
MariFuture Article on Seafarers' Transferable Skills to Jobs Ashore

Co-ordinator:

Dr. Martin Ziarati

Professor Reza Ziarati

Co-ordinating Organisation:

Centre for Factories of the Future

Contributors:

George Tsouris (PEPEN)

Aris Chronopoulos (IDEC S.A.)

Tomas Gregoric (SPINAKE D.o.o.)

Martin Ziarati (C4FF)

Reza Ziarati (TUDEV)

Janusz Uriasz (OPR)

Heikki Koivisto (SAMK)

 Master and Mates Union of Greek Merchant Marine	 IDEC SA	 SPINAKER D.O.O.	
 Centre For Factories of the Future (C4FF)	 TUDEV Institute of Maritime Studies	 Osrodek Prac Rozwojowych (Centre for Development Works)	 Satakunnan Faculty of Technical and Maritime management

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

SAIL AHEAD Consortium

This Development Paper is a document which was part of the SAIL AHEAD project, financed with the EC funds in the domain of "Lifelong Learning Programme" managed by EACEA, number 510581-LLP-1-2010-1-EL-LEONARDO-LMP. The following partners are involved in the SAIL AHEAD project:

- PEPEN (Masters and Mates Union of the Greek Merchant Marine), Piraeus, Greece. Project coordinator (www.pepen.gr).

Kolokotroni 102-104
18535 Piraeus (Greece)
Tel. +30 2104118862
Fax +30 2104179251

- IDEC S.A., Piraeus, Greece (www.idec.gr).

Iroon Politechniou 96
Piraeus 185 36
Tel: +30 210 4286227
Fax: +30 210 4286228

- SPINAKE D.o.o, Portoroz, Slovenia (www.spinaker.si).

Soncna pot 8
6320 Portoroz
Tel: +38 41412067

- C4FF (Centre for Factories of the Future, Coventry, UK (www.c4ff.co.uk)).

Warwick University science park, Barclays venture center,
Sir William Lyons Road Coventry West Midlands CV4 7EZ UK
Tel: +44 02476236734

- TUDEV Institute of Maritime Studies, Tuzla, Turkey (www.tudev.com.tr).

Hacioglou Sok, Istasyon Mah
34940 Tuzla Istanbul, Turkey
Phone.: +90 2164470079

- OPR (Center of Development Works), Szczecin, Poland (www.opr.org.pl).

Goscislawa 22B/12
Szczecin 71-706 Poland
Phone.: +48 502112991
Fax: +48 914280056

- Satakunta University of Applied Sciences, Pori, Finland (www.samk.fi).

Tekniikantie 2
28600, Pori, Finland

Phone.: +35 826203210
Fax: +35 826203680

Participants

The following partners have taken an active part in the work leading to the elaboration of this document, even if they might not have directly contributed to the written text:

- PEPEN, Piraeus, Greece. Project promoter (www.pepen.gr).
- IDEC SA, Piraeus, Greece (www.idec.gr).
- SPINAKEER d.o.o Portoroz, Slovenia (www.spinaker.si).
- C4FF, Coventry, UK (www.c4ff.co.uk).
- TUDEC, Tuzla, Turkey (www.tudev.com.tr).
- OPR, Szczecin, Poland (www.opr.org.pl)
- SAMK, Pori, Finland (www.samk.fi)

Reviews History

Version	Date	Modifier	Remarks
0.1	03/09/2011	Ugurcan Acar	First Draft
0.2	23/10/2011	Ugurcan Acar	Second Draft
0.3	15/11/2011	Aris Chronopoulos	Comments and proposed changes
0.4	20/12/2011	Ugurcan Acar	Third Draft version
0.5	12/03/2012	Himadri Lahiry	Fourth Draft Version
1.0	28/06/2012	Martin Ziarati, Ugurcan Acar and Professor Reza Ziarati	Final Version
Final	18/01/2017	Professor Dr Reza Ziarati	MariFuture Development Paper – February 2017

Executive Summary

In every profession and every job, one has to deal with some kind of professional hazards and people's suitability for that particular job is tested on both their knowledge and skills they acquire throughout their previous learning and experience and, their adequacy in responding to these hazards professionally. The same is true with seafaring jobs; but what is significant is that fewer people gain the necessary 'qualifications' to display the competence in effectively to respond to hazards of seafaring, such as responding to emergency situations or preventing such emergencies to happen in the first place. The professional seafarers have to go through a complex set of programmes of education and training and develop a range of knowledge and skills on-the-job such as: knowledge of the sea; understanding the application of the conventions and rules formulated by major international and national bodies and authorities such as IMO, ILO, flags, classification societies; knowledge of industry standards – IMarEST, ISF, MNTB, etc.; continuous professional development – updating skills when changes are made to the rules or a when a new competence emerges; Management experience, ship business, social issues, etc.; human element – design, built operations, ergonomic issues; underpinning the knowledge and skills needed for new requirements such as BRM and ERM; or the use of a particular navigation device such as ECTIS, AIS and so forth; skills in safety awareness, risk assessment, leadership; The technical proficiency in engine and navigation systems and operations; and the professionalism itself – integrity, impartiality, empathy, willing learn, team player, managing self and so forth. Working at sea is often dangerous, both operationally and in terms of some of the goods carried on board. Sea can be rough and cruel on occasions. In short, being a seafarer is a challenging profession that requires extraordinary skills and attributes to be developed. Captains, including senior and junior officers carry out various managerial, technical and administrative duties as part of their contractual job requirements which creates opportunities to for learning to take place.

Ships are in a state of motion at sea rolling and/or pitching. This constant motion on a prolonged sea service leads many to experience motion sickness which is not a very simple issue to deal with for some. Sea voyages sometimes expose the crew to extreme temperature and weather conditions especially during long journeys spanning many countries or continents. Such long voyages take the ships to the bitter cold of Alaska or to the hot and humid conditions of the tropical region of the Persian Gulf.

Although the companies take all the care possible for their crew and provide them with attractive remuneration and the best facilities of what are available, yet, it is the condition of the sea, the different sides of Mother Nature and the unparalleled power that it wields over the earth that makes the shipping jobs very dangerous as well as incredibly exciting and challenging. Working at sea also attracts many psychological un-settlements for those who find it difficult to keep up with the hectic scheduling and the lifestyles for prolong years. At times, it becomes much more difficult to perform their tasks to the required or expected standards while being away from family and loved ones. For all those reasons, many seafarers are reported to have a desire to seek a second job opportunity ashore at some stage of their career.

The SAIL AHEAD project is designed and intends to provide an online career guidance tool for Captains including senior and junior officers using their competencies acquired both through formal and non-formal training to assist them to get an alternative second career opportunities ashore. In order to develop the online career guidance tool, a report on transferable skills was produced. In doing this, a set of systematic tasks was carried out.

The curriculums from each of the partners' countries were examined to identify the competencies (knowledge, skills and attitude) that Captains (including senior and junior officers) and Deck Cadets develop at their academy and at sea. This was followed by identifying the differences between different countries by using cross-referencing techniques. In parallel, two separate questionnaires for both Deck Cadets and Captains/1st Officers/Watch Officers were developed. Those questionnaires were supported by a

questionnaire for maritime lecturers (professors). The analysed results were intended to help identify the skill gaps for shore based jobs, primarily in the maritime profession. These results are being used to develop the innovative online career guidance tool, which will lead to an increase in the employability of those seafarers who wish to work ashore.

The report also looked into whether the Captains, Deck Officers and Deck Cadets have the necessary transferable skills for them to be employed in any shore based jobs, not necessarily related to the maritime industry.

Keywords: Captains, transferable skills, ashore, maritime, career guidance tool

Table of Contents

1	<i>Introduction</i>	13
1.1	Task Definition of Work package 1	13
2	<i>Methodology</i>	15
2.1	Development of the initial Questionnaires	17
2.2	Development of the new questionnaires	17
2.3	Structure of the Questionnaires	18
3	<i>Comparison of Curriculums among the partnership</i>	19
3.1	Turkish Maritime Education and Training Programme	19
3.2	United Kingdom Maritime Education and Training	19
3.3	Greece Maritime Education and Training	19
3.4	Slovenia Maritime Education and Training	20
3.5	Poland Maritime Education and Training	20
3.6	Finland Maritime Education and Training	20
4	<i>Captains and Deck Officers Questionnaire</i>	21
4.1	General Information	21
4.1.1	Number of Returns	21
4.1.2	Age interval with rank of the participants	22
4.1.3	Education level	24
4.1.4	Experience of participants on board vessel	24
4.1.5	Sea Time of the participants	26
4.1.6	Ashore Jobs (related to Maritime) participants worked	26
4.1.7	Amount of time that participants worked ashore (related to maritime sector)	28
4.1.8	Jobs (not related to Maritime) that seafarers carried out ashore	28
4.1.9	Amount of time participants worked ashore (not related to Maritime)	30
4.1.10	Area where participants work now	30
4.1.11	Other responses (Area of participants work now)	31
4.1.12	Your current occupation	32
4.1.13	Area that participants wish to work	33
4.1.14	Jobs that participants wish to choose ashore	34
4.2	Participants skill set from their own point of view	35
4.2.1	General Management Skills	36
4.2.2	Business Management Skills – Part A	37
4.2.3	Business Management Skills – Part B	38
4.2.4	People Skills	39
4.2.5	Analytical Skills	40
4.2.6	Vocational Skills – Part A	41
4.2.7	Vocational Skills – Part B	42
4.2.8	Vocational Skills – Part C	43
4.2.9	Personal Skills – Part A	44
4.2.10	Personal Skills – Part B	45
4.2.11	Personal Skills – Part C	46
4.2.12	Additional skills participants think that they have	47
4.2.13	List of Transferable Skills	48
4.2.13.1	General management skills	48
4.2.13.2	Business management Skills	48
4.2.13.3	People Skills	48
4.2.13.4	Analytical Skills	49
4.2.13.5	Vocational Skills	49

4.2.13.6	Personal Skills	50
4.3	Seafarers view on ashore jobs they are considered	51
4.3.1	Maritime Industry needs more seafarers to work ashore	51
4.3.2	Seafarers need additional skills/training to work ashore	51
4.3.3	Maritime enterprises would benefit from employing seafarers for jobs ashore	52
4.3.4	Shipping companies would improve the quality of their workforce by employing seafarers	53
4.3.5	Employing seafarers at Technical organisations would be more appropriate than at Commercial organisations in the maritime sector	53
4.3.6	A shipping company should be led by a qualified seafarer rather than any other professional	54
4.3.7	Maritime education and training should provide at least some introductory knowledge of jobs ashore	55
4.3.8	The experience of a qualified seafarer is relevant to many maritime jobs ashore	55
4.3.9	Relevant e-learning courses would help prepare seafarers for jobs ashore	56
4.3.10	Seafarers do not have the necessary skills to work ashore	57
5	Deck Cadets Questionnaire	58
5.1	General Information	58
5.1.1	Number of returns	58
5.1.2	Age interval of the participants	59
5.1.3	Year in their academy	60
5.1.4	Experience of participants on board vessels	61
5.1.5	Sea Time	61
5.1.6	Amount of time participants worked ashore related to maritime sector	62
5.1.7	Additional experience that participants worked ashore in maritime sector	63
5.1.8	Amount of time participants worked ashore (not related to Maritime)	63
5.1.9	Area that participants wish to work	64
5.1.10	Occupation that seafarers wish to choose	65
5.2	Skills that Participants think they have	66
5.2.1	General Management Skills	67
5.2.2	Business Management Skills – Part A	68
5.2.3	Business Management Skills – Part B	69
5.2.4	People Skills	70
5.2.5	Analytical Skills	71
5.2.6	Vocational Skills – Part A	72
5.2.7	Vocational Skills – Part B	73
5.2.8	Vocational Skills – Part C	74
5.2.9	Personal Skills – Part A	75
5.2.10	Personal Skills – Part B	76
5.2.11	Personal Skills – Part C	77
5.2.12	Additional skills participants have	78
5.2.13	List of Transferable Skills	78
5.2.13.1	General management skills	78
5.2.13.2	Business management Skills	78
5.2.13.3	People Skills	79
5.2.13.4	Analytical Skills	79
5.2.13.5	Vocational Skills	79
5.2.13.6	Personal Skills	80
5.3	Seafarers do not have the necessary skills to work ashore	81
6	Professors Questionnaires	82
Responses from Turkey		82
6.1.1	Professor 1	82
6.1.2	Professor 2	82
6.1.3	Professor 3	83
6.1.4	Professor 4	84
6.1.5	Professor 5	85
6.1.6	Professor 6	85

6.1.7	Professor 7	85
Slovenia		86
6.1.8	Professor 1	86
6.1.9	Professor 2	86
6.1.10	Professor 3	87
Poland		88
6.1.11	Professor 1	88
6.1.12	Professor 2	88
6.1.13	Professor 3	89
Greece		90
6.1.14	Professor 1	90
6.1.15	Professor 2	90
6.1.16	Professor 3	91
Finland		91
6.1.17	Professor 1	91
6.1.18	Professor 2	92
6.1.19	Professor 3	92
7	Conclusions	94
8	ANNEXES	96
Annex 1	SAIL AHEAD Preliminary Questionnaires_Captains_Officers_Cadets	96
Annex 2	SAIL AHEAD Questionnaire – Deck Cadets_English	96
Annex 3	SAIL AHEAD Questionnaire – Captains and Deck Officers_English	96
Annex 4	SAIL AHEAD_Questionnaire_Deck_Cadets_Greek	96
Annex 5	SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Greek	96
Annex 6	SAIL AHEAD_Questionnaire_Deck_Cadets_Turkish	96
Annex 7	SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Turkish	96
Annex 8	SAIL_AHEAD_Questionnaire_Deck_Cadets_Polish	97
Annex 9	SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Polish	97
Annex 10	SAIL_AHEAD_Questionnaire_Deck_Cadets_Finnish	97
Annex 11	SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Finnish	97
Annex 12	SAIL_AHEAD_Questionnaire_Deck_Cadets_Slovenian	97
Annex 13	SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Slovenian	97
Annex 14	OOW and Master programme of Partners 7.03 and 7.01	97
Annex 15	Slovenia Curriculum – Officer Of Watch Course	98
Annex 16	Slovenia Curriculum – Master Course	98
Annex 17	Finland Programme – Officer Of Watch	98
Annex 18	Sail Ahead_Results_from_Deck_Cadets_Survey	98
Annex 19	Sail Ahead_Results_Officers_and_Captains_Survey	98

List of Figures

Figure 1 - Methodology of Work Package 1	15
Figure 2 - Country of response.....	22
Figure 3 - Age count of the participants.....	22
Figure 4 - Age interval of respondents in comparison with their rank.....	23
Figure 5 - Education Level of the Respondents.....	24
Figure 6 - Experience of participants on board vessel	25
Figure 7 - Sea Time of the participants	26
Figure 8 - Ashore Jobs (related to maritime) that participants worked	27
Figure 9 - Amount of time that participants worked ashore (related to maritime sector).....	28
Figure 10 - Amount of time participants worked ashore (not related to Maritime)	30
Figure 11 - Area where participants work now.....	31
Figure 12 – Your current occupation	32
Figure 13 – Area that participants wish to work	33
Figure 14 – Jobs that participants wish to choose ashore	34
Figure 15 - General Management Skills that participants think they have.....	36
Figure 16 - Business Management skills that participants think they have	37
Figure 17 - Business management skills that participants think they have	38
Figure 18 - People Skills that Participants think they have	39
Figure 19 - Analytical skill that participants think they have	40
Figure 20 - Vocational skills that participants think they have.....	41
Figure 21 - Vocational skills that participants think they have.....	42
Figure 22 - Vocational Skills that participants think they have	43
Figure 23 -Personal Skills that participants think they have.....	44
Figure 24 - Personal Skills that participants think they have.....	45
Figure 25 - Personal skills that participants think they have	46
Figure 26 - Participants response to whether maritime industry needs more seafarers or not	51
Figure 27 - response of participants whether seafarers needs additional skills to work ashore	Error! Bookmark not defined.
Figure 28 - participants were asked whether maritime enterprises would benefit from employing seafarers for jobs ashore	52
Figure 29 - Participants were asked whether shipping companies would improve the quality of their workforce by employing seafarers	53
Figure 30 - Employing seafarers at Technical organisations would be more appropriate than at Commercial organisations in the maritime sector	54

Figure 31 – Participants were asked whether shipping company should be led by a qualified seafarer rather than any other professional	54
Figure 32 - Participants response to whether maritime education and training should provide at least some introductory knowledge of jobs ashore	55
Figure 33 - The experience of a qualified seafarer is relevant to many maritime jobs ashore	56
Figure 34 - Participants response to whether relevant e-learning courses would help prepare seafarers for jobs ashore	56
Figure 35- Participants response to whether seafarers have skills to work ashore or not	57
Figure 36 - Age interval of the participants	60
Figure 37 - Year in their academy	60
Figure 38 - Experience of participants on board vessels	61
Figure 39 - Sea Time	62
Figure 40 - The amount of time participants worked ashore related to maritime sector	62
Figure 41 - Amount of time participants worked ashore (not related to maritime)	64
Figure 42 - Amount of time participants worked ashore (not related to maritime)	64
Figure 43 - Occupation that seafarers wish to choose.....	65
Figure 44 - General Management Skills	67
Figure 45 - Business Management Skills	68
Figure 46 - Business Management Skills	69
Figure 47 - People Skills	70
Figure 48 - Analytical Skills	71
Figure 49- Vocational Skills.....	72
Figure 50 - Vocational Skills.....	73
Figure 51 - Vocational Skills.....	74
Figure 52 - Personal Skills	75
Figure 53 - Personal Skills - Part B	76
Figure 54 - Personal Skills – Part C	77
Figure 55 - Additional skills participants have.....	78
Figure 56 - Participants were asked whether seafarers do not have the necessary skills to work ashore	81

List of Tables

Table 1 - Additional various ships that the participants served	25
Table 2 - Jobs (Not related to Maritime) that seafarers worked ashore	30
Table 3 - Other responses (Area of participants work now)	31
Table 4 – Additional skills that participants think they have	47
Table 5 - General management skills	48
Table 6 - Business management Skills	48
Table 7 – People Skills.....	49
Table 8 - Analytical Skills	49
Table 9 - Vocational Skills.....	50
Table 10 - Personal Skills	50
Table 11 - Additional vessels that participants served	61
Table 12 - Additional experience that participants worked ashore in maritime sector	63
Table 13 – General management skills	78
Table 14 - Business management Skills.....	79
Table 15 - People Skills	79
Table 16 - Analytical Skills	79
Table 17 - Analytical Skills	80
Table 18 - Personal Skills	81

1 Introduction

The main objective of this report is to map and cross-reference the competences that Captains/Deck officers and Deck Cadets acquired through their formal education at maritime academies and at sea. The mapping of competences included a comprehensive study of the practices in the 6 partner countries namely; Greece, UK, Turkey, Slovenia, Poland and Finland.

