 1999.

concerning the further development of the Latvian Maritime Academy guiding by the specific requirements characteristic to the maritime sector;

- ✓ Views of the Latvian Maritime Academy graduates on the correspondence of the knowledge gained during their studies to the practical needs of their current work have been compiled and different recommendations for improving the training of maritime specialists have been drawn to a conclusion;
- ✓ The impact of international labour flows on the formation of country's balance of payments has been brought to attention;
- ✓ Based on the information gathered from the ships officers survey materials, the potential influx of state and local budget revenues has been calculated;
- ✓ Expert views on the further development of maritime education have been assessed and systematized;
- ✓ An insight is provided into the organization of maritime education and the study funding solutions of maritime universities across a number of industrialized countries.

4.7 Mariners' labour market characteristics

The maritime sector currently can be viewed as an economic activity of extreme international nature. The maritime labour market has practically lost any national boundaries and can be considered global. A large part of crew composition nowadays is multinational. Individual members nationality is determined by his or her family's residence country but not by the ship's home port. Due to the nature of seafarer's profession a practice of global magnitude has developed – each individual ship is without a permanent, continuously operating crew. Crew members periodically change. Much of the world's merchant fleet is concentrated in a relatively small number of company ownership. There is high demand for ship's crews and there is also growth of opportunities for citizens of highly developed countries to find other advantageous activities. These factors reduce the ship owners chance to recruit crews mainly consisting from their own countries citizens for reasonable cost of staff salaries. As the maritime labour market is international, the crews are only partly assembled by owners of the ships themselves. The largest part of this work, fulfilling orders of the shipping companies, is carried out by specialized companies – crewing agencies, which are both stand-alone and independent enterprises, as well as a subsidiary of an international company. In order to carry out such activities, they must obtain a government authority license from the particular country. In Latvia these issues are addressed by the according unit of the Ministry of

Transport.

4.8 Which labour flow suits Latvia?

In terms of population, Latvia is a small country. Due to low birth rates and adverse socio-economic circumstances, the country is facing a population decline. Therefore, any population emigration to other countries is not in the interests of Latvia. The part of Jobseekers that chooses to stay abroad adversely affects not only the number of population, but also its qualitative composition. This is reflected in the fact that the ones that travel abroad are mostly young people, further more usually the part of population that choose to explore their possibilities abroad are the most active, well-educated and talented part of the population. Experience has shown that they often create a family abroad and remain there permanently. In order of a long-term continuation of this process, the decline of the intellectual level of the country's population is inevitable. High levels of intellect among a countries population is one of the key factors that ensure the maintenance and development of the nation. With it systematically decreasing, the degradation of the population and destruction of the people is inevitable.

The statement does not mean that the Latvian people's desire to use their abilities in those countries where they are properly evaluated should be eliminated or reduced by administrative measures. The problem should be addressed by economic methods:

- ✓ To promote such economic development with the state of the resources available that creates a wide range of employment for the population as well as their ability to implement a variety of inclinations. This requires investment, appropriate management system and other conditions. This solution is not a single one – time act, but is in order to be carried out continuously and purposefully.
- ✓ A selective method of training specialists. Although it may seem appropriate to give preference only to the preparation of professionals who work in the domestic oriented national economy, it's not entirely feasible. Professionals must be prepared not only to those types of economic activity, which today make up the structure of the national economy, but also those that are desirable for Latvia to become similar with other much more well developed countries.

Sea transport specialists acquire a special rank in this aspect. Their characteristic is that while working on vessels owned by the residents of Latvia, as well as those owned by non-residents, the workplace is not related to any specific country. Most of the work process in run at world's seas, only briefly dropping into any particular

ports. These conditions usually are not conducive to family formation and retention of residence in a particular country. Working and living conditions restricted to a relatively small collective may increase the desire to maintain contact with home and family. The possibility that a large amount of shipping experts prepared in Latvia would move to other countries and Latvia would lose this part of active and talented youth is negligible. Therefore, if we rank the different specialists prepared in Latvia, using as a criteria on the probability of them leaving the country to live abroad, maritime specialists are probability one of the less likely to do so.

The possibility of marine transportation specialist use for other activities must be taken into account if assessing the training effectiveness of this specialty. Such activities are port management, maritime-related government agencies and also a variety of business forms. There are many possibilities for former ship captains and deck officers, but even more options in other sectors of the economy are suited for the lower-class mechanics.

4.9 The internationally regulated maritime professions

Employment in the maritime industry is not in the competence of a single country. Seafarers are an internationally regulated profession and this sector is subject to all international regulations and laws. On February 1, 2011 the Latvian government supported joining the Maritime Labour Convention ⁴⁷(2006). This will help with the social protection of seafarers and better the working conditions on board ships and ashore. Not only seafarers will benefit of the ratification, but also owners of ships, because uniform requirements for the social sector, which include all the latest standards and are applied to international maritime sub-sector, promote equal labour market competition. The Convention contains minimum requirements for persons employed on board (age, medical parameters and standards), procedures for recruitment (minimum wages, working time and rest periods, leave entitlements, health claims for recreation, accommodation spaces, requirements for food quality and nutrition, as well as such important factors as health and medical care). Public administration authorities, which are responsible for monitoring compliance with the requirements set out in the Convention, are the Ministry of Transport and the Ministry of Education and Science. Convention is in

force since August 20, 2013.

The challenges in maritime education in Latvia are the fall in demand of ordinary seamen. It is also pointed out in the EC strategic document “Strategic goals and recommendations for the EU’s maritime transport policy until 2018”. In Latvia ordinary seamen are of excess in comparison to the number of naval officers, amounting to 64% of Latvian seafarers certificated in total. The Latvian Transport Development Guidelines 2014-2020 have stressed the need to restructure the maritime education in accordance to labour market needs by increasing the proportion of naval officers prepared and raising the quality of education, including improving the technical support for training. “Guidelines of the project include a mandate to improve the vocational training system of Latvian seafarers which in turn will increase its added value”⁴⁸.

47 Konvencija par darbu jūrniecībā (2006). Retrieved at 05.04.2013: <http://m.likumi.lv/doc.php?id=229287>

48 Latvijas Jūrniecības gadagrāmata 2012, (2012 Latvian Maritime Yearbook), Rīga 2013, p. 171. Retrieved at 29.09.2013 <http://www.ljs.lv/public/lat/publikacijas/>

5 Gender Issues

“At the age of 28 I became the first female official for the union and was sent on a mission to Illinois to help organize the casino boats. It was an exciting experience. Slowly but surely I worked my way up and today I represent SIU. I keep learning and growing. It’s a great life and anyone can do it. Anyone who wants the best of life – go to sea!” **Becky Sleeper**, the port agent in St Louis for the North American Seafarers’ International Union (SIU)

5.1 Seafarers – women in the past

The subject of women and their relationship to the sea has been neglected in wider research given that women have had their own unique experience with the sea as pirates, passengers, in the Women’s Royal Naval Service (WRNS), as fishermen’s wives, deckhands, marine scientists, shipboard nurses and so on. Now, however, interest and research are growing steadily.

Women have bravely served the U.S. Navy for nearly a century, but they have only been allowed in positions aboard non-hospital ships for the last 25 years. In October 1978, in the wake of a court ruling that overturned statutes that forbade women from serving at sea, the Navy launched their Women in Ships program and announced that they would assign 55 women officers and 375 female enlisted personnel to 21 ships during the next year. Women were finally allowed to serve as surface warfare officers and in numerous enlisted ratings (below the rank of officer) on such auxiliary vessels as submarine

and destroyer tenders and oceanographic research ships.

In 1987, women started to work at sea as purser and stewardess which lead the management team on the Irish ferries and passenger ships. Nowadays, there are more women on board ships as Radio, Deck and even Engine officers in shipping companies that belong to European, American, Australia and Far East countries.

5.2 Seafarers – women nowadays

According to the IMO, women represent only 1-2% of the world’s 1.25 million seafarers. However, in the cruise line sector, they represent 17-18% of the workforce. 94% of women are employed on passenger ships (with 68% on ferries and 26% on cruise ships) and 6% are employed on cargo vessels (i.e., container ships, oil tankers, etc.). As for jobs, there are women shipmasters and chief engineers, as well as other officers. However, generally, women are working as hotel staff on passenger ships. Of this latter group, 51.2% of women at sea come from OECD countries, 23.6% from Eastern Europe, 9.8% from Latin America and Africa, 13.7% from the Far East, and 1.7% from south Asia and the Middle East.

Concerning getting the training to go to sea, there does not appear to be a great problem overall. In fact, many maritime training institutions are actively encouraging women to enroll. Once on board vessels, women often experience problems in being initially accepted, sometimes having to “prove them”. However, over time they are usually able to integrate themselves into crews,

and become accepted and appreciated by their colleagues. Sexual harassment is a reality for many women at sea. This can range from persistent verbal harassment and inappropriate comments, to physical assault. However, cruise-sector companies which have established high-profile sexual harassment policies seemed to have been able to reduce the number of incidents of harassment, and to encourage women to seek company support in such situations. There seems to be less attention to these matters in the cargo sector.