This report includes the skills Captains/Deck Officers and Deck Cadets possess and tries to find out whether those skills can be transferred to various job profiles ashore (related or not to the maritime industry). This document presents the analysis of the questionnaires that have been distributed to experience Captains/Deck Officers as well as the Deck Cadets who have had at least 6 months of sea service. The analysed questionnaire results have been used to construct the foundation of web-based career guidance tool which is expected to identify the gaps between the prior learning and experience and what needs to be learnt or experienced for being able to be consider for maritime related jobs ashore.

The report is structured into seven chapters. The information in the chapters is distributed as follows:

Chapter 1 provides a brief introduction to SAIL AHEAD proposal mainly introducing the work under Work Package 1: Mapping of Competences

Chapter 2 provides information on methods used in delivering the tasks in WP 1

Chapter 3 provides a brief report on comparison of the curriculums between partnership consortium in the work package that includes the methods, analysis and findings

Chapter 4 provides analysis of questionnaires for Captains/1st Officers and Watch Officers including the results, findings and transferable skills

Chapter 5 provides analysis of questionnaires for Deck Cadets including the results, findings and transferable skills

Chapter 6 contains analysis of questionnaires for lecturers (professors) including the results, findings and transferable skills

Chapter 7 summarises the conclusions of the work to date.

1.1 Task Definition of Work package 1

In this section, the aim of the work package and tasks are introduced as they are presented in the project proposal.

The Work Package aims at mapping and cross-referencing knowledge and skills among partner countries, the competencies acquired by captains, through their formal education in naval academy (which are higher education institutions) as well as on-the-job. The detailed tasks of the work package are as follows:

Task 1.1 Development of questionnaire for competencies identification

The task was led by C4FF, which will have to compile the questions to be presented to the cadets and maritime/nautical academies lecturers/professors on the one hand and to captains on the other. Output of the task will be gathered from three sets of questionnaires: one for cadets, one for professors and one for captains.

Task 1.2 Survey in academies

The following partners: PEPEN, TUDEV, OPR and SAMK have been involved in ensuring that the survey is undertaken in the Greek, Turkish, Polish and Finnish academies takes place as planned. Each of the partners were required to examine the curricula of the academies, interview 2-3 professors and collect 50 completed cadet questionnaires per

country (with a total of 200 questionnaires completed). Replies were stored in an excel file by TUDEV, who were responsible as the task leader.

Task 1.3 Survey on professionals (captains)

This survey will be completed by 50 Captains from the following countries: Greece, UK, Turkey, Poland, and Slovenia. The task leader was one of the Greek partners, PEPEN.

Task 1.4 Report on transferable skills

C4FF was given the task of summing up the findings of WP1 in a report on the transferable skills acquired by Captains through VET and on-the-job.

2 Methodology

This Work Package mainly focuses on the developments on WP 1: Mapping of competences, Task 1.1; development of questionnaire for competencies identification. The outcome of Tasks of WP 1 will lead to WP 2: mapping of potential career paths. WP 1 includes the following main tasks:

- Develop three separate questionnaires: one for Captains/1st Officers and Watch Officers, one for Deck Cadets and one for Professors at Maritime Colleges. The questionnaire for Deck cadets was distributed to Deck Cadets at maritime academies and was targeted to cadets that have at least 6 months experience at sea. The questionnaire for Captains/1st Officers and Deck Officers was distributed to experienced Captains and Deck Officers working at sea and ashore with different level of experience both at sea and ashore. The questionnaire for Professors was developed to support and validate the questionnaires for Deck Cadets/Deck Officers and Captains so that the outcome of the questionnaires would be analysed accordingly.
- In parallel, examination of the curricula of each partner country: each partner examined their curricula and cross-referenced with IMO Model course 7.03 Officer of Watch and 7.01 Chief Officers and Masters for ease of reference. PEPEN, TUDEV, OPR and SAMK interviewed at least 2-3 professors to support and validate the questionnaires for Captains/Deck Officers and Deck Cadets. They also collected the required amount of questionnaires for Captains/Deck Officers and Deck Cadets.
- Produce a report on transferable skills based on the outcome of the questionnaires as well as examination of questionnaires

The outcome of the analysis linking with the examination of the curricula helped to develop the report on transferable skills that Captains/Deck Officers/Deck Cadets gain through their education and at sea.

The project continues with WP2 with the main aim to map the potential career paths for the targeted group seafarers. This will lead to the development of online career guidance tool (WP3).

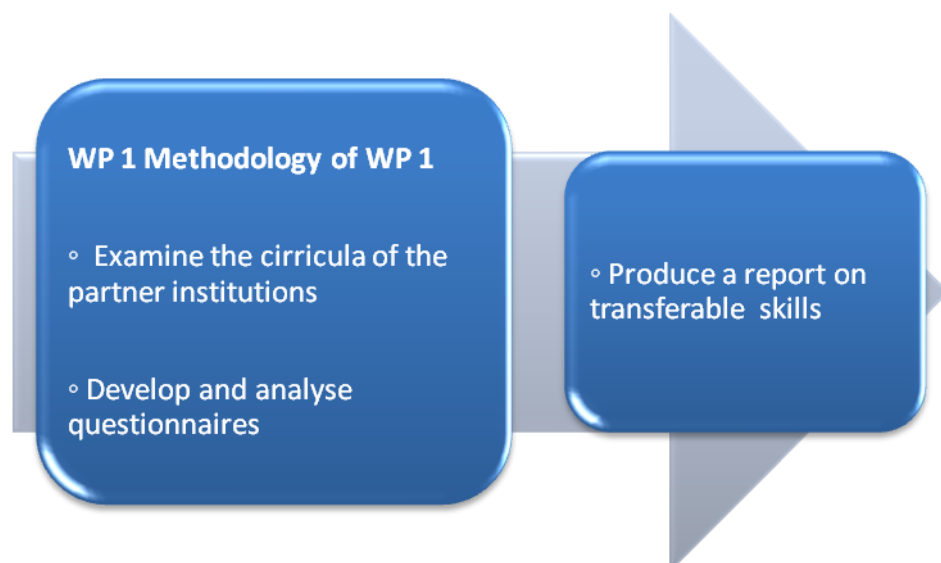


Figure 1 - Methodology of Work Package 1

The method used in developing the transferable skills was as shown above in Fig. 1. The report produced is expected to help the progress of WP 2 as well as the development of

online career guidance tool. In developing the questions the triangle of Goals, Jobs and People was used as shown below:

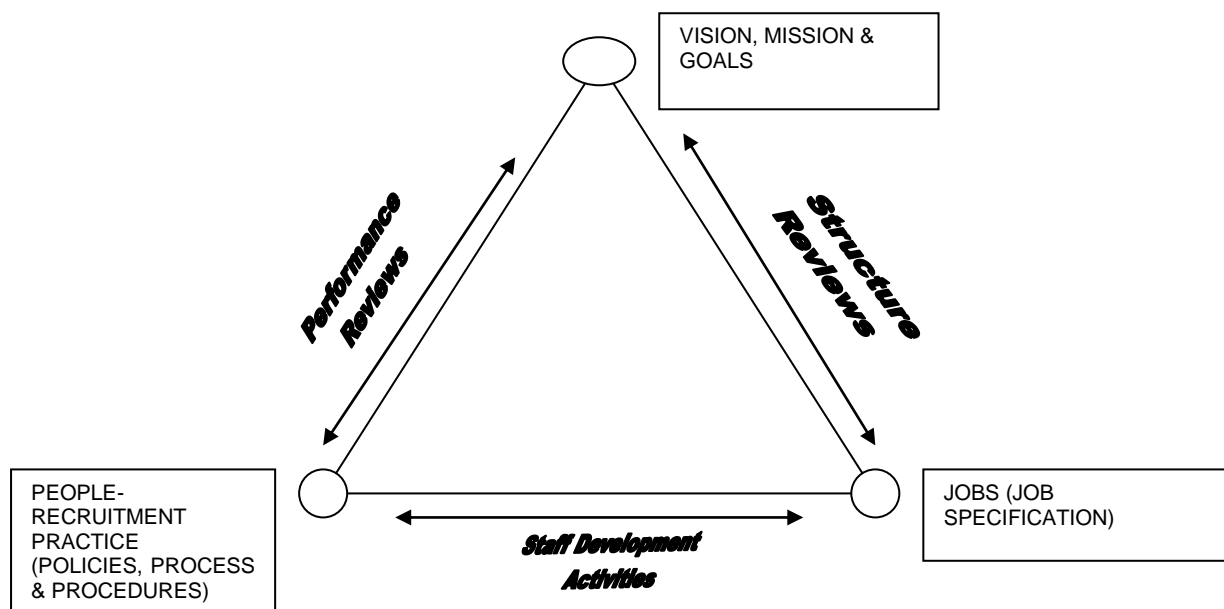


Fig. 1. Goals vs Jobs vs. People Triangle to Identify the Needs (Source: Ziarati, 1995)

Furthermore, the common skills (for professional seafarers developed in the Leonardo Safety On Sea (SOS) project (2005-07) were used as a guideline when developing the questionnaires for cadets, Captains and Professors. SOS offers 9 Skill Areas composed of 21 Performance Criteria (PC), which are in turn based on the BTEC's 7 common skill embracing 18 PCs. Skill areas chosen for this task within the SAIL AHEAD are:

- Working as a member of a team
- Developing self
- Communicating effectively
- Analytical skills
- Applying technology
- Leadership skills
- Organising skills
- Planning skills
- Seamanship

Each of the above has a number of PCs. The PCs include the IMO STCW requirements.

Furthermore, the development of the three questionnaires also provided a means of triangulation when developing questionnaires for three distinct key members of the project's

target groups and also when seeking responses to the questionnaires again from the three sets of target groups. The triangulation enabled an iterative means to be established to validate the questions formulated and when analysing the responses received.

2.1 Development of the initial Questionnaires

Two comprehensive draft questionnaires were developed for both Captains/1st Officers/Watch Officers as well as the Deck cadets for piloting purposes. Those questionnaires were forwarded to relevant target groups. Based on the feedback received, it was noted that both questionnaires were too long and took over 45 minutes to complete by the participants. The questionnaires covered the view of the partner institutions how questions should be directed to targeted audience; however, to be able to gather the necessary number of responses, it was decided by the SAIL AHEAD Consortium that the questionnaires will need to be changed. The draft questionnaires included questions and gathered results that were very useful for the partners but they were also beyond the scope of this LLP (Lifelong Learning Programme) supported project. In fact, the questionnaires seemed to suit best to a FP7 project with all the details they included. The action was decided by the partnership that the questionnaires should be watered down and brought to level that they would require less effort by the participants. Careful consideration and attention was given while updating these questionnaires. The intention was to retain the best aspects of the first questionnaires as well as making them easier for the participants to fill. Some sections in the questionnaires were time consuming hence changes had to be made to make them user-friendly and taking less time to respond to the questions, this led the minimum time required for participants to fill in the questionnaires without losing the core and nature of the questions initially proposed.

Annex 1 - SAIL AHEAD Preliminary Questionnaires _Captains_Officers_Cadets.xls

2.2 Development of the new questionnaires

After the initial draft questionnaire, three separate questionnaires were developed: one for Captains/1st Officers/Watch Officers, one for Deck Cadets and one for Professors at Maritime Colleagues. The questionnaire for Deck cadets was distributed to Deck Cadets at academies having at least 6 month experience at sea. In parallel, the questionnaire for Captains was distributed to Captains, 1st officers and Watch Officers working at sea and ashore. The questionnaire for professors at maritime colleges was developed to support and validate the other questionnaires. The same method was used when developing the other two questionnaires. The analyses of the outcome of the questionnaires are mentioned in the following Chapters.

Annex 2 - Sail Ahead Questionnaire - Deck Cadets_English

Annex 3 - Sail Ahead Questionnaire - Captains and Deck Officers_English

The questionnaires developed for Captains/Deck Officers/Deck Cadets were developed in English and then translated into partners' language in order to multiply the users and make participants understand the questions better so the results are clearer. All translated versions of the questionnaires were put online on the website of the project (www.sailahead.eu). There are also hard copies of each questionnaire.

Annex 4 - Sail_Ahead_Questionnaire_Deck Cadets_Greek

Annex 5 -Sail_Ahead_Questionnaire_Deck_Officers_and_Captains_Greek

Annex 6 - Sail_Ahead_Questionnaire_Deck_Cadets_Turkish

Annex 7 - Sail_Ahead_Questionnaire_Deck_Officers_and_Captains_Turkish

Annex 8 - Sail_Ahead_Questionnaire_Deck_Cadets_Polish

Annex 9 - Sail Ahead Questionnaire Deck Officers and Captains Polish

Annex 10 - Sail Ahead Questionnaire Deck Cadets Finnish

Annex 11 - Sail Ahead Questionnaire Deck Officers and Captains Finnish

Annex 12 - Sail Ahead Questionnaire Deck Cadets Slovenian

Annex 13 - Sail Ahead Questionnaire Deck Officers and Captains Slovenian

UK partner, C4FF, used innovative software to provide the questionnaires online in English. The questionnaires were also linked to SAIL AHEAD website.

Questionnaires in English: <http://www.sailahead.eu/en/survey>

Both questionnaires were then translated into partner languages with an intention to multiply the responses from target audience.

Questionnaires in Greek: <http://www.sailahead.eu/el/survey>

Questionnaires in Turkish: <http://www.sailahead.eu/tr/survey>

Questionnaires in Polish: <http://www.sailahead.eu/pl/survey>

Questionnaires in Finnish: <http://www.sailahead.eu/fi/survey>

Questionnaires in Slovenian: <http://www.sailahead.eu/sl/survey>

Having the questionnaires available online, enabled reaching a wider audience from all over the world. Along with the SAIL AHEAD website, the partner websites were used for the promotion of the questionnaire surveys. Several social group networks were also used as means to reach wider audiences to distribute the questionnaires. The local, national and international bodies were informed to distribute the questionnaires to their network.

The partnership also decided to send and collect the questionnaires in a printed form to the seafarers working at sea, as these seafarers had no access to the online facilities. This enabled a greater number of participants for the each survey.

2.3 Structure of the Questionnaires

The questionnaire structure includes three main parts. These are shown in the text:

1. General Information
2. Captains' and Deck Cadets' skill set from the point of their view
3. Seafarers view on ashore jobs they are offered

The first part provides general information about the participants including their past qualification and employment history.

The second part of the questionnaires is to find out the skills that Captains/Deck Officers and Deck Cadets think they have.

Third Part of the questionnaire is to seek their view on whether there is a need for Seafarers to be employed ashore.

3 Comparison of Curriculums among the partnership

Comparison of the curriculums of the partners' countries carried out with the partners MET programme where applicable (IMO Model Courses 7.01 – Chief Officers and Masters and 7.03 – Officer of Watch). Some partners run those courses at high school level, some at diploma level and this was the only difference that can be pointed.

As a matter of fact after the comparison, there was no appreciable difference between the set of the skills between countries whereas the difference can only be noted in the programme level of (Certificate, Diploma and Degree). Partner programmes are cross-referenced against the IMO Model courses to find the differences. This happens because the captain's profession is highly regulated worldwide by the IMO.

Annex 14 - OOW and Master programme of Partners 7.03 and 7.01

3.1 Turkish Maritime Education and Training Programme

The programmes at TUDEV have been developed in collaboration with English and Scottish as well as Norwegian leading maritime institution with support from the leading awarding bodies, such as (Edexcel/BTEC), leading professional institution (IMarEST) and licensing authority (MCA). The programmes are in line with requirements of IMO Model courses 7.01, 7.02, 7.03 and 7.04). The programmes also have several additional foundation and professional to satisfy the local requirements (Turkish Administration) and BTEC, IMarEST as well as MCA.

The innovative aspects are TUDEV programmes that they satisfy Turkish as well as English, Scottish and Norwegian requirements. The programmes have several pathways for the cadets to continue their education in several European countries. These pathways were validated by sending Turkish cadets to England and Scotland as well as to Norway through EU funded Leonardo Mobility programmes TRAIN 4Cs I and II. Several TUDEV graduates enrolled on the final year of the Plymouth University BSc (Hons) Nautical Science (Merchant Shipping) programme and all have been successful so far. Many of the TUDEV cadets have received MCA Notice of Eligibility and one recently obtained MCA Certificate of Competency (CoC) and their OOW certificate.

Students acquire the following common skills:

- Developing and managing self
- Working with & relating to others
- Communicating
- Managing tasks & Solving problems
- Applying numeracy
- Applying technology
- Applying Design and Creativity

Students are also taking additional Chemistry, Maths and Physics units as required by the local authority.