However, seafarers' trade unions' female membership is higher, at around six per cent, participants were told. There are over 23 000 women seafarers in the ITF, with much of this figure being accounted for by unions with members in the cruise and ferry sectors. The seafarers-women are called for greater attention to be paid to issues such as job prospects and discrimination, for new guidance on bullying and harassment, and for unions to improve pregnancy and maternity provisions.

5.3 Protection and care of women seafarers

ITF-approved agreements for merchant vessels stipulate that pregnant seafarers:

- ✓ Must be repatriated at the cost of the company
- ✓ Must receive two months' full pay in compensation

The timing of the repatriation may vary depending on where you work and your stage of pregnancy. Where the ship is trading coastally, or where a doctor is on board, it is generally safer for pregnant women to work later into a pregnancy - in Britain, up to 28 weeks. However, if working on deep sea vessels or very high speed craft, the risks need to be assessed carefully. Pregnancy should never be treated as a disciplinary offence. Pregnancy testing before you are employed may violate International Labour Organization Convention 183.

Women can face discrimination even getting into seafaring work. In some countries, for example, maritime education and training institutions are not allowed to recruit women to nautical courses. Women tend to enrol on navigation rather than engineering courses.

Even once trained, they may have to face prejudice from ship owners who won't employ women. Once employed, women seafarers may also face lower pay even though they are doing work equivalent to that of male colleagues. Women may also be denied the facilities or equipment available to male workers, which is a form of discrimination.



Box 4: Life Living on Board a Ship. What is it Actually Like for a Woman?

I can answer this question from two perspectives. Life for a woman working on a deep sea trading ship and life as a woman working for Inter Islander on the Ferries. Both perspectives are from my own personal views. Women bring a unique touch into the maritime industry. I haven't worked with only a couple of women in my sea career so from what I have been told women bring a variety of competence to their job, pay a lot of attention to the finest details and they are highly reliable officers. The presence of even just one woman on board on a ship has proven to have an influence on the behaviour of the other 17 male crew members. Enthusiasm for their job is just one of the many keys to enjoyment. There will come a day when women will be accepted into the maritime industry on the same level as males, as shown in the increase in women seafarers, this is looking promising for the near future. When this world eliminates all gender discrimination and all associated hurdles, we will hopefully be able to see more of women employed and promoted in the maritime industry. On deep sea voyages you get a lot of time to yourself to think about your life and things that you want to do in the future. Have the opportunity to watch sun rises and sun sets every day from your workplace and even from your cabin window. On coastal voyages you are surrounded by glorious coastline and sea life and not to mention opportunities to go ashore and sight see. Working on the Inter Islander Ferries you work full time for 7 days and then get 7 days off afterwards. Talk about a great deal, equal time on time off. The ships cruise

the glorious Queen Charlotte sounds and at the end of your week on board you can choose whether you get off the ship in Wellington or Picton to travel the south island” .

Source: Meg’s Blog „Young Woman Seafarer” (Australia),
<http://captain-megs.blogspot.com/>

In an October 2003 press release³², the UN International Labour Organization said a new study of women at sea “paints a grim picture of the struggle faced by women to gain employment and advancement but says women represent a potential resource for the industry.” The study highlights a need for policies that address issues related to sexual harassment, menstruation, pregnancy, contraception, maternity, and sexual and general medical health, the release said. While some ship owners, managers and trainers of women are positive about their performance, women often still face intolerance and harassment, the release added. Researchers examined regional variations of women at sea such as the fact that in some Scandinavian countries women make up more than 10% of the seafaring workforce, while their numbers in other European countries “are negligible”. As the ILO said that Countries belonging to the Organization for Economic Cooperation and Development (OECD) provide the largest pro-portion of women employed on cruise ships, 51.2%; followed by Eastern Europe, 23.6%; the Far East, 13.7%; Latin America and Africa, 9.8%; and South Asia and the Middle East 1.7%. The labour agency stated that only 7% of women seafarers are officers compared to 42% of their male counter parts. However, it said, the number of women students at the World Maritime University (WMU) has risen to 21% of the university’s population compared to 8% in 1995.

5.4 Challenge and opportunity for „shortage” of maritime professionals

On a more positive note, the study reveals significant progress in training policies over recent years. The ILO study is based on a survey commissioned by the ILO following the resolution concerning women seafarers adopted by the 29th session of the ILO/IMO Joint Maritime Commission, 22-26 January 2001, in Geneva. The Resolution called for a more active role to be taken in

promoting the integration of women in the industry. As a follow-up to the Resolution, the study identifies good practice and recommends measures that may further help the integration of women into shipboard communities.

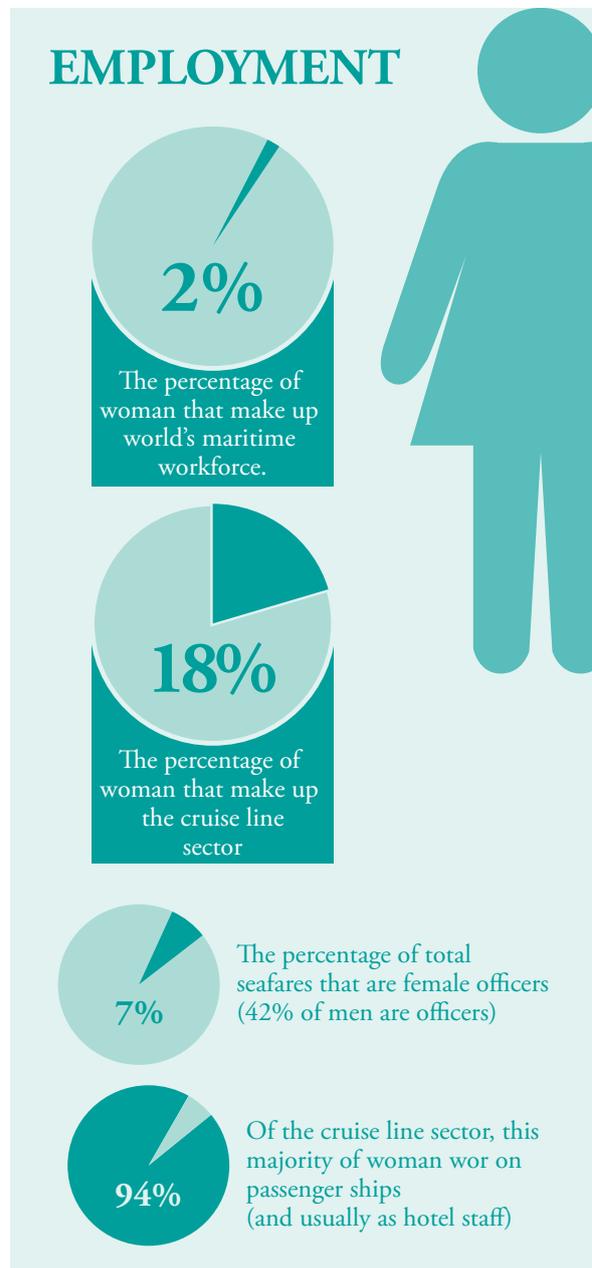


Figure 5: Women at sea: is there a gender gap?
Source: CrewToo, The Home of Seafarers³³

³² “New ILO book attracts attention on women seafarers”, ILO Press Release, October 2003. Retrieved at 29.09.2013. http://www.ilo.org/global/about-the-ilo/media-centre/press-releases/WCMS_005293/lang-en/index.htm

³³ Women at sea: is there a gender gap? CrewToo. The Home of Seafarers. Retrieved at 30.09.2013. http://www.crewtoo.com/wp-content/uploads/2013/05/women_infographic1-1024x818.png

Outside Europe figures also vary: women make up 1.1% Brazil's seafarers, and 5% of Indonesia's. According to Fairplay in 1998, India reported only three women out of 43 000 registered seafarers; by the end of 2002 there were twelve. In the Philippines, the largest supplier of seafarers to the world merchant fleet, only 225 women out of 230 000 seafarers appear on the international seafarers' register for 1983-1990. The bulk of women seafarers are concentrated in the hotel personnel of cruise ships, and these are mostly in rating grades. Only 7 percent of women seafarers are officers and the rest (93%) are ratings (**Figure 5**). By comparison, 42% of male seafarers are officers and 58% are ratings. And there are further anomalies in seafarers' employment. Currently, OECD countries recruit the largest proportion of women employed on cruise ships (51.2%), followed by Eastern Europe (23.6%), the Far East (13.7%), Latin America and Africa (9.8%) and South Asia and the Middle East (1.7%). On the other hand, most male seafarers are recruited from the Far East (29.1%), followed by 23.3% from OECD countries, 17.8% from Latin America and Africa, 12.3% from Eastern Europe, 7.5% from South Asia and the Middle East.