3.2 United Kingdom Maritime Education and Training

The programmes of UK are not dissimilar to TUDEV's programme. The only difference that can be noted is that they have more experience in managing their programmes.

3.3 Greece Maritime Education and Training

Colleges follow the IMO Model courses as the minimum requirement and satisfy the STCW convention. Certain levels of skills are developed during their maritime education. More detailed information regarding their maritime training programme unit can be found in annex 14.

3.4 Slovenia Maritime Education and Training

Colleges follow the IMO Model courses as minimum requirement and satisfy the STCW convention. Certain levels of skills are developed during their maritime education. More detailed information regarding their maritime training programme unit can be found in annex 14.

Annex 15 - Slovenia Curriculum - Officer of Watch Course

Annex 16 - Slovenia Curriculum - Master Course

3.5 Poland Maritime Education and Training

Colleges follow the IMO Model courses as minimum requirement and satisfy the STCW convention. Certain levels of skills are developed during their maritime education. More detailed information regarding their maritime training programme unit can be found in annex 14.

3.6 Finland Maritime Education and Training

Their programme is slightly different although they follow the IMO Model courses and satisfy the STCW. Certain levels of skills are developed during their maritime education. More detailed information regarding their maritime training programme unit can be found in annex 14.

Annex 17 - Finland Programme - Officer of Watch

4 Captains and Deck Officers Questionnaire

4.1 General Information

4.1.1 Number of Returns

A total of 414 questionnaires were received, representing a good cross-section of the current maritime world from 36 countries. Largest number of returns was from Greece (151), with good contributions from Turkey (70), UK (54), India (21) and Finland (17). This questionnaire received a substantial response, in excess of what was stated in the SAIL AHEAD proposal.

To help with analysing the questionnaires, the respondents provided their nationality. The cross-referencing of the partner countries MET (Maritime Education and Training) programme gave some comparison of education and training across Europe. To learn more about the importance of experience and maturity, two very pertinent questions were produced. These were whether the respondents expected knowledge and skills to improve with age and experience and whether they expected the Deck cadets to have sufficient knowledge and skills after graduation from their College/University programme.

Where returns pertaining to a particular country of issue were too small to be statistically significant they have been grouped into blocks.

The five board groupings have been chosen because there is a discernible common ground, mainly through historical connection, which hopefully may suggest similarity of education system.

The block groupings are, with the number of returns for each country:

Far East	Philippines (6), Malaysia (2), Bangladesh (1)
Mid East	Pakistan (5), Egypt (1), Yemen (1)
European Community/USA	Poland (14), USA (14), Slovenia (11), Belgium (4), Italian (4), Netherland (3), Germany (2), Ireland (2), Spain (2), Bulgaria (2), Croatia (2), Latvia (2), Sweden (2), France (1), Denmark (1), Estonia (1), Romania (1),
Eastern Europe	Russia (3), Ukraine (2)
Common Wealth	Canada (4), South Africa (3), Bangladesh (1), Nigeria (1), Sudan (1), Trinidad and Tobago (1)
South America	Venezuela (1)

As a matter of fact the grouping is little arbitrary, the USA grouped with EC countries is merely a "best fit".

The graph below (Figure 2) shows the overall distribution of the 414 returns received. Please note that single country entries are highlighted in red.

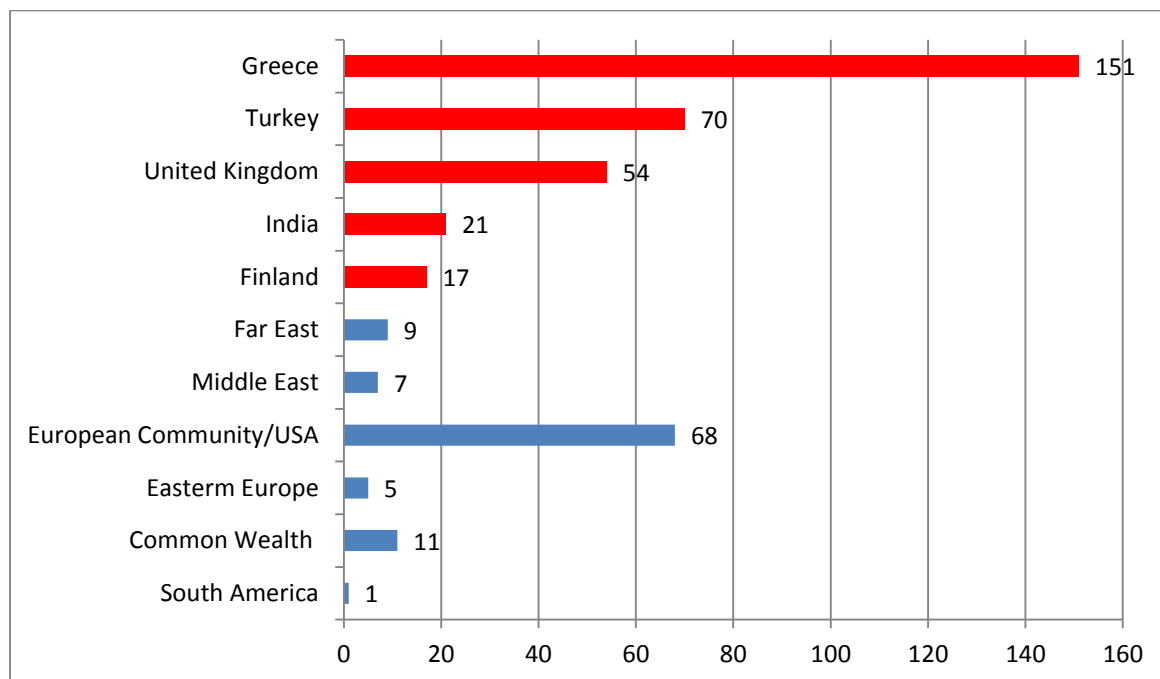


Figure 2 - Country of response

Greece far outweighs all other contributions but comparatively good returns from Turkey, United Kingdom, India and Finland were provided.

4.1.2 Age interval with rank of the participants

Since the level of competency (knowledge, skill and attitude) develops in time, it is decided to demonstrate the age interval of the respondents so that the information that will be acquired will be analysed more accurately.

In this question, participants were asked in which age group they belong. The analysis of the results of the age count is presented in the following figure (Figure 3).

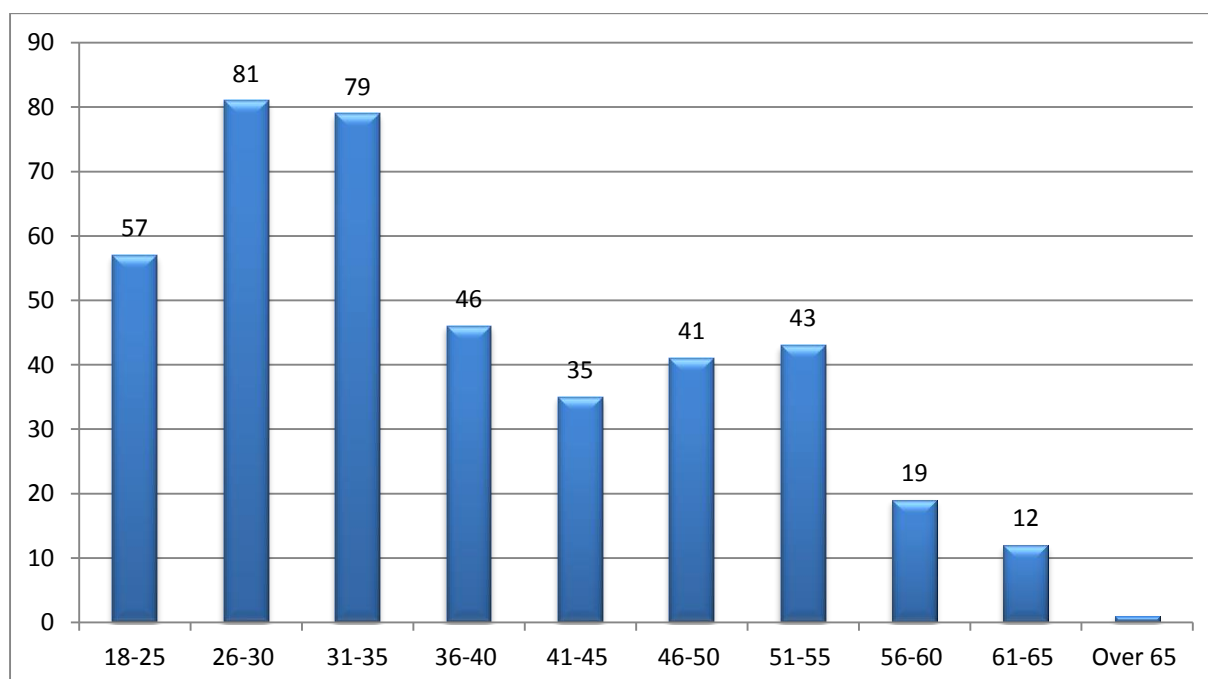


Figure 3 - Age count of the participants

Figure 3 shows ten distinctive age groups of participants. A wide coverage of responses in terms of age was received. This will give a balanced result to the report allowing for good comparison between the more and less experienced. Main objectives can be relied upon to be a through reflection of what is occurring to the seafarers. In order to find the rank of ten different age groups, a cross figure was produced. The results are presented below (Figure 4)

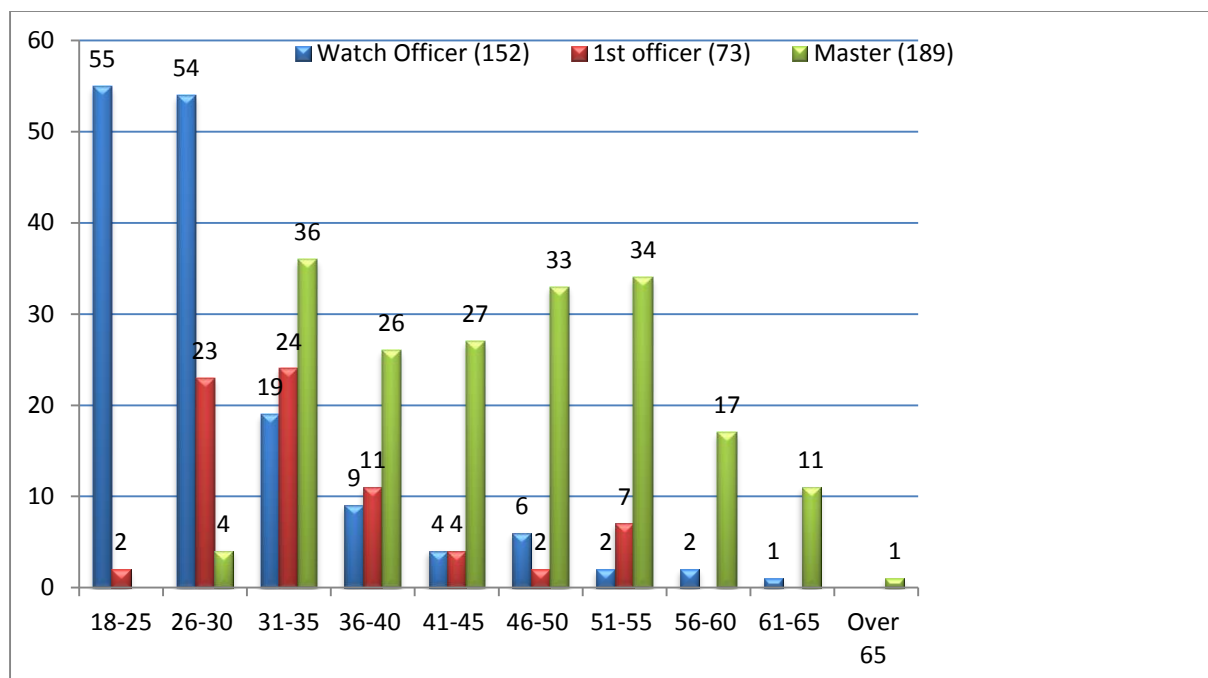


Figure 4 - Age interval of respondents in comparison with their rank

Figure 4 shows the age of participants with respect to their ages groups 18-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65 and over 65. As expected, the majority of the participants within the age group of 18-25 are watch officers (count of 55), followed by 1st Officers (count of 2) where there was no Masters. In the age group of 26-30, the majority of the participants were watch officers (count of 54), followed by 1st Officers (count of 23) and masters (count of 4). In the age group of 31-35 and following, the figure went vice versa as the majority of the participants were masters (count of 36), followed by 1st Officers (count of 24) and watch officers (count of 19). In the age group of 36-40, the majority of the participants were masters (count of 26), followed by 1st Officers (count of 11) and watch officers (count of 9). In the age group of 41-45, the majority of the participants were masters (count of 27), followed by equal amount of 1st officers and watch officers (count of 4). In the age group of 46-50, the majority of participants were masters (count of 33) followed by watch officers (count of 6) and 1st officers (count of 2). In the age group of 51-55, the majority of the participants were masters (count of 34), followed by 1st officers (count of 7) and watch officers (count of 2). In the age group of 56-60, the majority of the participants were masters (count of 17), followed by watch officers (count of 2) whereas there was no 1st officer. In the age group of 61-65, the majority of the participants were masters (count of 11), followed by watch officer (count of 1) whereas there was no 1st officers. Over 65 year age, there was only one master participated the questionnaire.

As it is seen from the Figure 4, an average limit is over 40 for any officers to get Master Qualification which could be linked to required sea time by STCW (Seafarers Training and Certification and Watch keeping) and shipping companies' employment policy.

4.1.3 Education level

In this question, participants were asked about their educational level. The educational level count is shown in Figure 5.

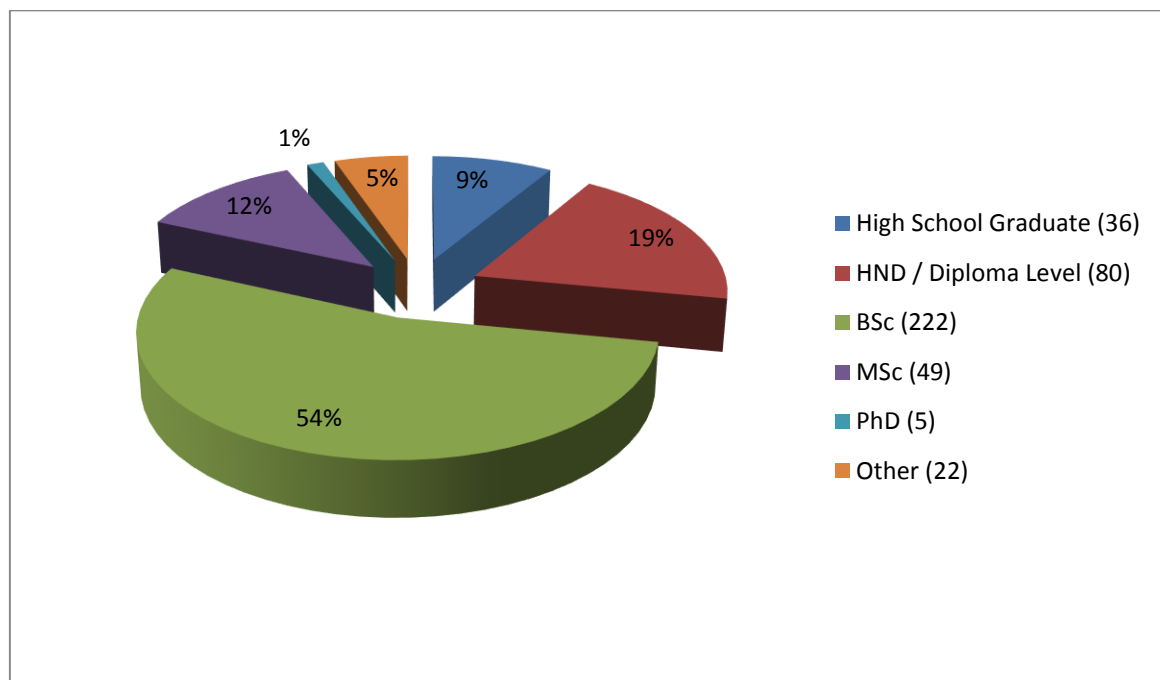


Figure 5 - Education Level of the Respondents

As shown above, 54% of the participants have University Degree – BSc (Bachelors) graduate (count of 222); while 19% have a Higher National Diploma/Diploma (count of 80), 12% have MSc degree (count of 49), 9% are high school graduate and 9% had PhD degree. 5% did not clarify their level of education (count of 22). The question reflects more than 80% of the participants have some sort of degree which could be used as a means to seek for employment ashore.

4.1.4 Experience of participants on board vessel

The participants have been asked to fill in the vessel size they have sailed. The figure and table show that a number of seafarers served in a particular type of ship.