The research „Women seafarers“³⁴ commissioned by the International Labour Office following the resolution concerning women seafarers adopted by the 29th Session of the Joint Maritime Commission focuses on the participation level of women in the industry; policies concerning women's maternity and employment rights; and women seafarers' experiences with regards to their recruitment, training and maternity leave as well as work an life at sea generally. The research looks at the historical background and the contemporary context concerning the employment of women at sea. Although women have participated in seafaring for some time, the employment of women in merchant shipping in relatively large number is a new phenomenon, dating only from the 1990s (Creighton and Norling, 1996;³⁵ Stanley, 1987³⁶). Since the late 1970s, the United Nations has been promoting women's employment and the integration of women into all levels of political, economic and social development. In line with this, the International Maritime Organization produced a strategy for integrating women into the maritime sector in 1988,

34 Belcher, P., Sampson, H., Thomas, M., Veiga, J., Zhao, M. (2003) Women seafarers. Global employment policies and practices. Geneva: International Labour Office.

35 Creighton, S.M., Norling, L. (1996) Iron men, wooden women: Gender and seafaring in the Atlantic world, 1700-1920. Baltimore: Johns Hopkins University Press

36 Stanley, J. (1987) Women at sea. Liverpool: c/o 23, Nazervy Avenue, Crosby.

when it began to implement its Women in Development (WID) program, concentrating on equal access to maritime training through both mainstream programs and gender-specific projects (IMO, 1988;³⁷ 1992;³⁸ 1997³⁹). One of the immediate impacts of the program has been the rise in the percentage of women students taking part in the highest level of maritime training.

Regarding the final report 2010 of European Commission's Directorate-General for mobility and transport „Study of EU Seafarers Employment“⁴⁰ women in Scandinavian countries make up more than 10% of the seafaring workforce, 8,3% in the UK, 4,2% in Germany, when figures for other European countries are negligible. The ILO survey highlighted that women seafarers were concentrated in hotel personnel on passenger ships. Above figures certainly reflect employment in EU and Norway on passenger vessels, mostly ferries. Numbers of women officers or ratings in other departments remains negligible, although the number of women in the maritime schools has increased over these past years. Compared with figures of 2003, the 2010 results remain disappointing although efforts have been made during these past years by both ship-owners and unions to attract young women towards sea careers. Bulgaria, Germany, Lithuania, Norway, Sweden, UK provided information in national statistics on women employment, from which the two below tables were drawn up. The first one (**Table 2**) shows the percentage of women employment on the total of seafarers, by department.

Table 2: The percentage of women employment on the total of seafarers

%	Deck	Engine	Catering
Officers	26,85	7,47	65,68
Ratings	5,98	0,65	93,17

Source: EC Directorate-General for mobility and transport (2010)

37 International Maritime Organisation (IMO) (1988) Strategy for the integration of women in the maritime sector. London

38 International Maritime Organisation (IMO) (1992) 1992-1996 Medium-term plan for the integration of women in the maritime sector. London

39 International Maritime Organisation (IMO) (1997) Action programme for equal opportunities and advancement of women in the maritime sector. London

40 Sulpice, G. „Study of EU Seafarers Employment. Final Report.“ European Commission, Directorate-General for mobility and transport, Directorate C – Maritime transport, MOVE/C1/2010/148/SI2.588190, May 2011. Retrieved at 30.09.2013. <http://ec.europa.eu/transport/modes/maritime/studies/doc/2011-05-20-seafarers-employment.pdf>

The second (**Table 3**) shows the repartition by department of the total of women seafarers:

Table 3: The repartition by department of the total of women seafarers

%	Deck	Engine	Catering	Total
Officers	1,07	0,28	33,26	1,75
Ratings	1,85	0,32	35,28	14,91

Source: EC Directorate-General for mobility and transport (2010)

Much like in the engineering/technology industries⁴¹, women only make up a fraction of the entire sector. The reasons behind this large divide have always been debated, but if the statistics above are anything to go by, that is, the majority of women finding jobs on passenger ships, it would seem that they are being pushed towards the roles that are more traditionally felt to belong to women (i.e. caretaking). Of course, there are other reasons that might be keeping women off deck. Sexual harassment has long been an issue that requires immediate attention. While the cruise sector has strict policies that have helped to reduce the number of sexual harassment incidents, the cargo sector (a sector that is missing women) seems to have given the issue less attention⁴².

In her book “Sweatships: What It’s Really Like to Work On Board Cruise Ships”⁴³, author Celia Mather wrote that the number of sexual harassment cases could be even higher than they are as women are afraid to report such incidents for fear of dismissal. Similarly, maternity benefits is another concern as women who get pregnant without the same benefits that are usually expected may face immediate termination⁴⁴. “Sweatships: What It’s Really Like to Work on Board Cruise Ships” is part of War on Want (WOW) and ITF’s campaign to improve cruise ship workers living and working conditions. WOW and ITF launched the campaign because of mounting

41 Myers, J. „Why more women aren’t becoming engineers”. The Globe and Mail. 10.11.2010. Retrieved at 30.09.2013. <http://www.theglobeandmail.com/report-on-business/careers/career-advice/why-more-women-arent-becoming-engineers/article1216432/>

42 “Women seafarers: Fighting against the tide? As on land, so by sea: Women join the ranks of seafarers”. DCOMM, World of Work Magazine No. 49, December 2003. Retrieved at 30.09.2013. http://www.ilo.org/global/publications/magazines-and-journals/world-of-work-magazine/articles/WCMS_081322/lang--en/index.htm

43 Mather, C. “Sweatships: What It’s Really Like to Work On Board Cruise Ships”, War on Want and ITF, London, 2002.

44 “Tough Struggle at Sea”. The Business Times, 30 September 2003. Retrieved at 30.09.2013. <http://yaleglobal.yale.edu/content/tough-struggle-sea>

complaints from mistreated cruise ship workers.⁴⁵ Still, despite all the road blocks that women face to join the seafaring world, there are some groups that are trying to bridge the gap.

5.5 Latvian women - seafarers

Since 2003, women are being admitted at the Latvian Maritime education institutions to any number. Until 2003 the female enrolment was limited - no more than 15%. This restriction is lifted as part of Latvia becoming a Member State of the European Union and therefore amendments to the law on women’s equality. To examine the changes in the number of Latvian Maritime Academy students, women in particular, information on the number of students, including number of women students in the time period 2001-2013 has been analyzed (**Table 4**).

Table 4: Full time students – women at LMA (2001-2013)

Academic year	Total of students	Women students	%
2001/2002	486	32	7%
2002/2003	490	33	7%
2003/2004	507	35	7%
2004/2005	441	37	8%
2005/2006	371	42	11%
2006/2007	395	57	14%
2007/2008	412	63	15%
2008/2009	336	60	18%
2009/2010	520	102	20%
2010/2011	580	121	21%
2011/2012	658	131	20%
2012/2013	718	140	19%
2013/2014	712	147	21%

Source: Latvian Maritime Academy

Summarizing the data from the table, it is concluded that the number of women in the total number of students until 2003 was similar. As the restrictions of admittance were cancelled, the number of women willing to obtain a maritime specialty has increased year by year. These former constraints have shown that the possibility for women in Latvia to acquire a marine was substantially

45 Gaboury, F. „Report takes aim at sweatships”, People’s World, February 7 2003. Retrieved at 30.09.2013. <http://www.peoplesworld.org/report-takes-aim-at-sweatships/>

limited⁴⁶.

Table 5: Number of LMA students on study programs 2011/2012

Study programs	Total	Men	Women	%
Maritime transport -Craft	337	289	48	14,24
Maritime transport-Ship's Mechanics	134	133	1	0,75
Maritime transport-Ship's Electrical Officer	67	66	1	1,49
Maritime transport - Master degree program	30	20	10	33,33
Total:	568	508	60	10,56

Source: Latvian Maritime Academy

Table 6: Employment of women on the ship's board, Latvia, 2012

Groups of seafarers	Women	%
Senior managers of ships	3	0,60%
The operating level of ship leaders	20	3,90%
Ship operating personnel	469	92,50%
Deck rating	13	2,60%
Inland fleet seafarers qualification	2	0,40%
Total:	507	100,00%

Source: Maritime Administration of Latvia, Conventional monitoring department

As of January 1, 2012 women make up about 4% of the total number of active Latvian seafarers. According to the data of Maritime Administration of Latvia about 507 women are employed for the time being. Compared to January 2005 the number of women has increased by about 100 people, or 25%. However, the number of change has mainly affected only on group of women - women who work as ship operating personnel (hostesses, cooks). Further it should be noted that since 2005 the number of women who have obtained qualifications as the operating level ship leaders has increased. The highest proportion of women is in the ship operating staff – about 33%. The proportion of women in the group of senior managers of ships is below 1%.