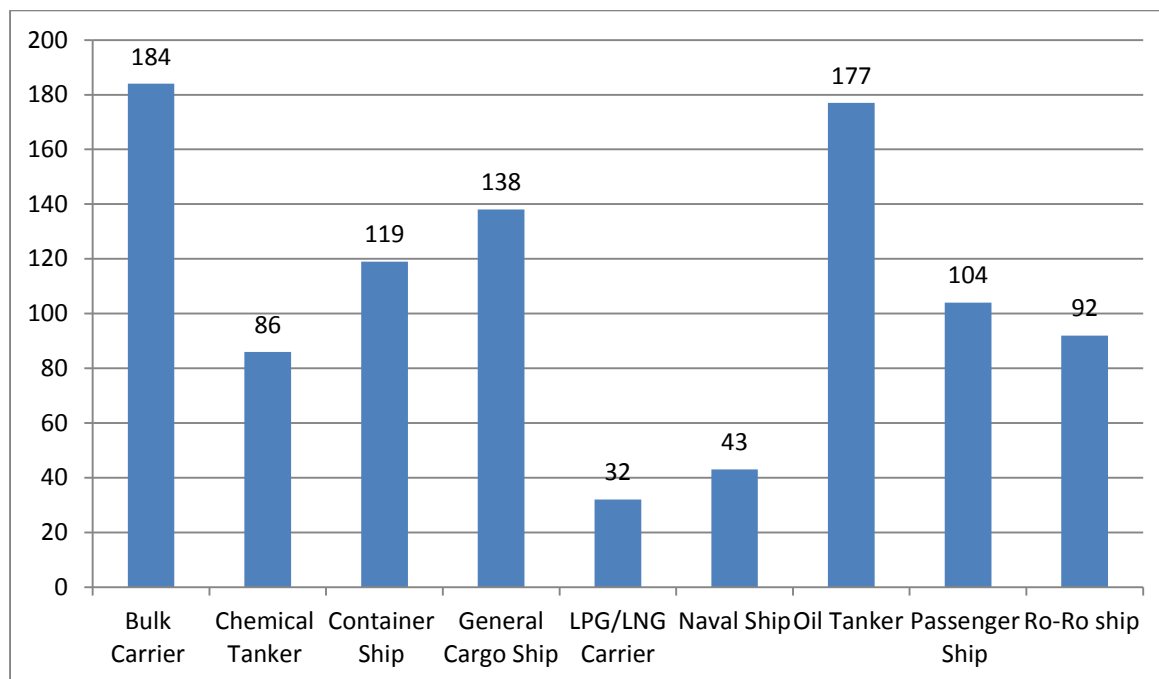


Figure 6 - Experience of participants on board vessel

Figure 6, as it is seen, the participants has served in various type of vessels. The majority of the participants served on board of Bulk Carrier (count of 184), Oil tanker (count of 177), General cargo vessel (138), Container Vessel (count of 119) and Passenger Ship (count of 104). A good number of the participants served on Ro-Ro Ship (count of 92), Chemical Tanker (count of 86), Naval Ship (count of 43) and LPG/LNG Carrier (count of 32). The significant number of the participants also served on other types of vessels, which can be seen in the following table (Table 1).

Offshore supply Vessel (14)	Yacht (13)	Reefer (7)
Tugboat (6)	Cable ship (5)	Dredger (5)
High Speed Craft (4),	Ice breaker (4),	Platform Supply Vessel (4),
Anchor Handling Tug Supply Vessel (3),	Buoy /Light Tender Vessel (3),	Dynamic Positioning Ship (3),
Floating Production Storage and offloading Vessel (3),	Ocean going Tugs (3),	Pure Car Truck Carrier (3),
Research Ship (3),	Search and Rescue Ship (3),	Supply vessel (3),
Combi vessel (2),	Heavy Lift (2),	OBO (2),
Seismic Research (2),	Catamaran (1),	Construction Vessel (1),
Fast Ferry (1),	Fishing vessels (1),	Lift boats (1),
Log Carrier (1),	Offshore rigs (1),	Passenger Vessel (1),
Pipe layer (1),	Sailing Ship - Full Rigged (1),	Survey Vessel (1),
Tall ship (1),	Tourist submarine (1)	

Table 1 - Additional various ships that the participants served

4.1.5 Sea Time of the participants

In this question, participants were asked regarding their sea service. The information is presented in Figure 7 is based on the ranks.

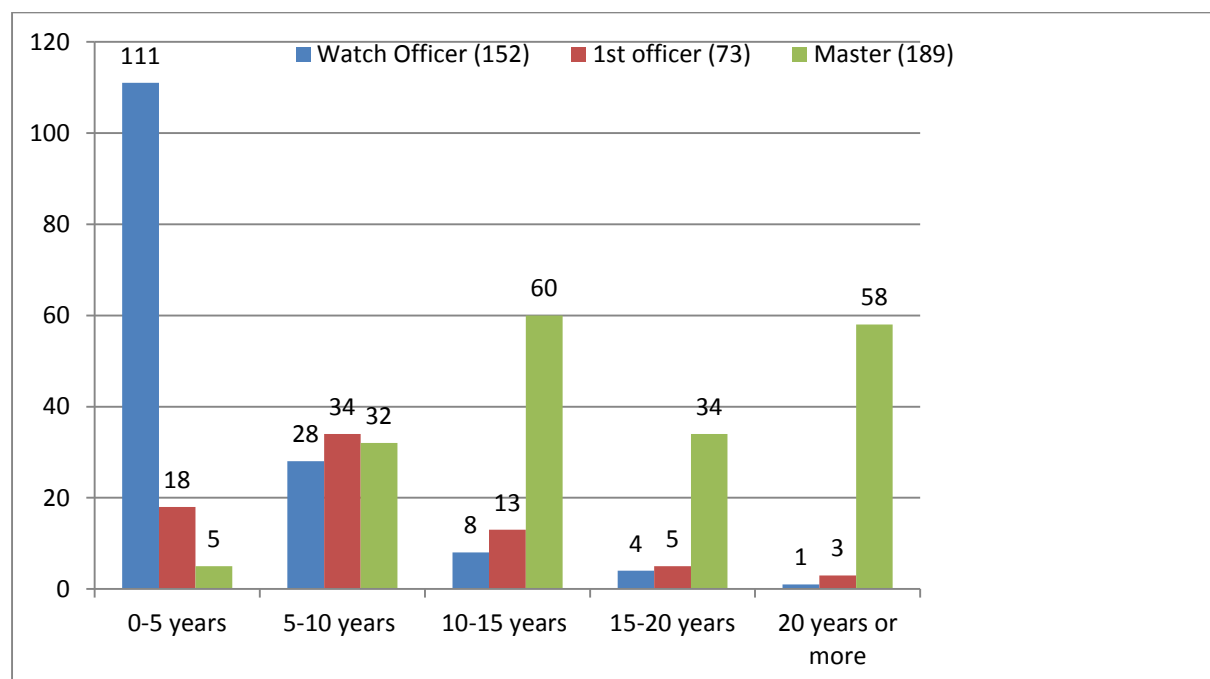


Figure 7 - Sea Time of the participants

As shown in Figure 7 above, the majority of watch officers have less than 10 years sea time and the majority of the 1st officers have less than 15 years sea time whereas the majority of masters have more than 5 years experience at sea. The level of sea time required for seafarers are more or less the same considering the country of certificating authority, therefore, the responses are reliable with respect to participant's rank.

4.1.6 Ashore Jobs (related to Maritime) participants worked

The following figure shows the jobs (related to maritime) that participants worked on shore. As it can be seen, masters have a great deal of advantage in terms of employability ashore. This can be linked to having more experience compared to 1st Officers and Watch Officers, since average time of sea service required for master level is over 6 years.

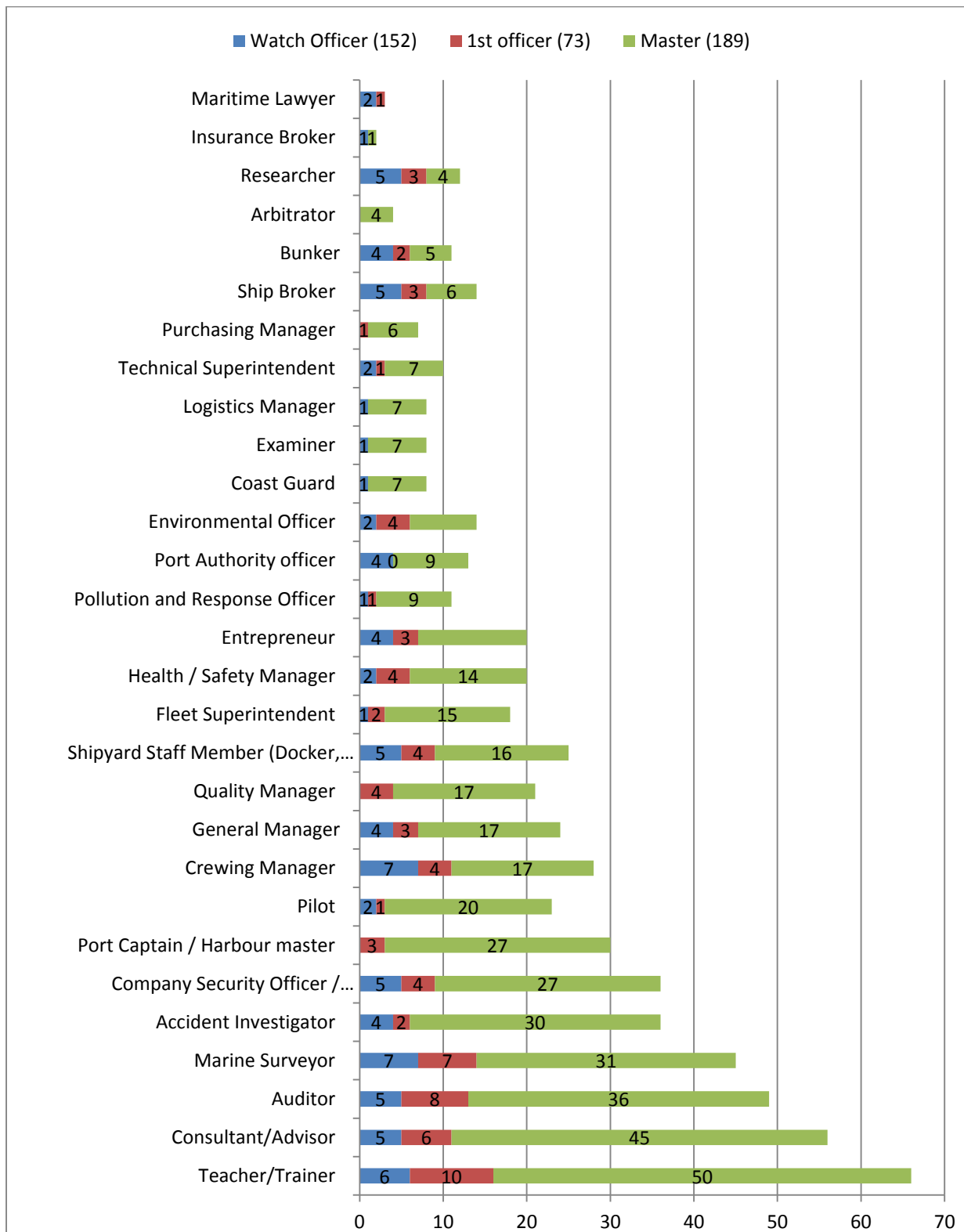


Figure 8 - Ashore Jobs (related to maritime) that participants worked

4.1.7 Amount of time that participants worked ashore (related to maritime sector)

In this question of the questionnaire, participants were asked about the time they worked ashore related to maritime sector.

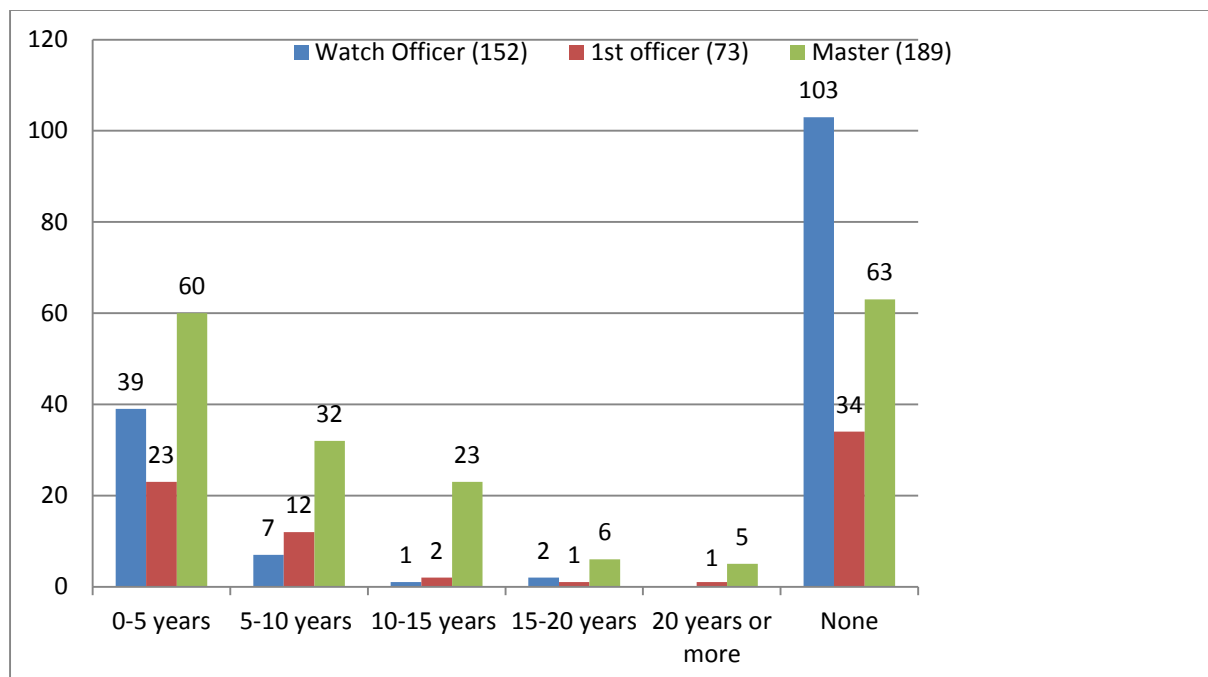


Figure 9 - Amount of time that participants worked ashore (related to maritime sector)

Figure 9 illustrates the year groups that participants served ashore 0-5, 5-10, 10-15, 15-20, on and over 20 years and none. As it can be seen almost more than half of the seafarers managed to find a job ashore and worked several years. It can be read from the figure that the more experience you have, the better the chance you got to be employed ashore. However, the consideration should also be given that some of the participants did not wish to work at sea. Masters and 1st Officers have a greater level of change compared to watch officers as this can be linked to the level of experience they have.

Many of the participants worked less than 15 years ashore and most of them are masters. In the year group 0-5, there is a good proportion among ranks regarding the amount of time they work ashore taking into account of years they worked ashore. While going more than 5 years, masters have a greater chance of staying ashore.

4.1.8 Jobs (not related to Maritime) that seafarers carried out ashore

Beside the seafarers working ashore (related to maritime sector), there are several participants where they also worked in shore jobs not related to their profession. The title of the job that participants worked ashore (not related to maritime sector) is also listed in the table below.

Waiter (9)	Entrepreneur (5)	Manager (5)
Army Officer (4)	Bar staff (4)	Marketing officer (4)
Carpenter (3)	Consultant (3)	Logistic Officer (3)
Painter (3)	Photographer (3)	Shop Assistant (3)
Computer Instructor (2)	Constructor (2)	Constructor (2)

Director (2)	Electronic Technician (2)	Entrepreneur (2)
Freelance recruitment officer (2)	General Manager (2)	Guitar Player (2)
IT Officer (2)	Music Teacher (2)	Project Manager (2)
Receptionist (2)	Trainer (2)	Water sports Instructor (2)
Writer (2)	Broker (2)	Data Entry Keyer (2)
Diver Instructor (2)	Labourer (2)	Lawyer (2)
Lifeguard (2)	Advertiser (1)	Architecture (1)
Assistant topographer (1)	Baker (1)	Bar manager (1)
Coast Guard (1)	Constructor (1)	Corporate Trainer (1)
Courier (1)	Cruise Operator (Yachting) (1)	Customer Service Representative (1)
Database programmer (1)	Departmental Head in a shipyard service provider (1)	Dock Master (1)
Draft Surveyor (1)	Driver (1)	Driver (1)
Driver (1)	Environmental Officer (1)	Export marketing analyst (1)
Farmer (1)	Financial manager (1)	Fish marker (1)
Football Coach (1)	Gardener (1)	Gas-freeing Officer (1)
Head of Sea Trade Department of COS (1)	Highway Traffic Control (1)	Hospital assistance (1)
Hotel Worker (1)	Industry engineering (1)	Installations in building (1)
Insurer (1)	Lab technician (1)	Management consultant (1)
Marine consultant in Software Company (1)	Marine Operation Manager (1)	Marine Safety Equipments Supplier (1)
Marine Supervisor (1)	Mechanic Inside/Outside Seller (1)	Mechanical Engineer (1)
Offshore Oil and Gas Client Representative Alternative Energy Client Representative (1)	Operations Director of Security Company (1)	Organiser (1)
Owner of dry-cleaning (1)	Personnel relations (1)	Pilot (1)
Port Facility Security Officer (1)	Post man (1)	Private catering (1)
Product Manager (1)	Production manager (1)	Public relations (1)
Public school teacher (1)	Quality Control Officer (1)	Real Estate Agent (1)
Recruitment officer (1)	Repair (1)	Researcher (1)
Restaurant Manager (1)	Royal dockyard museum guider (1)	Sampling/Surveying and Inspection of bulk commodities (1)
Security Consultant (1)	Security Manager (1)	Security Officer (1)
Self-employed (1)	Self-employed teacher (1)	Ship Operator and manager (1)
Shipping and Receiving Manager (1)	Shipyard worker (1)	Shop manager (1)

Steel Work (1)	Stock and Marketing Manager (1)	Storage facility personnel (1)
Store keeper (1)	Supervisor (1)	Teacher (1)
Teacher (English language) (1)	Technical Editor (1)	Technical Service Manager (1)
Technical Writer (1)	Technician (1)	Telecommunication networks technician (1)
Tourism (1)	Transport manager (1)	Truck driver (1)
Vessel surveyor (1)	Vice President at a Family business based on kitchen & furniture sales (1)	Warehouse staff (1)
Welding & forming metals (1)		

Table 2 - Jobs (Not related to Maritime) that seafarers worked ashore

4.1.9 Amount of time participants worked ashore (not related to Maritime)

The following figure shows the number of years participants worked ashore not related to maritime. The responses are filtered according to the rank.