Gender equality is directly related to an ambiguous question which was asked to LMA female workers and students: why young women choose to study this profession? An important place in the general occupational health and safety requirements is reserved for a woman's

health, especially if she is an expectant mother. In the maritime field this question is more complicated, because any operation of the ship is heavily regulated, often the crew has to spend even half of the year on the ship. The ship's captain often must make complex decisions, of which is dependent the existence of all the crew.

5.6 Survey in LMA – independent opinion of students about gender question in maritime industry

Latvian Marine Academy conducted interviews with female students and workers who are graduates of LMA. All of these women have been through and internship at sea and thus were able to answer questions both on the study programs, working conditions at the academy and experience as interns from the gender equality perspective.

Interviewees were asked the following questions:

- What is the work environment at LMA compared with any potential occupational risks in the maritime sector?
- Will the knowledge of maritime safety acquired during your studies be use full in practice?
- Have you ever had to use the acquired knowledge on occupational health and safety in practice?
- Your views on gender equality in relation to young women in the maritime field?
- Your thoughts on the simulation exercises for emergency situation studies – is there any need for it during the study process?

The students assess the learning environment positively: "Working conditions and the environment at LMA is like a profession - serious, strict procedures and specific responsibilities. In the maritime sector, every day is a big responsibility and risk relating to lives." While evaluating the experience during internship, a port management program student judges: "In a potential work environment it might be a little more dangerous because of the port machinery, its technical condition of wear and tear." During an analysis of the working conditions at sea, a student after a period of internship at sea shares the following point of view: "I think the work environment conditions on the ground are not comparable with those at sea." Another student says: "The difference between the working environment and the conditions at the academy to risks at sea is immeasurable. In my opinion, LMA covers little practical training. Although I understand that the academy cannot be turned into a real work

⁴⁶ Šķinuma, A. Darbā uz kuģa sieviešu piesaistīšana, statistika un perspektīvas. Referāts. Latvijas jūras akadēmija, Rīga, 2012.

environment that would be similar to the one on board.”

While responding to questions on work safety, the students appreciate this subject and its content, but there is also concern that the real emergency situations and daily life on board will also require more of other knowledge. One student says, “It’s good that work safety is taught, but as long as the ship has not been visited, it is hard to understand it. On board you face the real work environment in which you begin to realize the seriousness of the matter.” Another student remembers a stressful situation during her internship: “Yes, there was need to use the knowledge about work safety, but in reality, when you climb on board, it seems that you are like a completely blank page, and that you do not remember anything. As time passes, you slowly start to realize how and what to do.”

On the questions concerning gender equality in the maritime field the majority of respondents (65%) replied that the attitudes towards them are very different, even negative. For example: “I’ve heard some troubling comments directed at women in the maritime sector, but I myself have never been a subject to any.” In turn another student who sought internship on board had experience that from 52 different recruitment agencies, only 5 companies hired women.

Evaluating the universities and state influence on career choices for girls in the maritime field there has also been some negative evaluations: “This is a very controversial issue for the society to deal with. Others claim that there is in fact equality of the sexes, but it is much more difficult for women to find a job on board. I have heard opinions that a female on board is an ill fortune. That she splits the whole team up! Everybody thinks that a female is less familiar with the technical side of things and if she is still young, then all the more. Therefore, I would say that this question is difficult to be assessed seeing as young women employment on board leaves a clear impact on the country’s demographics. The state certainly will not do anything to change this perception of women on board. “The universities view on women seafarers include both positive statements, as well as a sharp reply, made by an anonymous person in the questionnaire: “No equality - women are considered unnecessary at sea, and that is how we get treated. Also, many teachers do not like it when a woman wants to become a seafarer.

Addressing the respondents on the emergency simulation exercises, evaluation was positive (90%): “It should provide information about what to do in a situation where a woman encounters the following problem - an action plan to turn to.” Another similar view: “The simulation

allows us to understand ourselves, our behaviour in a stressful situation, how to adjust our actions to act promptly and adequately in case of a real accident.”

Conclusions: In the result of qualitative analysis of the interviews it was found that gender inequality in the maritime field is still a severe problem. An impression is left by the legacy of the past and the prejudices of disparaging the role of women, as it is believed that a woman on board is ill luck. On the basis of such thought is of course the attitude of society as a whole. The female parent mission is even more difficult while away at sea away from home. In addition there is the psychological pressure of isolated space if the woman has to face the challenge of any provocations by male colleagues, even possibly defend themselves from physical abuse. Although it was not mentioned during any interviews that the girls would have encountered any of the above mentioned during their internships, their intonation and the discomposure of what has been heard from others reveal their hidden anxieties about the next possible job at sea. Working conditions in ports where most find their future job are not the safe stand most comfortable - the equipment is out dated and not suitable in regard of work safety. A person must be extremely motivated to continue their studies after internships at ports or sea and become a professional in the maritime industry. This is an opportunity for the educational institutions to work closely with recruitment agencies and career professionals to strengthen the motivation and belief that women also have the potential to make a significant contribution to the maritime sector’s development.

6 Skills Forecasting & Anticipation

“Students should do everything, including motivating them-selves. They have to give it their best shot. Don’t settle for the second best. Try to be the best always. If you will do all these things, this profession becomes easy. In this profession, there is no glorious moment than the first day that you as-sum the position of the master,”

Capt. Jessie Martinez, the president of Global Training Systems Phils., Inc.

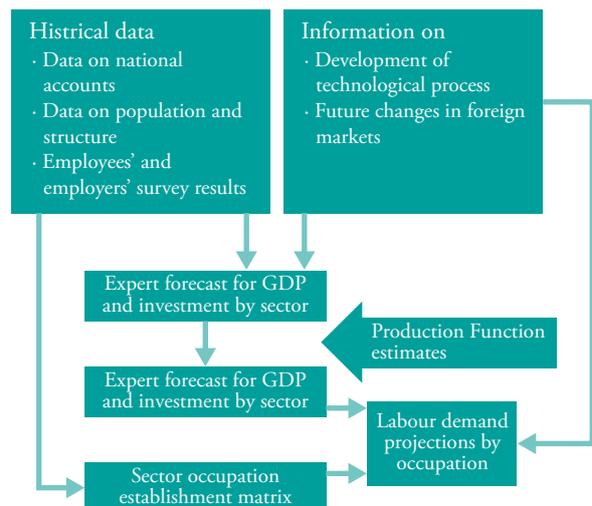
The Ministry of Welfare of Latvia is the lead institution dealing with labour market research in Latvia. A crucial effect to the further development of research on the subject was given once joining the European Union, above all mentioning the many funds and programs of the European Union. In general three large-scale labour market research units of the Ministry of Welfare of Latvia can be highlighted: (1) Project “Research of the Ministry of Welfare”³²; (2) Various labour market research on the labour situation of state and region magnitude along with research on certain social groups in the labour market; (3) the European Commission’s EQUAL Initiative studies carried out within the context of the labour market.

6.1 Labour market forecast methodology

In context of the methodology the study “Detailed Study of the Labour Force and the Labour Market in Sectors

of National Economy” is of particular significance. During the study, using the econometric methods on labour market forecasting, the labour supply and demand potential inconsistencies were calculated for over 120 occupations and 37 aggregated occupational groups for the time period of 2007-2030. A labour demand forecasting methodology was developed for the forecasting process. It was based on exploiting new production function (see **Figure 6**).

Figure 6: Labour demand forecasting methodology framework



Source: “Detailed Study of the Labour Force and the Labour Market in Sectors of National Economy”, Ministry of Welfare of Latvia

32 Welfare Ministry of Latvia, homepage <http://www.lm.gov.lv>

During the study medium-term and long-term forecasting models of labour supply and demand were developed - dynamic optimization model (DOM) and MS Excel model. Forecasts of labour force demand and supply were prepared on sections of economic sectors and occupational groups for the time period until year 2020 for the MS Excel model and year 2030 for the DOM model.

The Ministry of Economy evaluated the research results and concluded that to continue the use of this labour market forecasting instrument a significant improvement in performance is necessary. Since 2008, the Ministry of Economy annually updates³³ the medium-term labour market forecasts and gradually continues to update the forecasting instruments developed during the above mentioned study of the Ministry of Welfare, thus eliminating the weaknesses identified. The medium-term labour market forecasting model of the Ministry of Economics is based on DOM logical structure, which consists of three basic modules: society module, the economic development module and the labour market module (**Figure 7**).

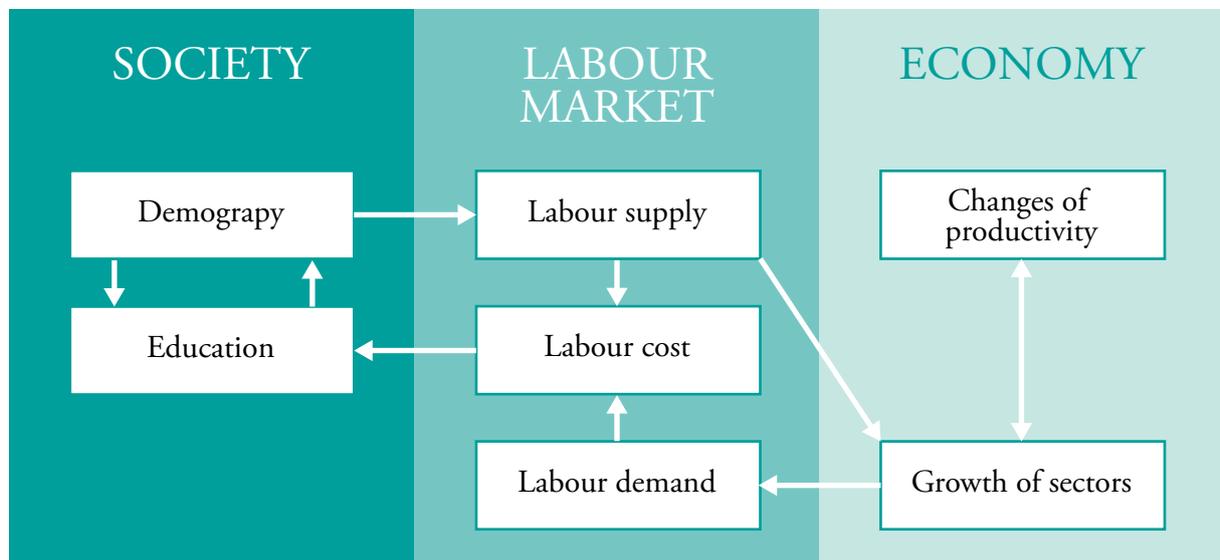
Year 2012/2013 European Social Fund Operational Programme “Human Resources and Employment” project “Labour market research methodology for the study and improvement of the preparation of research” short-term labour market forecast for the first six months of 2013 draw conclusions through the information derived during the three phases of the study - survey of employers, industry associations survey and the interviews of social partners. Results of labour market forecasting model designed by the same researchers from 2687 valid interviews were also used.

As a result, the State Employment Agency assessed forecast data on the Latvian labour market for year 2013-2014. These short-term forecasts foresee the largest increase in demand for labour on such groups of occupations:

2. Main group of occupations (professionals),
3. Main group of occupations (specialists),
5. Main group of occupations (service and sales workers),
7. Main group of occupations (skilled/qualified workers),
8. Main group of occupations (machine operators and assemblers).

Figure 7: DOM model and modular structure interaction.

Source: Informative report on forecasts of labour supply and demand medium-term compliance, Ministry of Economy of Latvia¹⁸



³³ Informative report on forecasts of labour supply and demand medium-term compliance. (2009), Ministry of Economy of Latvia. Retrieved at 30.09.2013.<http://www.em.gov.lv>

These basic types include a range of professions represented in the maritime sector - Ship building and Mechanical Engineers (group 2144); Seamen, Ship engineers (group 2149); Engineers (group 3151); Ship managers, Captains and Pilots (group 3152); Ship Stewards (group 5111); Ships Repair and Welders (group 7214); Ship sailors, the Boatswain, Enginemen and other Board Workers (group 8350). Since the study combines data from the sub-sector under the “Transport, communications, warehousing, procurement, distribution, logistics industry”, this short-term labour market forecast cannot be considered an accurate reflection of the real situation in the maritime industry, but outlines a general trend in the transport sector.

6.2 Forecast methodology for maritime cluster

According to BIMCO (Baltic and International Maritime Council) the supply data is based on the number of seafarers holding STCW certificates. BIMCO states that while demand for ratings is more or less balanced in the same time there are still some shortages for officers. IMO places emphasis that the global pool of competent and efficient seafarers is prerequisite to meet future demand which will give possibility to present seafaring to younger generations as a viable career choice. While the term ‘shortage’ is widely used it is important to understand that the difference between demand and supply figures is calculated by comparing results of two different approaches. The demand figures are calculated mainly by modelling the world’s ship stock in terms of ship type, size range, vintage and registry in order to calculate the number of officers and ratings that are required for safe operation of these vessels. The supply figures are estimates and based on information provided by different sources such as questionnaires, data from administrations, education institutions and others (Glen, K.)³⁴.

Organizations apply various methods therefore it is common to see different figures provided from different sources. In reality, the amount of details recorded varies therefore the precise figures are difficult to achieve. The main reasons are the globalized nature of the shipping industry and its flexibility, including temporary employment which has become increasingly common³⁵. Task Force on maritime employment and

competitiveness of European Commission³⁶ states that it is clear that detailed data on maritime employment is scarce, sometimes outdated and often not reliable. In their report about employment of EU seafarers they tried to collect available information from various sources to have picture on the EU seafarers.

The shortage of seafarers for EU maritime sectors has additional scope as the seafarers and especially merchant marine officers’ play recognized role not only for shipping sector but also for other maritime sectors (marine services, shipbuilding, port services etc.) where they experience and skills are viewed as sustainable input factor for the development of those industries. This view is supported in K. Mitroussi³⁷ analysis about challenges and opportunities for seafarers’ employment.

According M. Magramo and L. Gellada³⁸ from John B. Lacson Foundation Maritime University, Iloilo City, Philippines, it was found out that in other countries especially in OECD or highly industrialized countries, the youth today are no longer interested in the seafaring profession. Working on board ships is becoming less attractive for students coming out of the schools and colleges. This study also looked into the perceptions and opinions of the practitioners, the master mariners themselves who once also struggled in order to realize their dreams and aspirations in life. Thus, students aspiring to become officers and ultimately captains or master mariners must study hard, persevere and be disciplined to be able to overcome any problem along the way. For deck cadet Borja, a cadet, especially a scholar of the Norwegian Ship owners’ Association, must sacrifice a lot. “To whom much is given, much is expected” he further stressed. “The company is giving a scholarship grant and it is also expecting a good output from the scholars. To be an NSA cadet aspiring to be an officer, you really have to sacrifice and love the profession because if you love what you are doing, then it will be easy as though you are not working at all.”

Shortage of experienced and suitably qualified officers can be seen as starting with the first empirical research into the problem by Moreby and Springett’s “Critical

34 Glen, D. What do we know about the labour market for seafarers? Marine Policy, Vol. 32, 2008, pp. 845-855

35 Study on EU Seafarers Employment. European Commission, 2011.

36 Report of the Task Force on Maritime Employment and Competitiveness and Policy. European Commission, 2011.

37 Mitroussi, K. Employment of seafarers in the EU context: challenges and opportunities. Marine Policy, Vol. 32 (6), 2008, pp. 1043-1049.

38 Magramo, M., Gellada, L. “A Noble Profession Called Seafaring: the Making of an Officer”, Journal Vol. 3 No. - December 2009

Levels³⁹ study. Close to follow was the work carried out at the University of Warwick, on behalf of, among others the ISF and BIMCO.

In the 2009 study, ECORYS has estimated an evolution of the number of ships engaged in Intercommunity traffics, based on the freight forecast and including estimation of the growing of ships size. This estimation shows for the year 2018 a strong increasing of containers ships, from 460 to more than 600, but a slight decreasing of passenger ship (less 87) and ro-ro ships (less 65). In term of employment, these forecast changes will probably have a negative impact for ratings.

According the latest report (April 2013) of British institutions Lloyd's Register, QinetiQ and the University of Strathclyde „Global Marine Trends 2030⁴⁰”, seaborne trade will increase from 9 billion tones annually to between 19–24 billion tones in 2030. China would own a quarter of the merchant fleet, growing from 15% in 2010 to 19–24% in 2030. China could triple its oil demand. Containership share will rise from 18.3% in 2010 to 20.5–27.3% in 2030. When it comes to shipbuilding China is poised to smash home its advantage, claims the study, more than doubling its output. China will be market place for maritime trade.

6.3 Skill needs for maritime labour market

The British Chamber of Shipping Report, “Britain's Maritime Skills⁴¹” made some projected estimates for the future of the numbers of officers, both ashore and at sea. This has been recently updated by a report “United Kingdom Seafarers Analysis 2006⁴²” conducted for the Department of Transport, which has alarming indications for availability of maritime skill base in the future.

Other articles such as “Employment of seafarers in the

EU context: Challenges and opportunities⁴³ explore challenges that can be seen to have a negative effect on the employment of EU seafarers and examine forces that can be regarded as opportunities for the seafaring profession in the EU. In article „A method for estimating world maritime employment” written by Li and Wonham⁴⁴ authors establishes a method to estimate maritime labour worldwide. Even this article tackles the issues of the pool of seafarers it doesn't discuss the contribution of maritime education and capability of maritime system to supply labour required on ships. The latest maritime employment report (February 2013) from international specialist recruiter, Faststream, puts into sharp focus a gap that exists between perception and reality across the industry. Faststream's report says that, not surprisingly, seafarers seeking a shore career tend to focus on the traditional and more accessible roles such as superintendent, fleet manager and harbour master. They perceive the “more remote” professions of law or insurance to be out of reach, despite a large proportion of their shore based colleagues stating the importance of having a seafarer in the office.