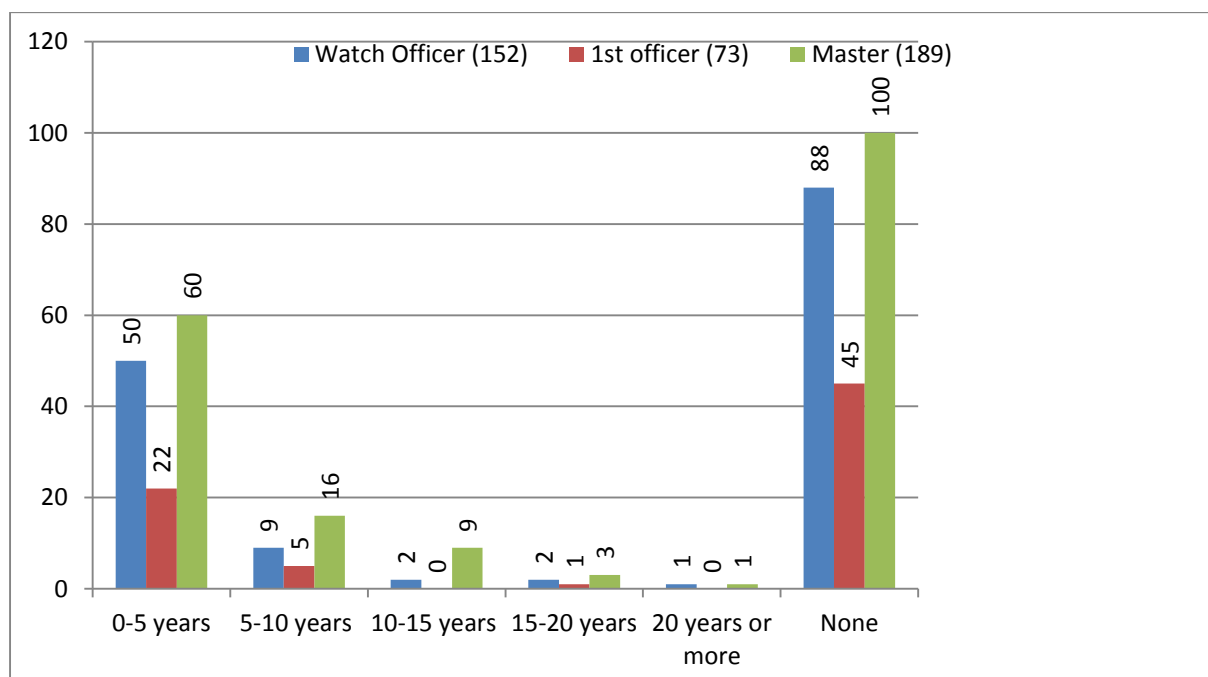


Figure 10 - Amount of time participants worked ashore (not related to Maritime)

Figure 10 shows the number of years participants worked ashore not related to maritime in a group form of 0-5, 5-10, 10-15, 15-20, on and over 20 years and none. There is a good distribution among the ranks and more than half of the participants did not take part in the jobs ashore (not related to maritime). Some participants stated that the jobs were mostly to support their studies and usually were on a part-time basis.

4.1.10 Area where participants work now

Analysis of the results presented in this paragraph refers to the question where participants work now. The question is filtered by ranks: masters, 1st officers and watch officers with an intention to give clearer picture.

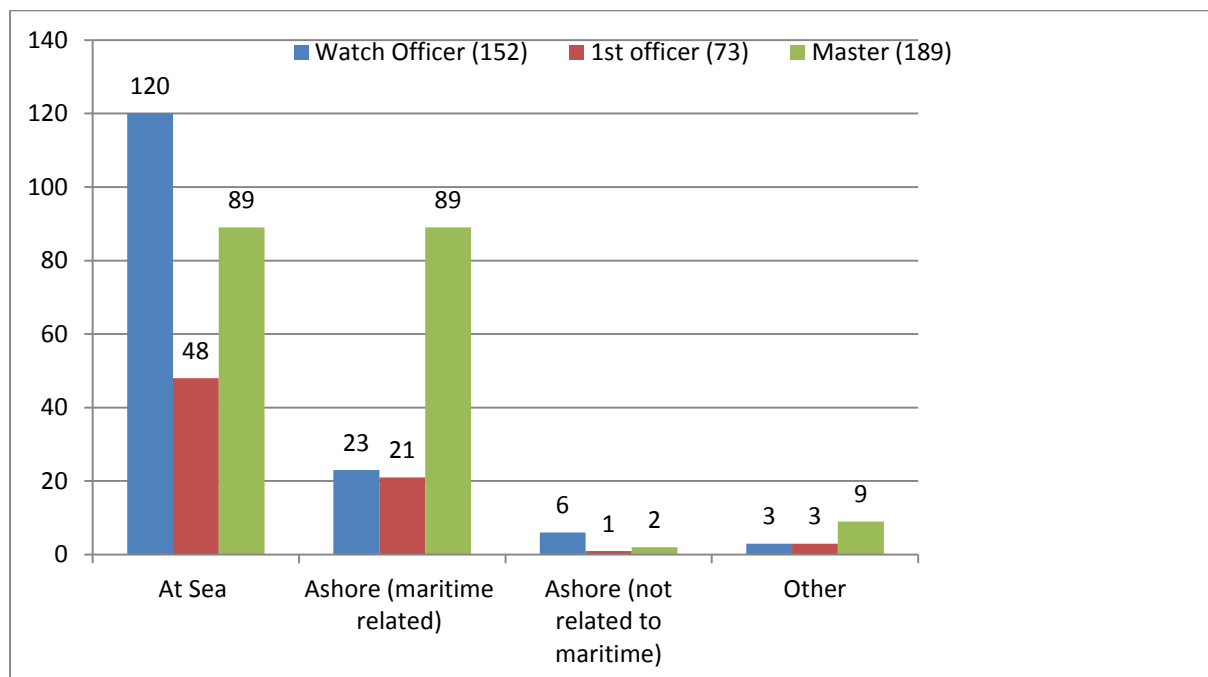


Figure 11 - Area where participants work now

Figure 11 shows where the participants work at this moment of time. There is a good distribution for master rank in this question. Almost half of the masters (count of 89) still work ashore while the other half (count of 89) managed to find a job ashore. Only a small number of the masters do ashore jobs (not related to maritime) (count of 2) whereas some (count of 9) opted to choose other jobs ashore. 1st Officers when compared to masters mostly work at sea (count of 48) while some (count of 21) managed to find a job ashore related to maritime. Only one 1st Officer work ashore not related to maritime whereas some (count of 3) work in other jobs. The majority of Watch Officers (count of 120) is still at sea while some (count of 23) managed to secure a job ashore. Some watch officers (count of 6) opted to carry on with their career ashore not related to maritime whereas some (count of 3) do other jobs.

4.1.11 Other responses (Area of participants work now)

Some of the respondents indicated the following response as the area they work.

Studying (3)	Unemployed (2)	Both ashore and at Sea (1)
Farmer (1)	Towboat Operator (1)	Looking for a job ashore (1)
Self Employed Marine Consultant (1)	Retired (1)	Offshore (1)
Retired (1)	Consultant (1)	Teacher at Maritime Colleague (1)

Table 3 - Other responses (Area of participants work now)

4.1.12 Your current occupation

The following questions in the questionnaire are to find out the current occupation of the respondents. The information presented in the figure is from least to most with regards to number of participants working in the same occupation.

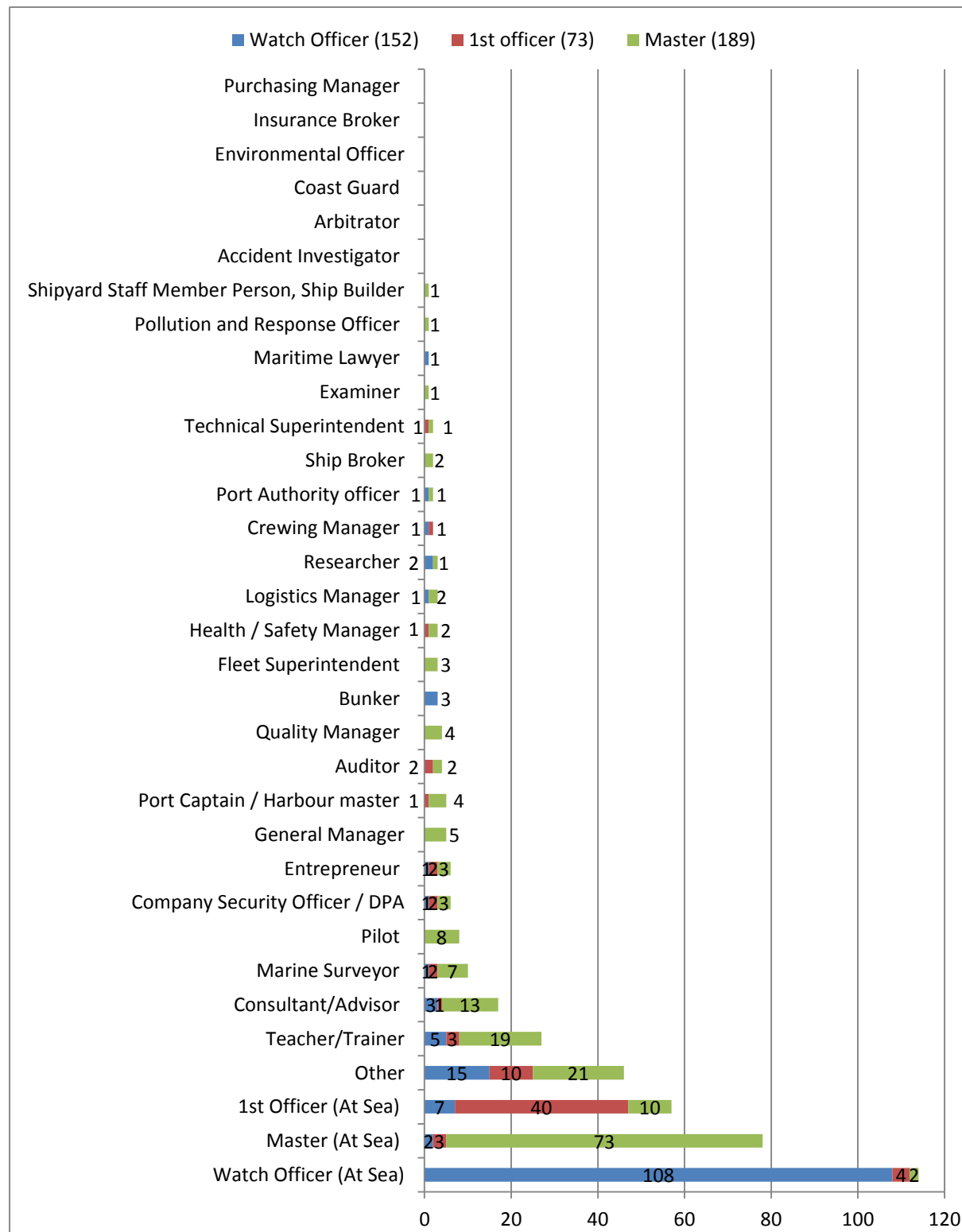


Figure 12 – Your current occupation

4.1.13 Area that participants wish to work

In this question of the questionnaire, the participants were asked where they wish to work (ashore or at sea). The analysis of the result of their desire to work as well as the relationship between the ranks of respondents is presented in the figure below.

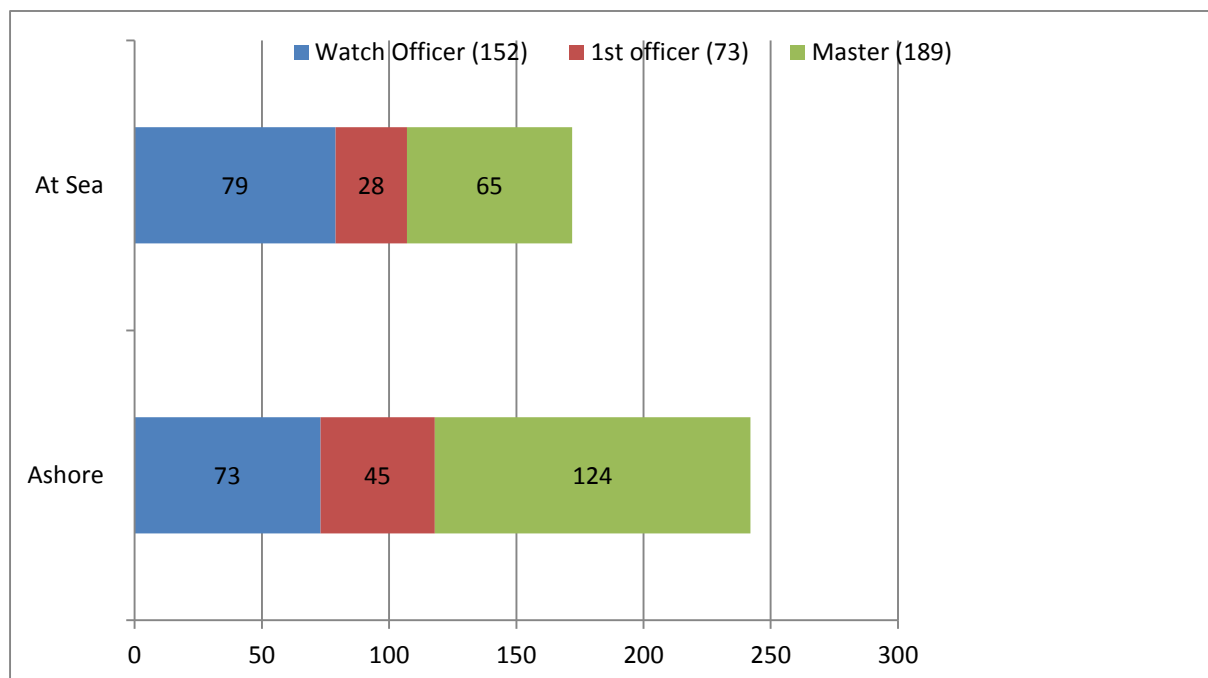


Figure 13 – Area that participants wish to work

Figure 13 shows two distinctive areas that respondents would like to carry out their career. The majority of the respondents wish to work ashore (count of 242) compared with those who wish to work at sea (count of 172). The masters who wish to work at sea were less (count of 65) than the masters who wish to work ashore (count of 124). Similarly the first officers, who generally have less experience of working at sea than the masters, would prefer to work ashore (count of 45) than those who wish to work at sea (count of 28). It can be seen that the percentage of 1st officers wishing to be working at sea was more than the captains. In terms of the watch officers, it is fairly evenly distributed between those who wish to work at sea (count of 79) and ashore (count of 73). The watch officers are newer to their profession and may not have experienced the same difficulties that the more experienced seafarers may have experienced. It is fairly evident from the replies that “the more time you spend at sea the less you want to be there”.

4.1.14 Jobs that participants wish to choose ashore

In this question of the questionnaire, participants were asked which jobs they wish to choose ashore.

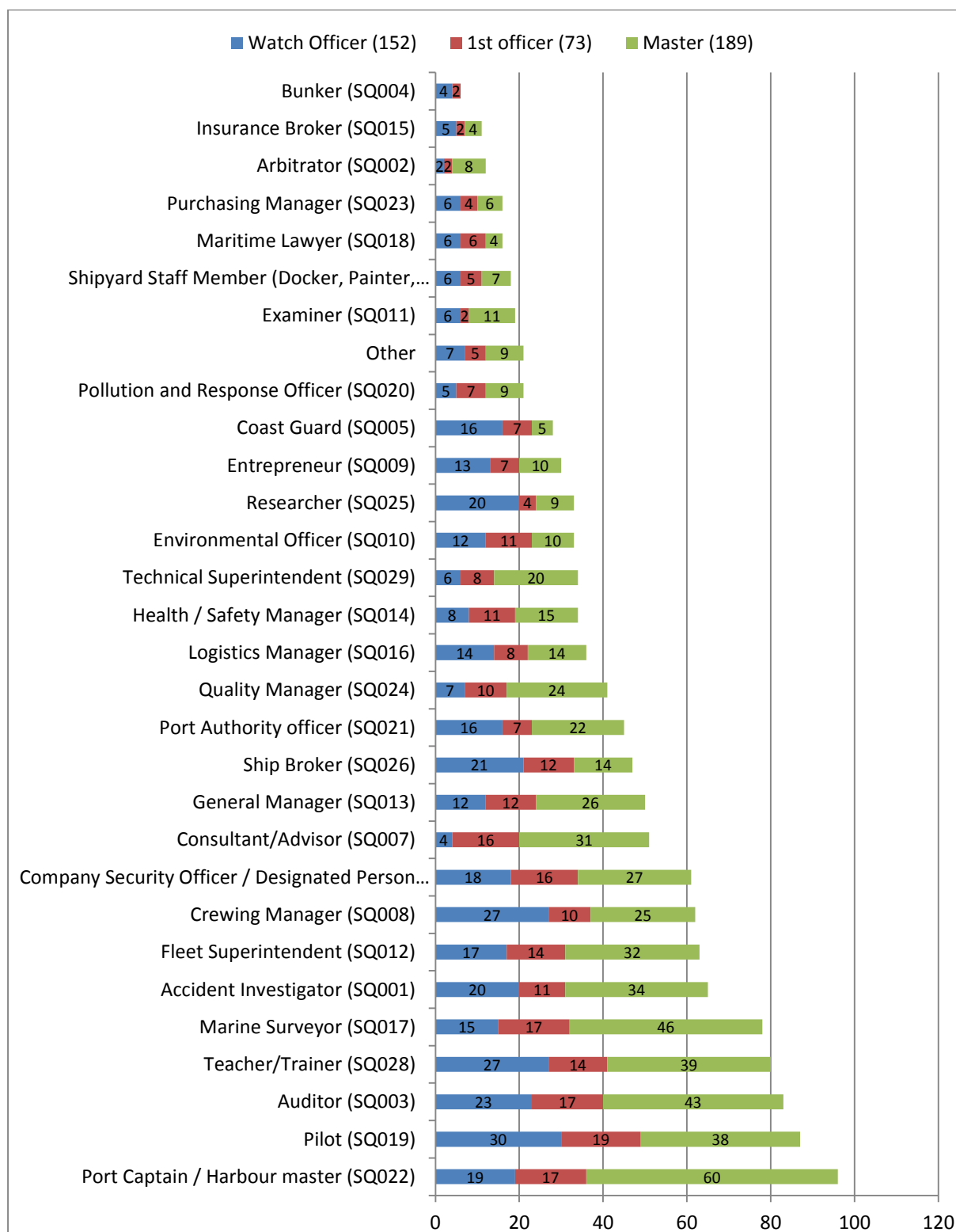


Figure 14 – Jobs that participants wish to choose ashore

4.2 Participants skill set from their own point of view

A set of skills were identified by cross-referencing the curricula of the partner countries (Greece, Turkey, United Kingdom, Poland, Finland and Slovenia). So, those skills were converted into questions and directed to the Masters/1st officers and Watch Officers to find out how much of their skills were developed at the academy, at sea and ashore.