Importance of maritime education system depends on its capacity to supply maritime industry with people meeting industry needs. Maritime education is economically viable only if sufficient demand (or critical mass) exists due to large fixed costs, but once in-place it can service a large number and wide range of actors. Not only seafarers can be educated in maritime training institutions but also port personnel and others whose employment and therefore educational background is linked with ships, shipping etc. The demand for seafarers' maritime education can be viewed as international even if it is related to demand for seafarers of particular country as the education system is local and in line with countries' education system. As the maritime education supplies local and global seafarers' pool at the same time it is important to determine factors which are linked with maritime education system and influences graduates in the seafarers' pool.

Seamen Registry of Maritime Administration of Latvia maintain seafarers' database of Latvian seafarers with entries about the seafarers their education, qualification, seagoing services and other data required for certification according requirements of STCW Convention.

39 Moreby, D. H., Springett, P. „United Kingdom Shipping Industry: Critical Levels Study”, British Maritime Charitable Foundation,(April 1990)

40 “Global Marine Trends 2030”, British institutions Lloyd's Register, QinetiQ and the University of Strathclyde, April 2013. Retrieved at 30.09.2013. <http://www.lr.org/sectors/marine/GTC/gmt2030.aspx>

41 Britain's maritime skills: an audit. London: Chamber of Shipping, 1997

42 Glen, D. United Kingdom Seafarers Analysis 2006. London Metropolitan University, 2007

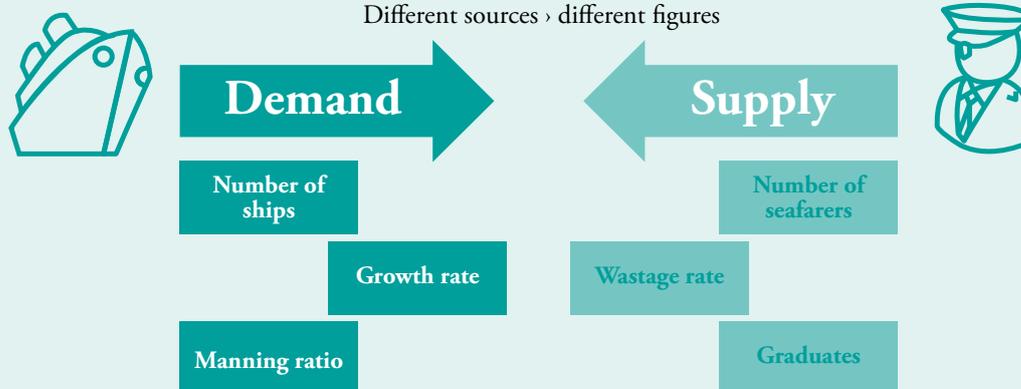
43 Mitroussi, K. Employment of seafarers in the EU context: challenges and opportunities. Marine Policy, Vol. 32 (6), 2008, pp. 1043-1049.

44 Li, K., Wonham, J. A method for estimating world maritime employment. Transportation Research Part E 35, 1999, pp. 183-189.

Box 5: What We Understand Under “Shortage of Seafarers”?

Shortage of seafarers?

Different sources › different figures



Source	Supply	Demand	Gap
BIMCO/ISF	624.062	636.543	-12.481
DREWRY	532.400	562.200	-29.800

Source: Gailitis, R., Seamen Registry of Maritime Administration of Latvia (2013)

Although the main purpose of the database is to serve for certification of seafarers it gives possibility to look on the historical development of seafarers' education and training system in Latvia.

Maritime education system provides the entrants for active pool and main parameters of maritime education system are qualification gained in educational process and number of graduates. Most of the persons join the pool at age 20-29 years as most persons graduate from maritime education institutions within this age range. The relative number is increasing till age group 25–29 years when it reaches highest value. Also retirement age can be derived from age structure of seafarers and considered at age 60-64 years as there is drop by 4% comparing with age group 55-59 years. Only 2% of seafarers are represented in age group over 65 years.

Table 7: Size and structure of seafarers' pool (2013)

Seafarers' groups	
1. Merchant fleet seafarers:	11,960
1.1. Deck department	5650
Officers	2500
Ratings	3150
1.2. Engine department:	4890
Officers	3040
Ratings	1850
1.3. Catering department (cooks, stewards)	1400
1. Inland fleet seafarers & personnel of fishing vessels	1010
Total number of seafarers	12,970

Source: R.Gailitis' calculations based on data obtained from Seamen Registry of Maritime Administration of Latvia

Composition of the pool of active Latvian seafarers is given in **Table 7**. 92% of seafarers are merchant fleet seafarers. 47% of them are classified as deck department seafarers, 41% are classified as engine department seafarers, but 12% are classified as catering departments' seafarers.

The base for the number of seafarers is taken by the number of valid documents of competence or qualifications such as certificates of competency or certificates of qualification. The validity period of endorsement or qualification document is five years, therefore it is assumed that if the endorsement is not revalidated seafarer leave the pool. The data about employment cannot provide complete picture of the active number of Latvian seafarers as approximately 10% of seafarers are employed directly or through foreign crewing companies, which are not obliged to provide data about employment to Latvian Seamen Registry. Also part of seafarers doesn't sail regularly, therefore it is difficult to assess employment data accuracy level and they are used as secondary indicator. The last valid certificates are taken as indicator in calculations showing the qualification as person can have two or more valid certificates on hand at the same time.

6.4 Analysis of graduates from Latvian maritime education institutions and their qualifications

The available data in time period from 1995-2012 is analyzed (**Figure 8**) to obtain data about graduates and maritime education institutions. As the maritime

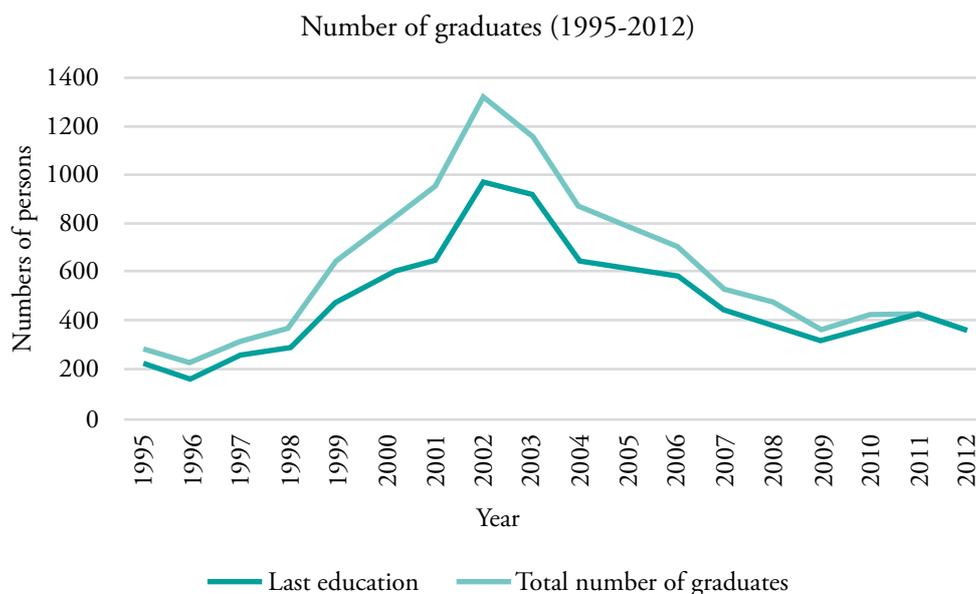
education system in this time period had experienced changes in structure, the maritime education institutions are divided in three main groups:

1. Latvian Maritime Academy (LMA) including branches such as college and maritime school;
2. Liepaja Maritime College (LMC) including maritime school;
3. Maritime educational and training centres (MET) who mainly provides further vocational educational programs for Deck and Engine Ratings, for example, private maritime college NOVICONTAS.

Graduates are persons who have obtained education during the considered time period, which qualifies them for particular professions such as Deck or Engine Officer, Deck or Engine Rating etc.

According to data of Seamen Registry of the Maritime Administration of Latvia, 53% of all graduates represent the Deck or Engine Officer programs. Most of these graduates come from Liepaja Maritime College (LMC). Approximately 35% of Deck and Engine Ratings also graduated from LMC; however those programs are not carried out in LMC anymore. Therefore those data reflect the historical contribution of this maritime educational institution, which contributed to the composition of active seafarers' pool. Not all graduates from those programs and institutions worked on board after graduation. Almost 80% percent of those graduates joined active seafarers' pool. This parameter differs comparing various educational programs and different maritime educational institutions. For example, the value for this parameter is higher if to compare the Deck and Engine

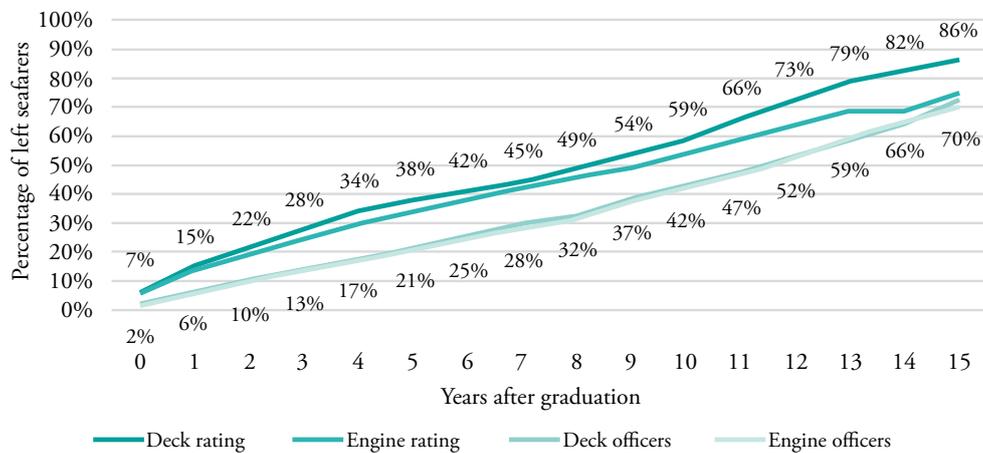
Figure 8: Number of graduates from Latvian maritime education institutions
Source: Seamen Registry of Maritime Administration of Latvia



There were 11000 entries about the persons and their graduation in database of Seaman Registry of the Maritime Administration of Latvia for the time period 1995-2012. The considerable increase from 1999–2004 with peak values in 2002 (**Figure 9**) is linked with high number of ratings obtaining their education. Each year part of graduates rejoins maritime education system to obtain other qualification or to continue their studies at different level. For example, 47% of graduates from LMA maritime school during 1995-2008 continued their studies.

Officers graduating from LMC with those graduating of LMA, but lower if comparing graduates from LMC Deck or Engine Rating programs with graduates from further vocational institutions. To obtain information about the dropout from active pool to shore industry the year after graduation is considered in combinations with number of persons leaving the pool in particular year after graduation from the last educational program. Only persons who have worked on board after graduation are included in particular analysis. Cumulative percentage shows that more ratings are leaving the pool than officers.

Figure 9: Cumulative percentage of leaving seafarers from active pool
 Source: Seamen Registry of Maritime Administration of Latvia



Therefore it can be concluded that ratings are more mobile switching from active seafarers' pool to shore industry comparing with officers. Cumulative percentage comparing deck ratings with engine ratings are higher for deck ratings while the cumulative percentage for officers are almost equal comparing deck and engine officers. On average 50% of ratings leave the active pool within 8.5 years while for officers this parameter can be considered as 11.5 years.

6.5 High school youth activities raising the need for maritime development

Compiling data on the current situation in the Latvian maritime labour market and comparing it to the acute global demand for marine officers and engineers, it is necessary to highlight the need for a more active involvement of young people for work at sea and ashore. The European Union has initiated a series of research projects for policy makers and practitioners to seek solutions for this problem and raise the employment rate.

The project „The European Academic and Industry Network for Innovative Maritime Training, Education and R&D” (KNOWME)⁴⁵, funded by the EU's Seventh

Framework Program FP7/2007-2013, covers the main issues of the “Maritime Transport Strategy 2009-2018”, focusing on the human factor. A major concern is the growing lack of maritime professionals, especially qualified merchant marine officers. The objects of this project are to create and disseminate a modern ‘image of shipping’ which attracts young people for the seafaring professions and careers onshore within the maritime sector, as well as to enhance the attractiveness of seafaring and careers onshore within the maritime sector and also improve its competitiveness compared to other sectors. The results of research were presented on the Annual Conference of the International Association of Maritime Economists July 3-5, 2013 in Marseille, France. Researchers Arne Jensen, Rickard Bergqvist, Harald Hjelle and Maria Lekakou reported results obtained within the KNOWME Project “The image of shipping – perceptions of pupils in upper secondary schools in Sweden, Norway and Greece”.

This is the subject of a unique survey amongst more than 2000 pupils selected at random from general upper secondary schools in Sweden, Norway and Greece in the second half of their final school year. In general, two image dimensions seem to be more important than the rest: “Reward” (monetary compensation, job satisfaction, career advancement, and other physical, mental or social benefits associated with working in the shipping industry) and “Ships as a place of work and living” (integrated impression of working and living at the same restricted place on a ship involving working conditions,

⁴⁵ KNOWME presented at IAME 2013. Press release on project website. Retrieved at 30.09.2013. <http://www.know-me.org/view-all-news>

daily tasks, social life, leisure time, communicating with people ashore, and organizing family life). “Employer-employee relation” seems to be a source of concern for Greek pupils.

The Workforce Development Council of Seattle-King County⁴⁶, a nonprofit workforce “think tank” and grant-making organization whose mission is to support a strong economy and ensure the ability of each person to achieve self-sufficiency, plays a critical role in convening industry, education and labour leaders around industry workforce issues and finding solutions that meet business needs and get people jobs. The career maps are used by jobseekers and employers alike to connect – so that the skills of the workforce can more closely match the skills employers need, and so that everyone has the chance to gain those skills. Working at sea is not always easy. The question, of course, is whether the benefits outweigh the drawbacks. Sea-based careers offer:

- ✓ Great pay and benefits;
- ✓ Quick career advancement;
- ✓ Daily increase of knowledge and skills;
- ✓ Pride in accomplishment;
- ✓ Outdoor living;
- ✓ Fast friendships;
- ✓ Increased confidence and personal growth;
- ✓ Travel and adventure.

But there’s a tradeoff. As a mariner you may also experience:

- ✓ High-pressure work;
- ✓ Long hours;
- ✓ Close quarters;
- ✓ Heavy labour;
- ✓ Homesickness;
- ✓ Seasickness;
- ✓ Little room for error.

6.6 Surveys activities at LMA include the Project YOUTH4JOB

The authors have set several terms of reference in order to obtain the main objective of the study:

- ✓ Determine whether the potential maritime specialist has had any work experience directly on the sea

⁴⁶ The Workforce Development Council (2010). Map Your Career is an initiative of the Workforce Development Council of Seattle-King County. Retrieved at 01.10.2013 <http://www.mapyourcareer.org/maritime/life-at-sea.html>

before they initiate studies at LMA;

- ✓ Find out what methods are considered to be the best for choosing and finding future jobs;
- ✓ Find out what types of characteristics in professionals are currently needed in the maritime labour market of Latvia;
- ✓ Assess the extent to which the maritime education that can be currently attained meets the requirements and business needs of the maritime industry;
- ✓ Evaluate the positive and negative criteria specific to work on a ship;
- ✓ Suggest possible incentive measures for encouraging young professionals to choose to work in the maritime industry.

While researching youth employment aspects of the maritime industry, a survey of young people interested in the maritime field was conducted. The goal was to determine the current and future students of the Latvian Maritime Academy (LMA) opinions on the future profession they have chosen. Up to April 2013 a number of 70 LMA students were surveyed, which is 30% of the total number of students in LMA 2013 spring and autumn semester. Along with those 30% of LMA students, 70 people who are interested in studying at LMA were also surveyed.

Evaluating the completed questionnaire, a trend can be found that most of the LMA students who, before the commencement of studies have been employed, have established their work with the non-marine field.

Figure 10: Respondents’ employment before the commencement of studies

Source: created by authors of the basis of completed questionnaires

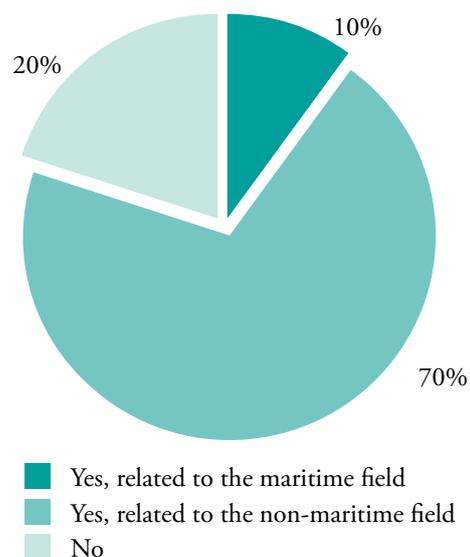


Figure 10 is reflected in proportion to the answers provided by the respondents.

Conclusion: A young person, who does not have a specific marine-related occupation, the required professional qualifications and who does not meet the qualification requirements and criteria necessary for a maritime profession before the start of the course, is a subject to the potential difficulty in finding a job in the maritime field. However, 10% of people surveyed who before the start of the study course have already been employed have indicated affiliation with maritime occupations in their questionnaires. But those that have not been employed at all - the total number of whom is about 90% of the respondents in the whole study - have not been in direct contact with the industry challenges. However, the survey results indicate that previous work experience is not a determining factor in the choice of study direction.