4.2.1 General Management Skills

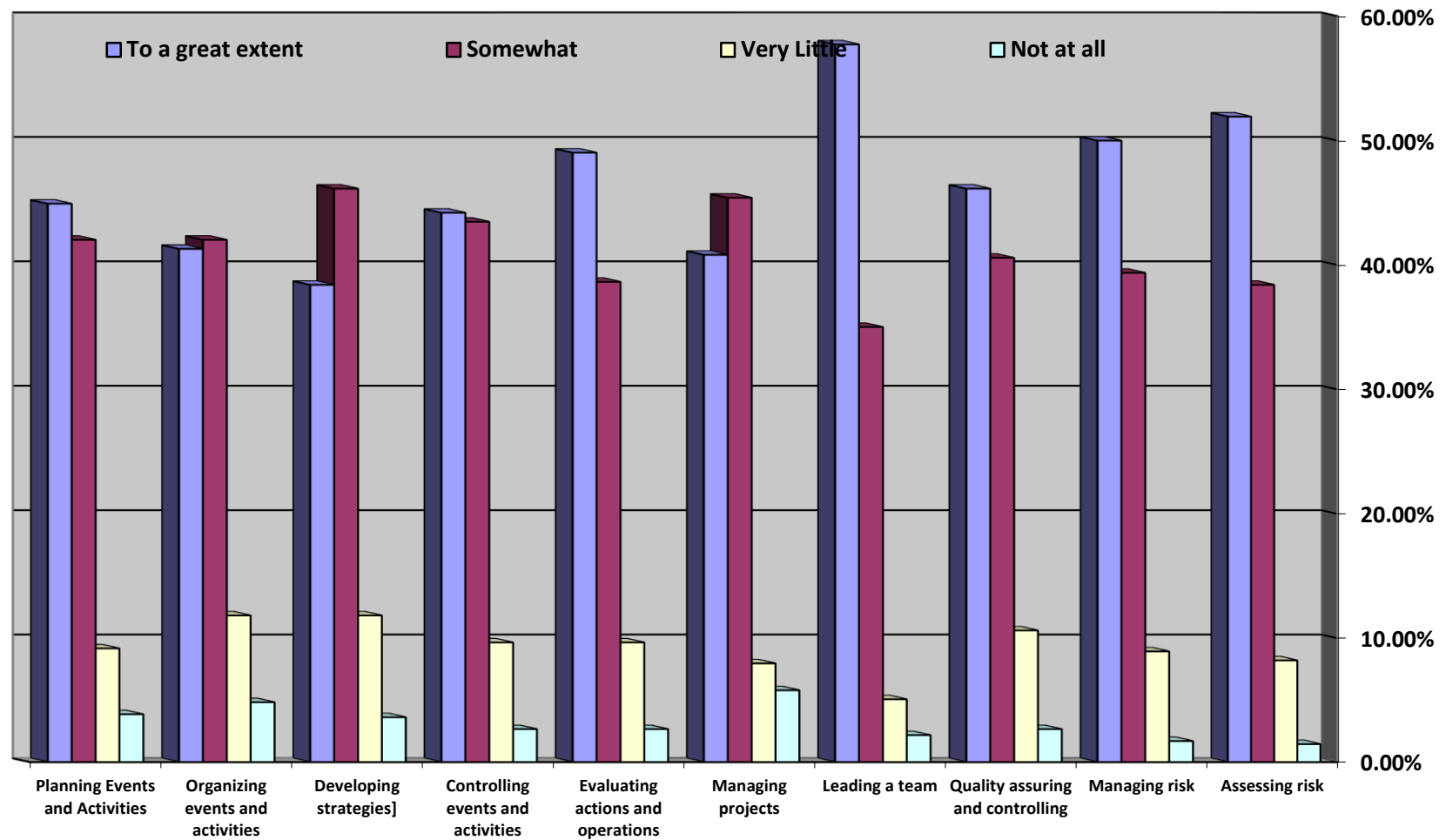


Figure 15 - General Management Skills that participants think they have

4.2.2 Business Management Skills – Part A

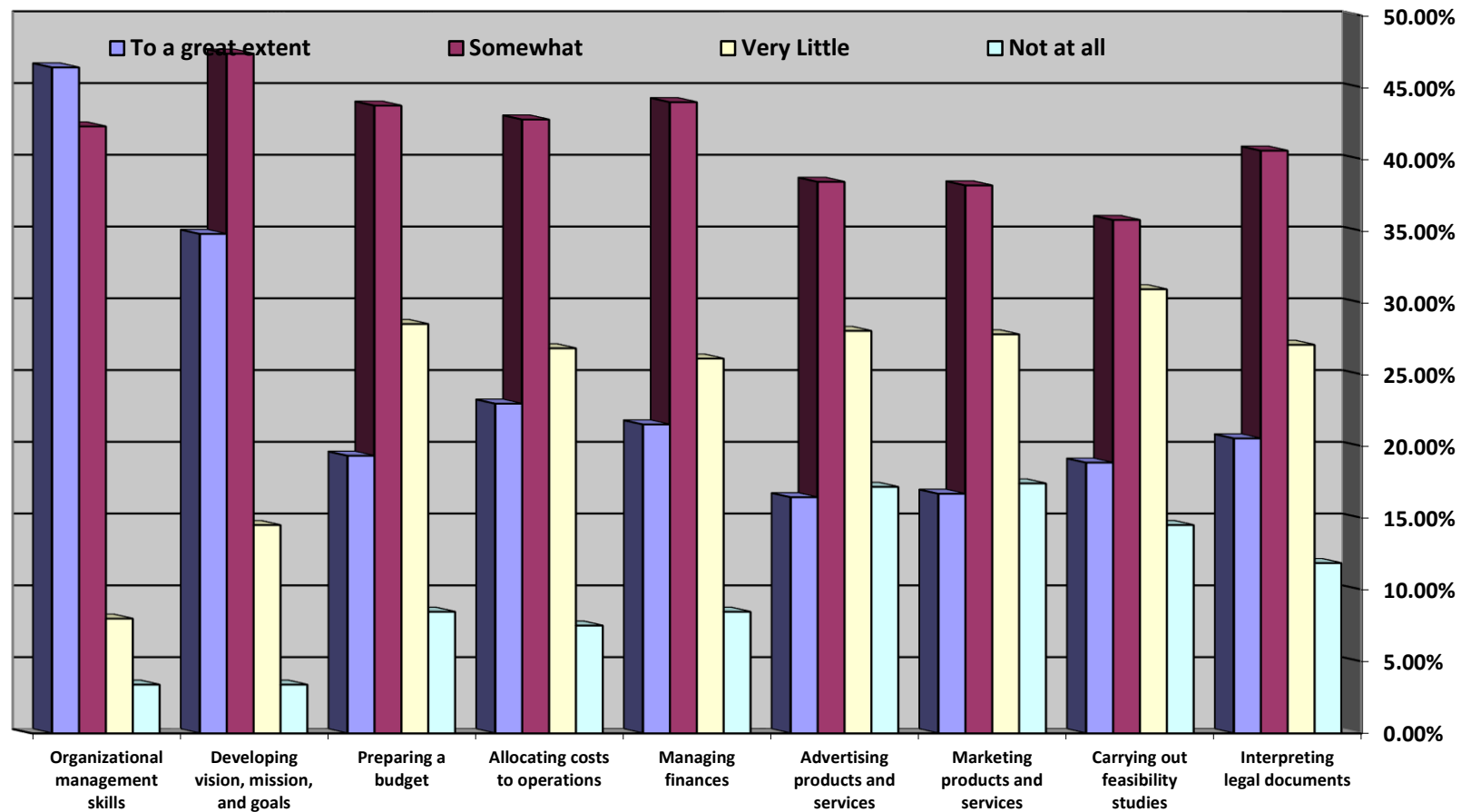


Figure 16 - Business Management skills that participants think they have

4.2.3 Business Management Skills – Part B

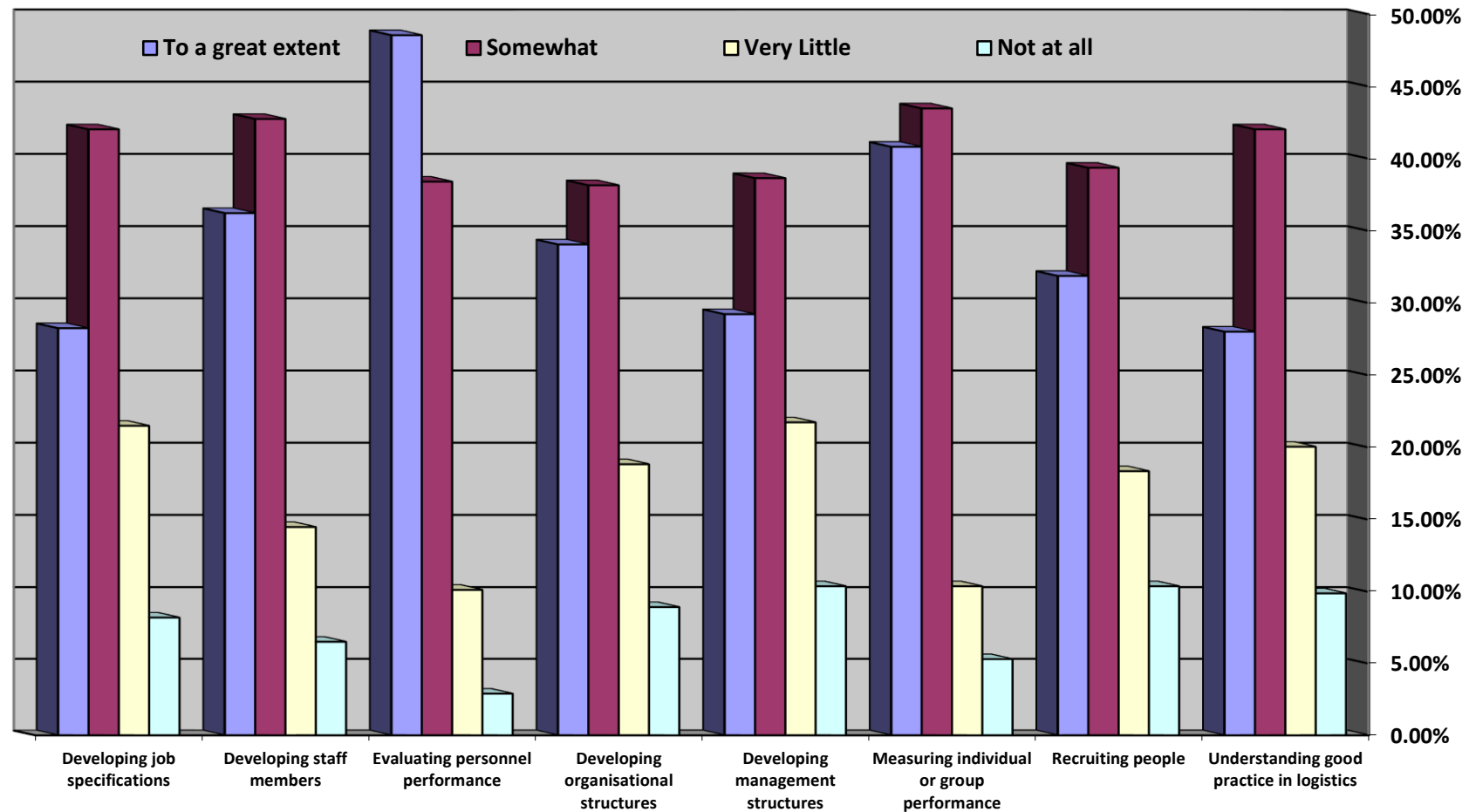


Figure 17 - Business management skills that participants think they have

4.2.4 People Skills

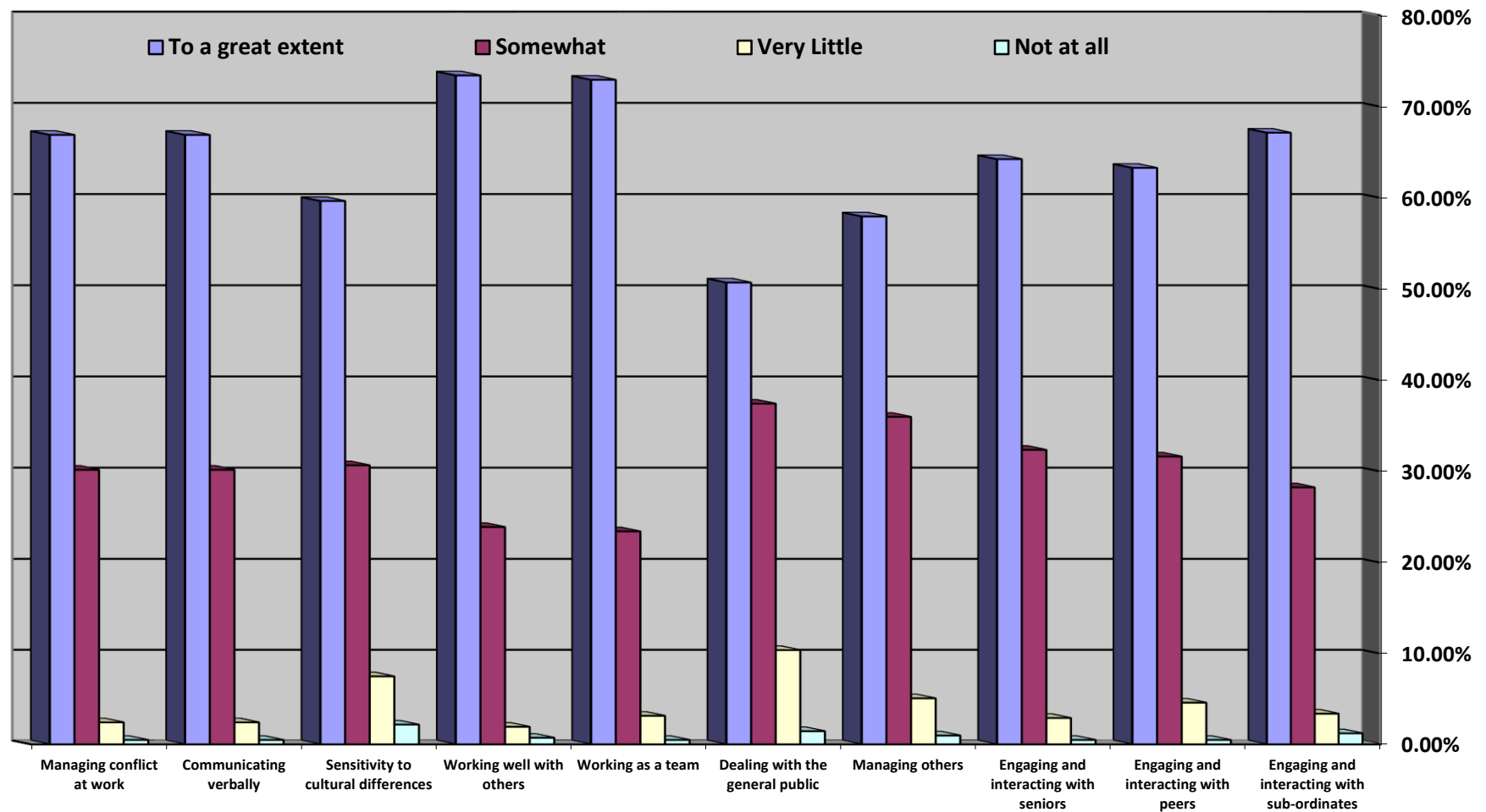


Figure 18 - People Skills that Participants think they have

4.2.5 Analytical Skills

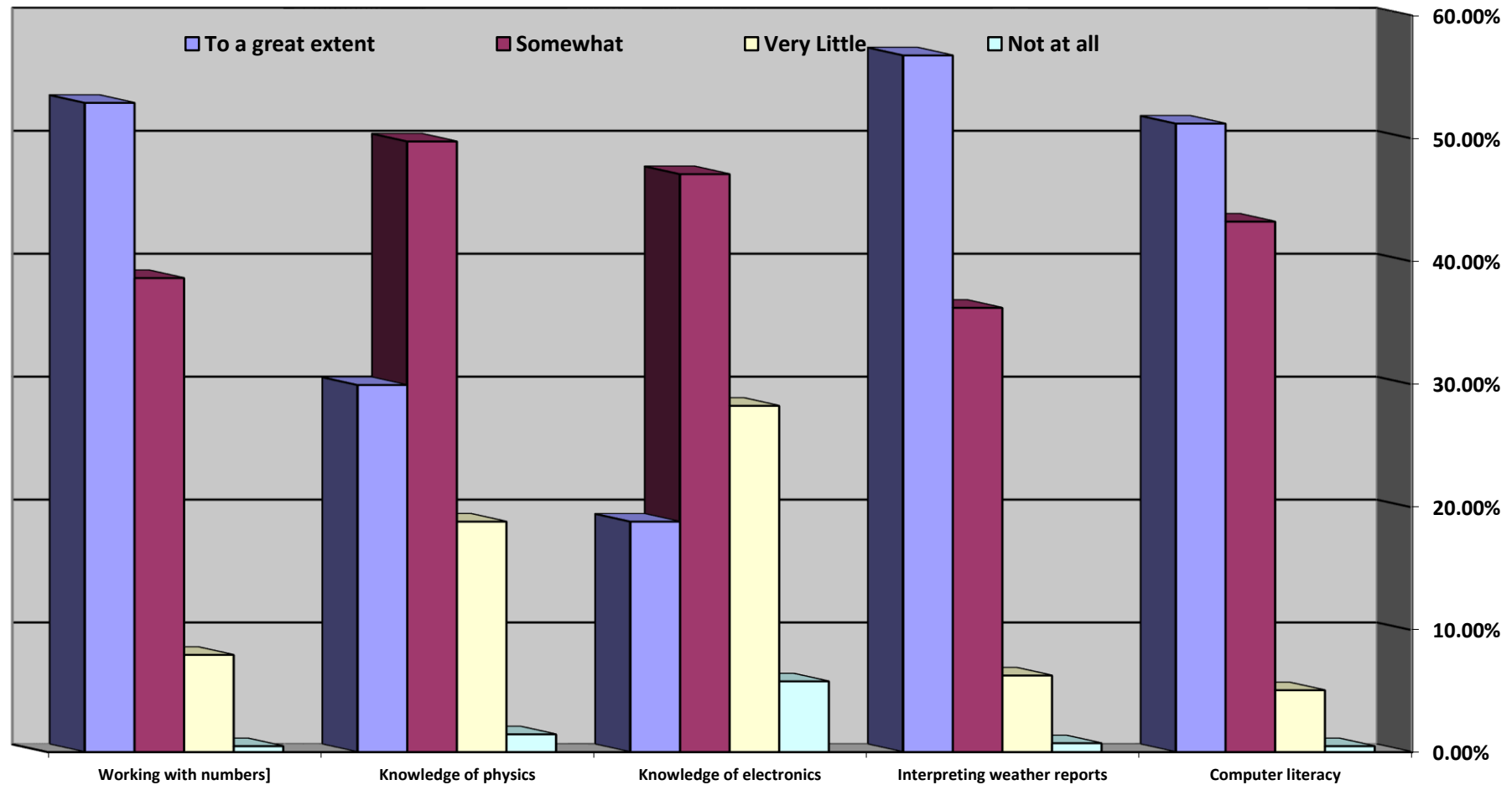


Figure 19 - Analytical skill that participants think they have

4.2.6 Vocational Skills – Part A

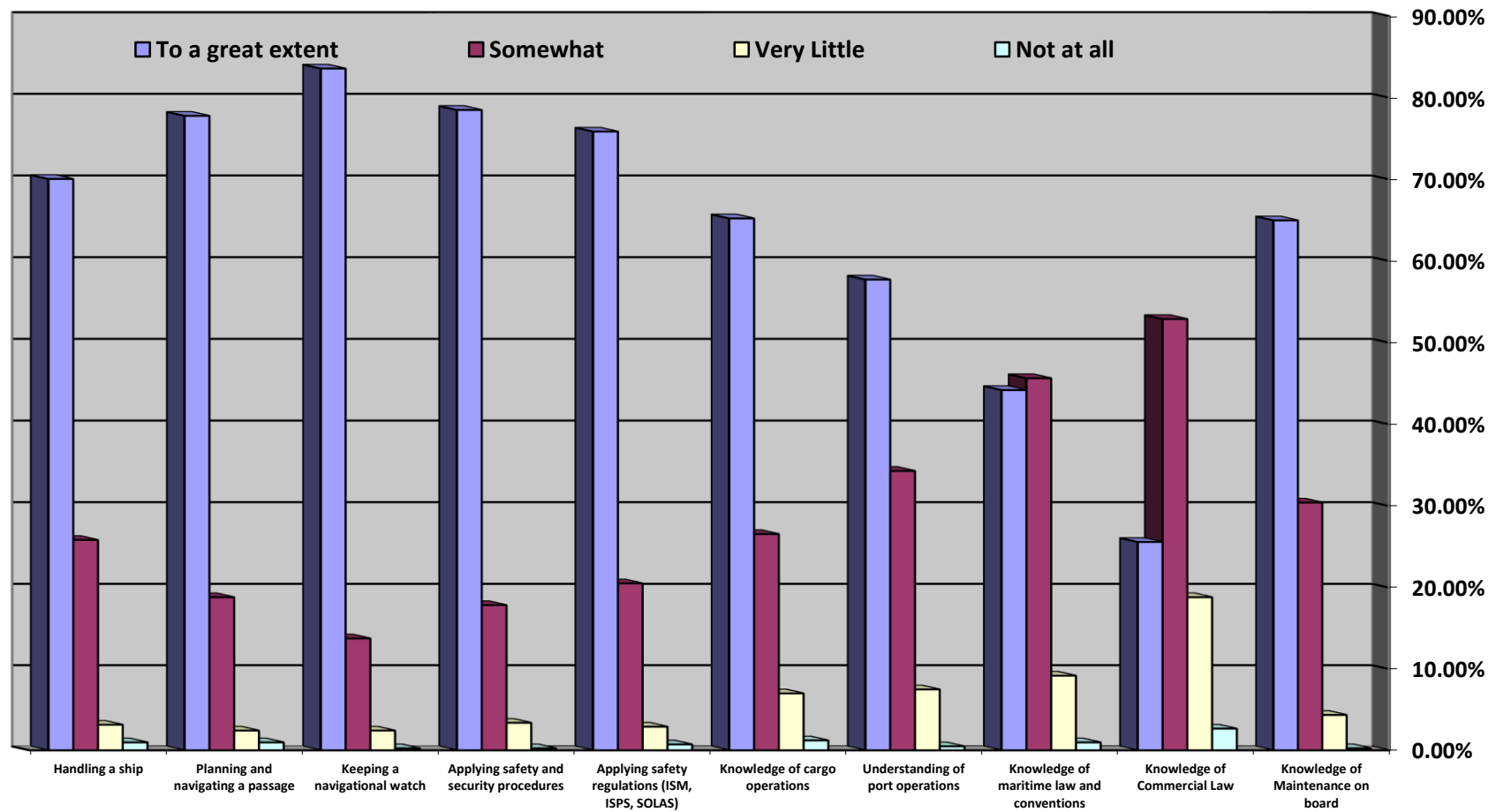


Figure 20 - Vocational skills that participants think they have

4.2.7 Vocational Skills – Part B

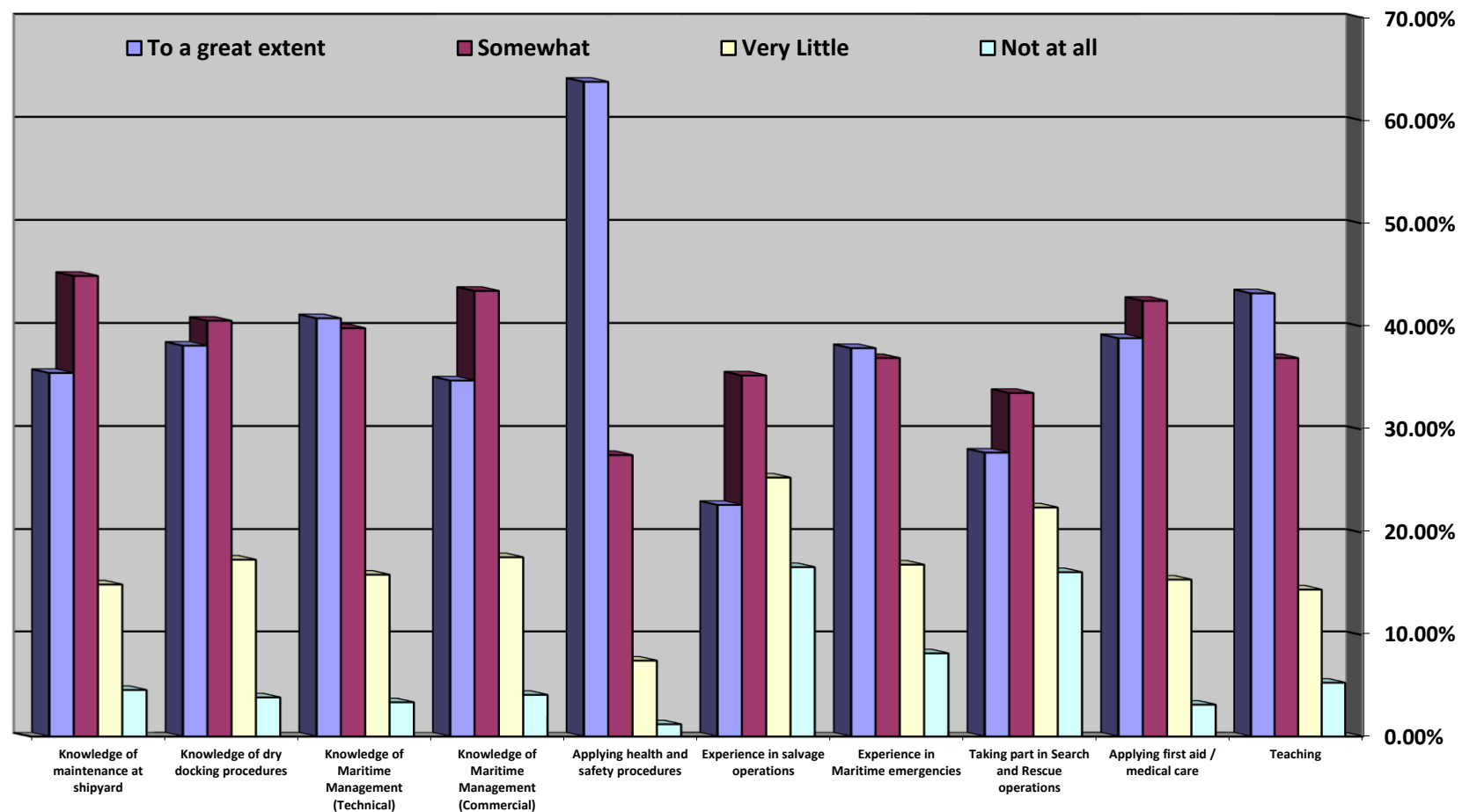


Figure 21 - Vocational skills that participants think they have

4.2.8 Vocational Skills – Part C

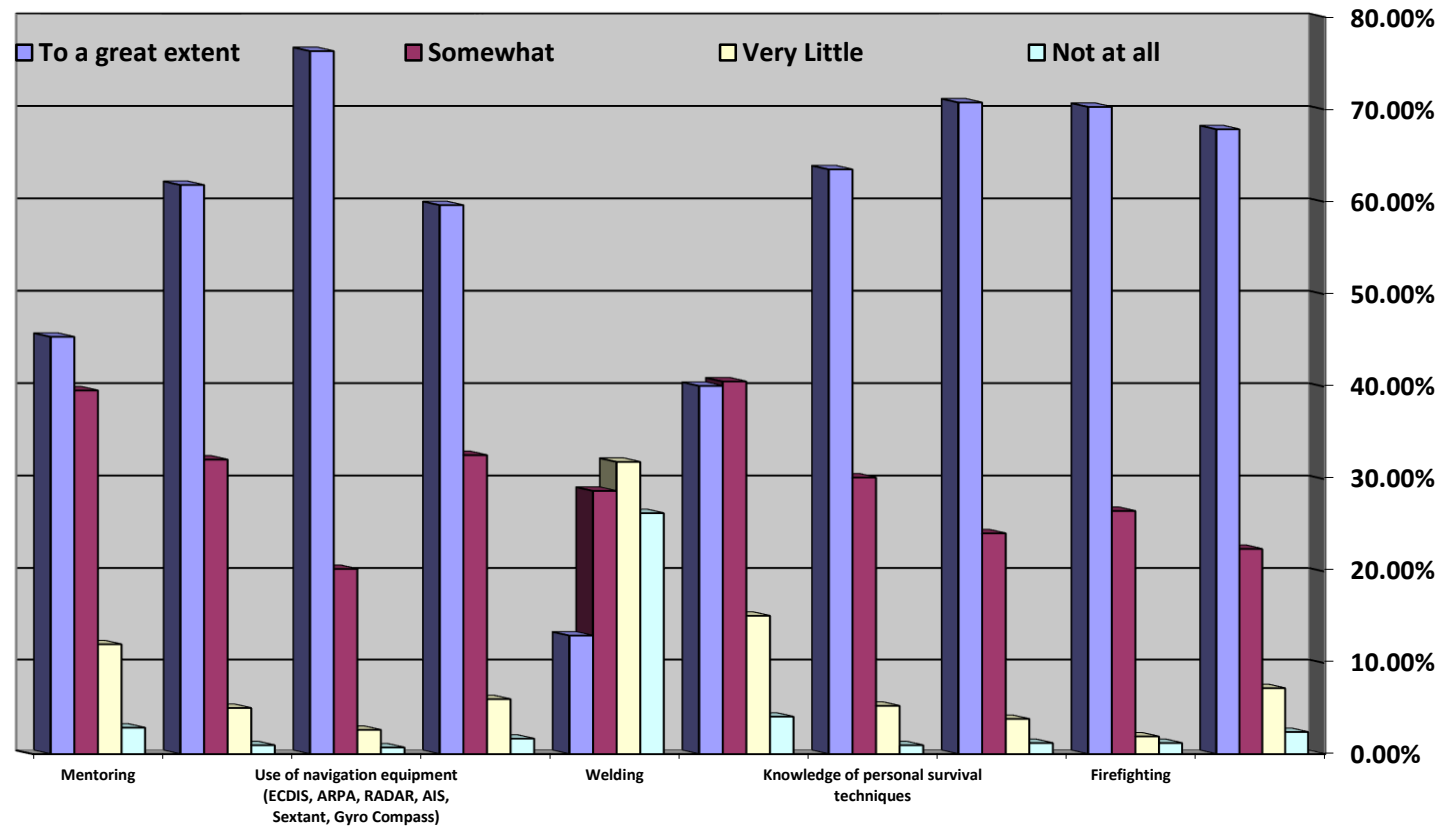


Figure 22 - Vocational Skills that participants think they have

4.2.9 Personal Skills – Part A

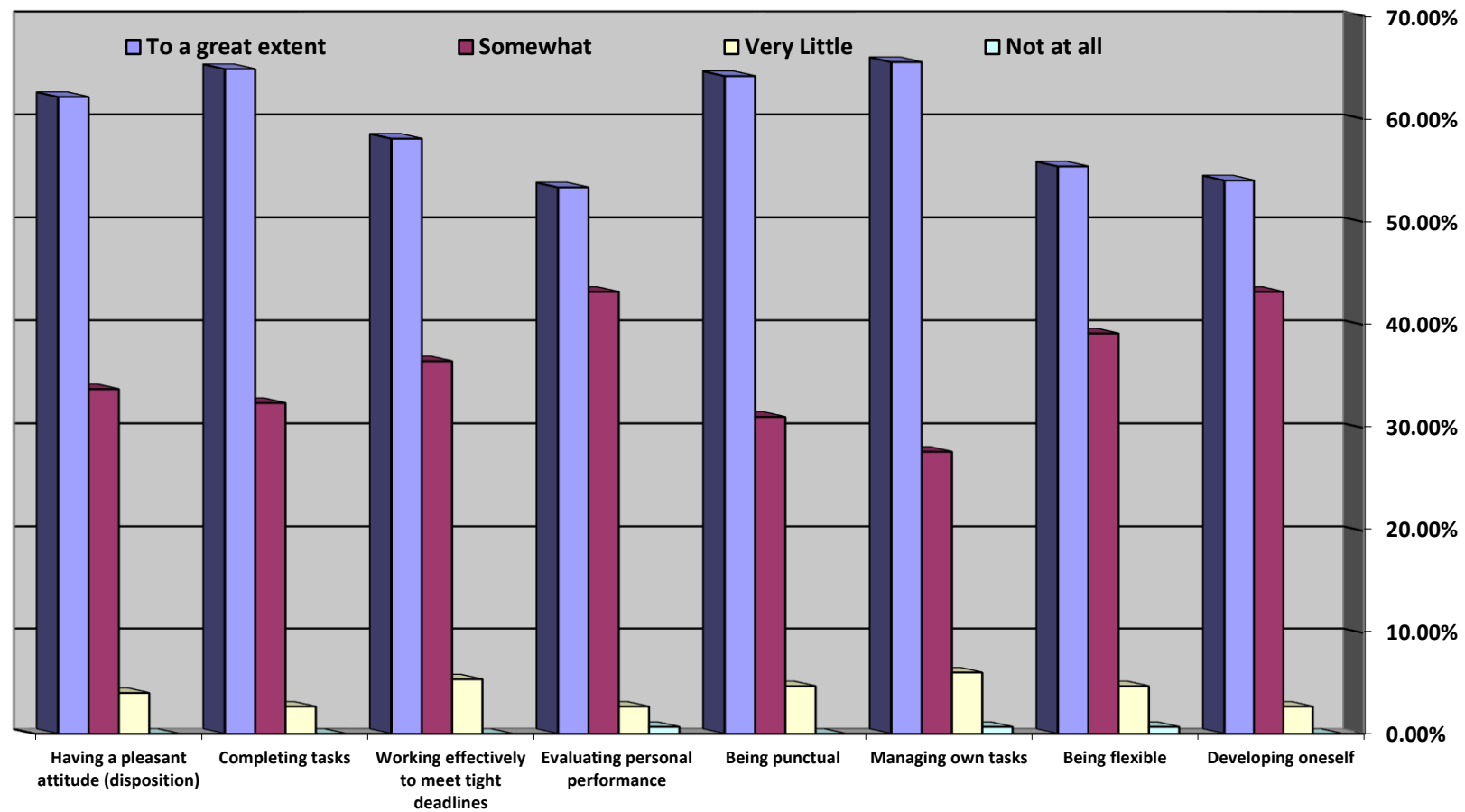


Figure 23 -Personal Skills that participants think they have

4.2.10 Personal Skills – Part B

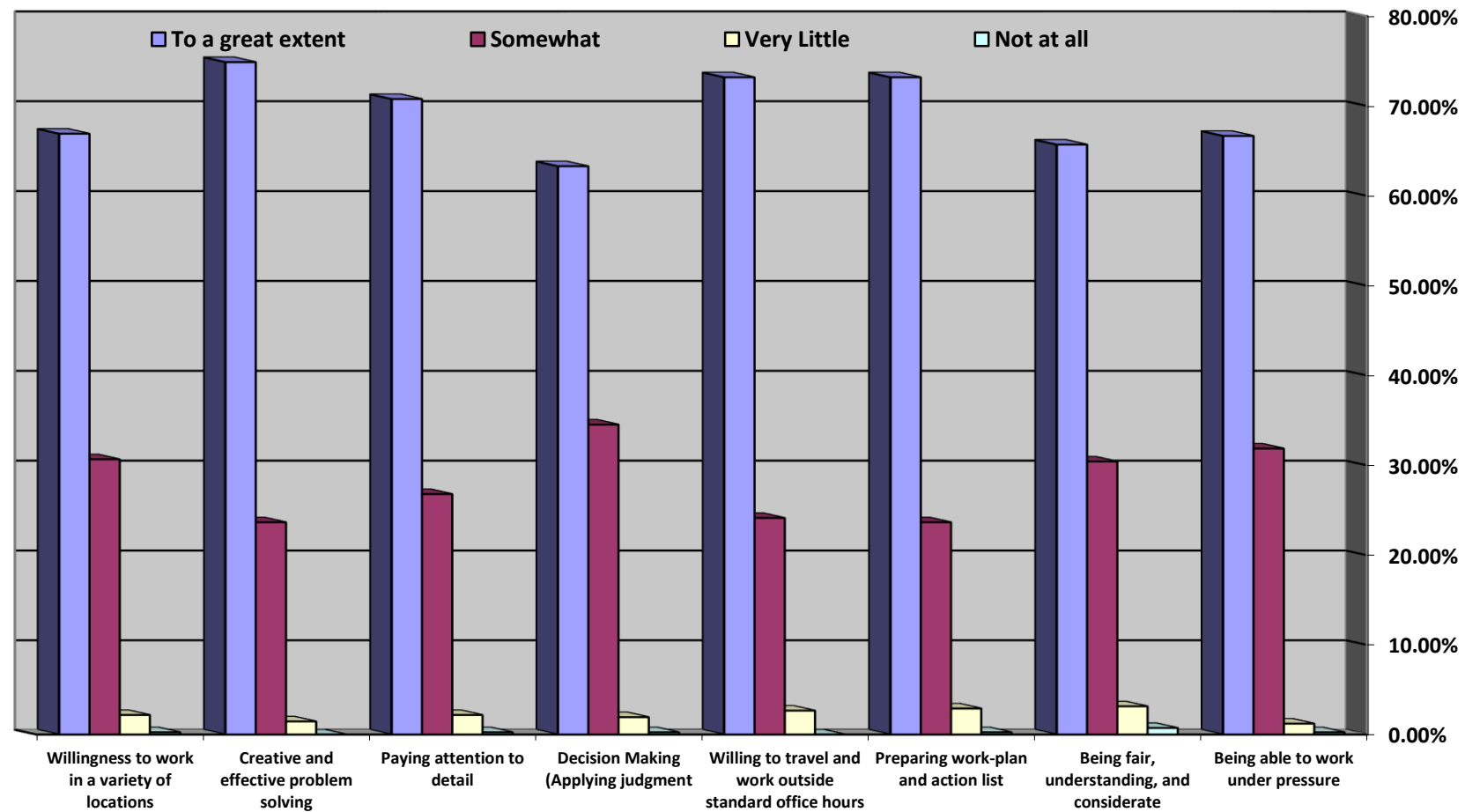


Figure 24 - Personal Skills that participants think they have

4.2.11 Personal Skills – Part C

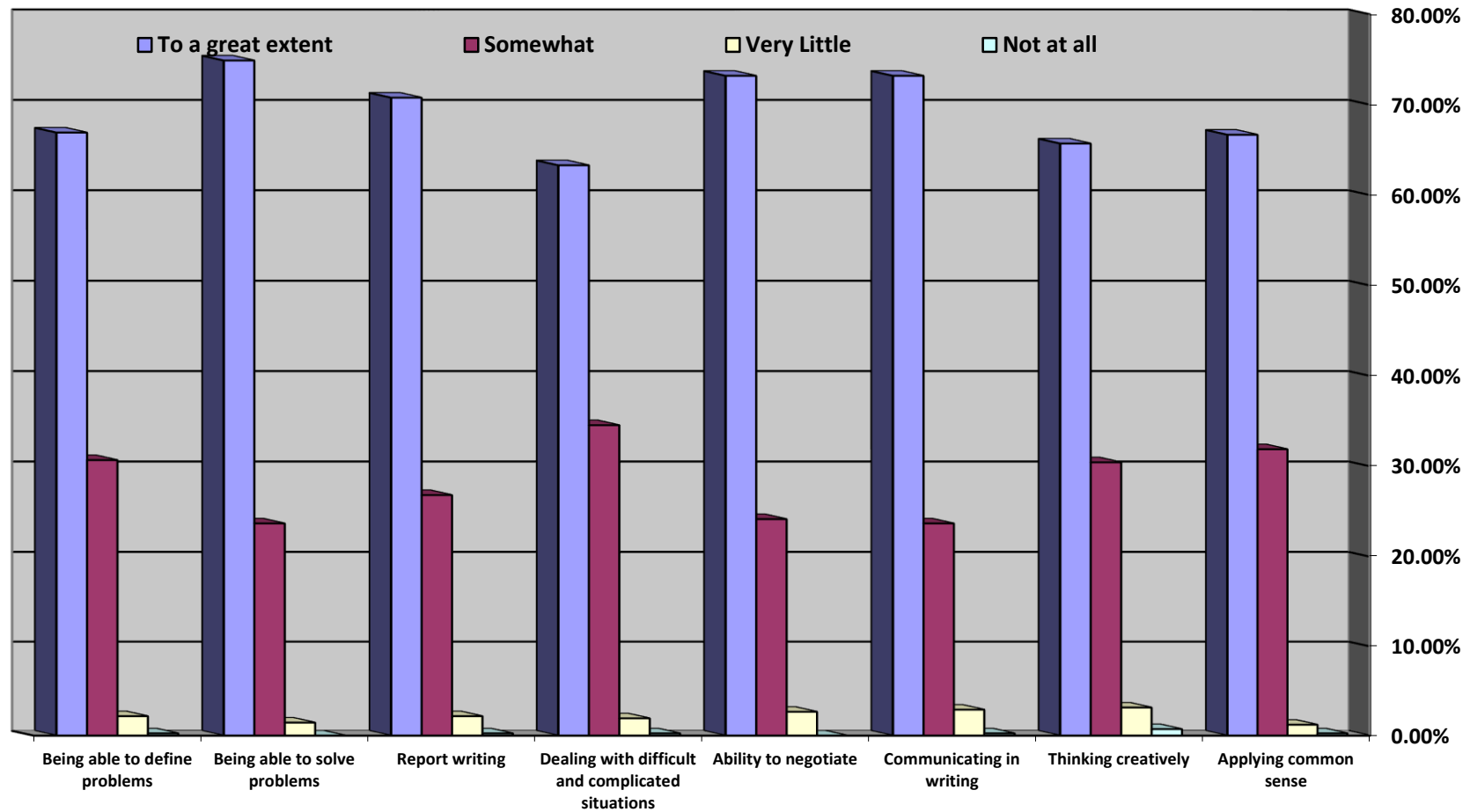


Figure 25 - Personal skills that participants think they have

4.2.12 Additional skills that the participants think they have

The following table show that the other skills (and in some case attitude) that they think they have.

Computer literature (5)	Communicating effectively with others (4)	Management (3)
Command & Control of the Ship (2)	Decision making (2)	Knowledge of physics and maths (2)
Leadership and management (2)	Navigation (2)	Problem Solving (2)
Surveying (2)	Understanding, writing & speaking different languages (2)	Working well with others (2)
Being Social (1)	Being Tolerant (1)	Cable laying (1)
Lecturing (1)	Listening (1)	Logistic (1)
Logistics (1)	Multilingual Speaking (1)	Painting (1)
Painting (art) (1)	Patience (1)	Ability to work in multicultural environment (1)
Analytical (1)	Anchor handling (1)	Appreciation of hydrograph and geophysics (1)
Assessing the risk (1)	Author (1)	Child Psychology (1)
Dancing (1)	Dealing with difficult situation (1)	Developing subordinates (1)
Driving (1)	Driving small boats (1)	Effective planning and organizing (1)
Effective team worker (1)	Engage well with its peers (1)	Flexibility (1)
Hardware and software (1)	IT skills (1)	Knowledge of wines, foods, cocktails, fabrics, decorative woods & stonework (1)
Marine survey techniques (1)	Mentoring (1)	Motivate People (1)
Multi Tasking (1)	Multi-language speaking (1)	Organization (1)