Table 8: Students' answers about qualities for a maritime employee

Qualities	Answers (%)
Responsibility, discipline	33%
Industry knowledge	20%
Mindedness	7%
Good communication	7%
Emotional stability	6%
Fitness	5%
Performance	5%
Integrity	4%
Reliability	4%
Self-confidence	3%
Strategic thinking	2%
Authoritarianism	2%
Tolerance	1%
Language skills	1%

Source: created by authors of the basis of completed questionnaires

Students (**Table 8**) and potential students (**Table 9**) as the most important qualities for a maritime employee indicate such characteristics as responsibility and discipline.

Table 9: Potential students' answers about qualities for a maritime employee

Qualities	Answers (%)
Responsibility, discipline	18%
Fitness	15%
Industry knowledge	12%
Courage	8%
Mindedness	8%
Patience	8%
Emotional stability	7%
Communicability	7%
Will power	4%
Performance	4%
Strategic Thinking	3%
Discipline	2%
Language skills	2%
Intelligence	2%

Source: created by authors of the basis of completed questionnaires

Also as one of the most important qualities respondents have pointed out the need to be informed about the regulatory requirements of the maritime industry.

Conclusion: Students who are already familiar with the nuances of the largest maritime professions in proportion to other human qualities rely on two characteristics - the ability to be accountable for their actions, discipline (33%) and the need to know the rules governing the sector (20%). Potential students who have not yet been involved with any labour relations in the maritime sector, recognize the before mentioned qualities as important by 18% and 12% volume. Potential students place physical fitness and courage significantly higher than the current students.

An unexpected trend found during the study could be the two groups of respondents estimating the importance of language skills very low.

Figure 11: Respondents' opinion about positive aspects for working in the maritime sector

Source: created by authors of the basis of completed questionnaires

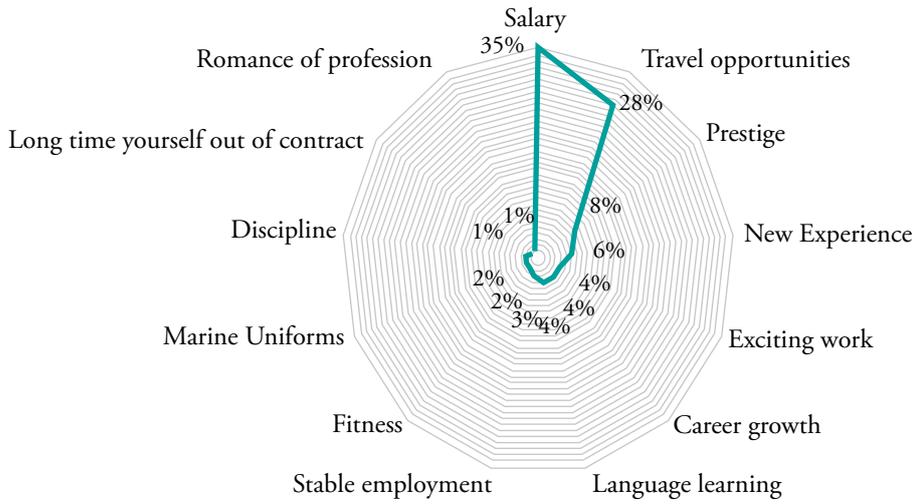


Figure 11 shows that potential students in their responses have overwhelmingly stressed the salary as a key motivating argument for working in the maritime sector. Slightly fewer respondents have identified opportunities to combine work with travelling.

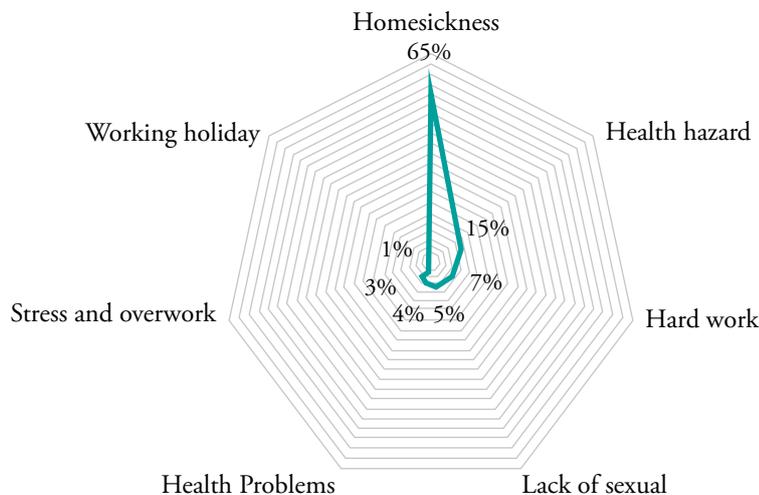
Conclusion: The material incentive in today's consumer society has become a key factor to be acquired while in the search for a profession and potential job choices. Criteria such as romance, job prestige, or others specified in the graph are considered to be much less significant in comparison with the possibility to obtain a decent salary for the work done.

Figure 12: Respondents' opinion about negative aspects for working in the maritime sector

Source: created by authors of the basis of completed questionnaires

An overwhelming majority of potential students as the most negative attribute to the work in the maritime sector have indicated long-term absence during a trip, which denies appropriate contact with relatives (**Figure 12**). A relatively small proportion indicates the hazards of the profession directly related to potential health problems. The respondents have pointed out the characteristic 'health problems' without reinforcing the concept of potential danger involved with a maritime profession. The contradiction is formed in the fact that only a few of those potential students surveyed have recognized good physical shape and fitness as one of the positive attributes of employment in the maritime sector.

Conclusion: Potential students offer diametrically opposing views in their answers. There is no single understanding of what should be considered a positive



or negative aspect for employment in the maritime professions.

Box 6: Facts & Data. Salaries in Maritime Cluster (in USD) (February, 2013)

Current salaries

Job title	Asia	Europa	USA
Charterer	\$ 153,113	\$ 121,246	\$ 141,444
Fleet Manager	\$ 120,613	\$ 129,786	\$ 130,887
Marine Surveyor	\$ 81,291	\$ 69,492	\$ 90,981
Shipbroker	\$ 98,325	\$ 78,298	\$ 90,981
Ship Operator	\$ 92,217	\$ 77,334	\$ 71,454
Technical Superintendent	\$ 98,175	\$ 97,896	\$ 110,287

Source: "Faststream Group", UK

Conclusions and Recommendations

The Maritime sector faces a problem of great interest in the sense that the offer of jobs is higher than the demand for training and specialization.

The motives of choosing profession of the great majority of young people were determined by economical (good salary, possibility to maintain family welfare, career possibilities and etc.), social (wish to acquire education, seafarer's work is responsible, seafarers are valued as specialists, seafarer's profession is one of the most perspective for those who live in seaside region and etc.) and psychological (seafarer's work seemed to be very interesting, dream to become a captain or chief mechanic and etc.) factors. Both external and internal factors predetermine the choice of seafarer's profession.

The conclusion can be done that maritime education and training institutions have to explain young people all merits of maritime profession and show possibility for them to find emotional attractiveness and realization of their interests if they choose to pursue a maritime profession.

The evidence suggests that companies need to be targeted by educational and advertising means in order to encourage them to offer greater number of cadet placements to women. The trade union and employer could take a leading role in promoting women's employment at sea, while training institutions should continue to approach employers and actively seek placement opportunities for their female cadets.

At the same time, the need to attract well-trained and qualified young people to go to sea could lead the way open for more young women to become seafarers. Shorter voyages and/or longer home leave, improved on board accommodation and facilities along with proper training will work in attracting more women to the profession. The benefits would be for all, regardless of gender.

In conclusion, the main pillars to bear in mind if continuing the labour market research in the maritime sector, noted by the Maritime Administration of Latvia at the international conference „Maritime Transport and Infrastructure” (2013):

- ✓ Shortage will remain topic for further discussions;
- ✓ Level of maritime educational program, number of persons continuing their education, number of persons leaving pool and dropout rate from active seafarers' pool influences the supply from maritime educational institutions;
- ✓ Career growth on board cannot be directly assigned for received maritime education and are influenced more by demand side than by supply side;
- ✓ In future additional data analysis is prerequisite to consider influence of external factors such as unemployment, average salary ashore in Latvia and other factors to provide data for supply model of Latvian seafarers.

“The port is the gateway to the EU transport network and hence the driving force for economic development. More cargo ships, cruise ships and ferries at our ports also mean more jobs for our people. As in many other sectors of the economy, the demand for port personnel changes rapidly and there is need to attract an increasing number of port workers. No port can function without a properly trained workforce and skilled workers. The European Commission estimates that by 2030, the ports will be set up to 165000 new jobs.”

The message from **Siim Kallas**, Commission Vice-President for Transport during his visit to Latvia in September 2013.

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