Photography (1)	Pipe laying (1)	Playing flute (1)
Public speaking (1)	Rig moving (1)	Sailing and racing (1)
Sailing and yachting (1)	Scuba diving (1)	Starting and running a business (1)
Teaching (1)	Time Management (1)	Understanding (1)
Using various computer programs	VB/VBA programming	Working in multicultural environment
Writing essays		

Table 4 – Additional skills that participants think they have

4.2.13 List of Transferable Skills

The method used to identify the transferable skills here is based on the estimated judgment of seafarers. The set of skills are divided into two where one set is considered stronger than the other.

4.2.13.1 General management skills

Stronger Skills	Weaker Skills
Leading a team	
Assessing risk	
Managing risk	
Evaluating Actions and operations	
Quality Assuring and Controlling	
Controlling events and activities	
Organising events and activities	
Planning events and activities	
Managing projects	
Developing Strategies	

Table 5 - General management skills

4.2.13.2 Business management Skills

Stronger Skills	Weaker Skills
Organisational management skills	Interpreting legal documents
Developing vision, mission and goals	Carrying out feasibility studies
Evaluating personal performance	Marketing products and services
Measuring individual or group performance	Advertising products and services
Developing staff members	Preparing a budget
	Allocating cost to operations
	Managing finance
	Developing job specifications
	Developing organisational structures
	Developing management structures
	Recruiting people
	Understanding good practice in logistics

Table 6 - Business management Skills

4.2.13.3 People Skills

Stronger Skills	Weaker Skills
Working as a team	Dealing with the general public
Working well with others	
Managing conflict at work	

Communicating verbally	
Sensitivity to cultural differences	
Managing others	
Engaging and interacting with seniors	
Engaging and interacting with peers	
Engaging and interacting with sub-ordinates	

Table 7 – People Skills

4.2.13.4 Analytical Skills

Stronger Skills	Weaker Skills
Working with numbers	Knowledge of physics
Interpreting weather reports	Knowledge of electronics
Computer literacy	

Table 8 - Analytical Skills

4.2.13.5 Vocational Skills

Stronger Skills	Weaker Skills
Keeping a navigational watch	Knowledge of Commercial Law
Planning and navigating a passage	Knowledge of maritime law and conventions
Handling a ship	Experience in salvage operations
Applying safety and security procedures	Taking part in Search and Rescue operations
Applying safety regulations (ISM, ISPS, SOLAS)	Welding
Knowledge of Maintenance on board	Mentoring
Understanding of port operations	Procurement, Stock Control and Victualling
Knowledge of cargo operations	
Applying health and safety procedures	
Teaching	
Knowledge of maintenance at shipyard	
Knowledge of dry docking procedures	
Knowledge of Maritime Management (Technical)	
Knowledge of Maritime Management (Commercial)	
Experience in Maritime emergencies	
Applying first aid / medical care	
Use of navigation equipment (ECDIS, ARPA, RADAR, AIS, Sextant, Gyro Compass)	
Fire fighting	
Proficiency in survival crafts / rescue boats	
Knowledge of personal survival techniques	
Knowledge of radio communications procedures	

and equipment	
Ship maintenance (including painting and antifouling)	
Ability to take over temporary command of a vessel	

Table 9 - Vocational Skills**4.2.13.6 Personal Skills**

Completing tasks	
Managing own tasks	
Being punctual	
Developing oneself	
Being flexible	
Evaluating personal performance	
Working effectively to meet tight deadlines	
Having a pleasant attitude (disposition)	
Being able to work under pressure	
Willingness to work in a variety of locations	
Creative and effective problem solving	
Willing to travel and work outside standard office hours	
Preparing work-plan and action list	
Decision Making (Applying judgment	
Paying attention to detail	
Being fair, understanding, and considerate	
Being able to solve problems	
Ability to negotiate	
Communicating in writing	
Being able to define problems	
Report writing	
Dealing with difficult and complicated situations	
Thinking creatively	
Applying common sense	
Displaying Sense of fairness	

Table 10 - Personal Skills

4.3 Seafarers view on ashore jobs they are considered

In this section of the questionnaire, captains (including 1st officers and watch officers) were asked several questions to enquire and find out their points of view as to whether seafarers would wish to work ashore. The answers are expected to be accurate however; a fact that should be considered is that they might have overrated themselves.

4.3.1 Maritime Industry needs more seafarers to work ashore

In this question of the questionnaire, participants were asked whether the maritime industry needs more seafarers ashore.

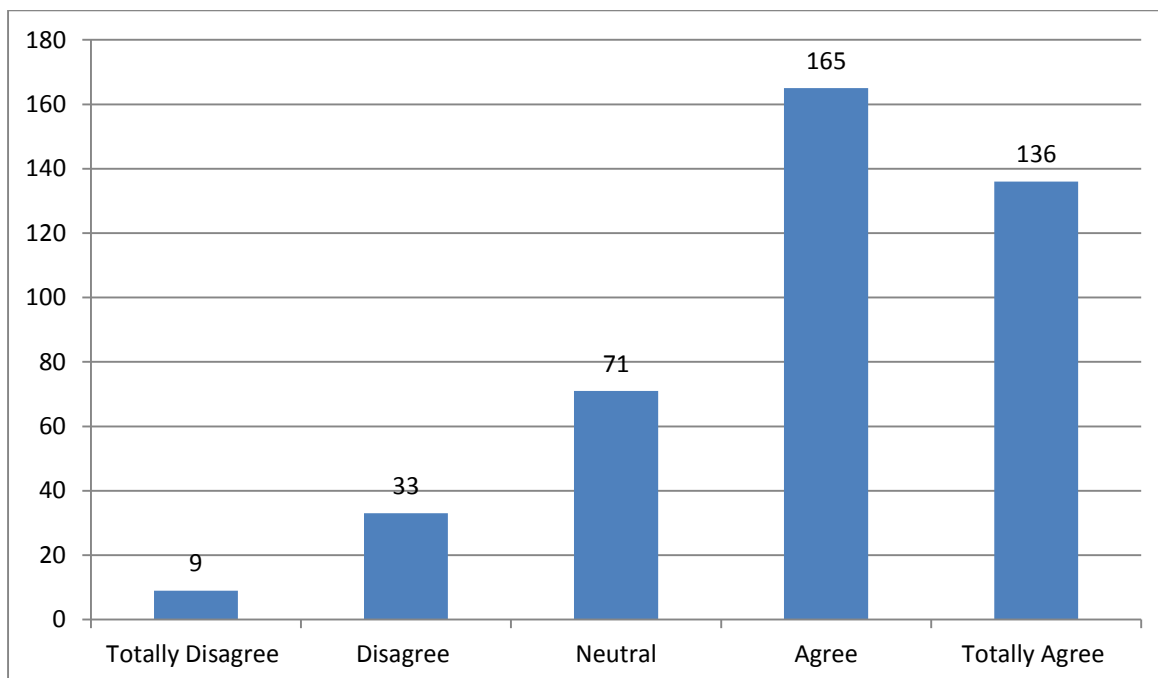


Figure 26 - Participants response to whether maritime industry needs more seafarers or not

Figure 26 shows the view of participants to above question. The majority of the respondents either fully agreed (count of 136) or agreed (count of 165) while some disagreed (count of 33) and a few totally disagreed (count of 9). A number of participants were neutral and opted not to, nor to disagree (count of 71). It is obvious that seafarers will not claim that they are not needed ashore. However, the fact is that they have been in the environment of sea which is interlinked to ashore jobs related to shipping and it would ideally be beneficial that their skills are being used ashore.

4.3.2 Seafarers need additional skills/training to work ashore

In this question of the questionnaire, the participants were asked whether seafarers need additional skills/training to be able to work ashore.

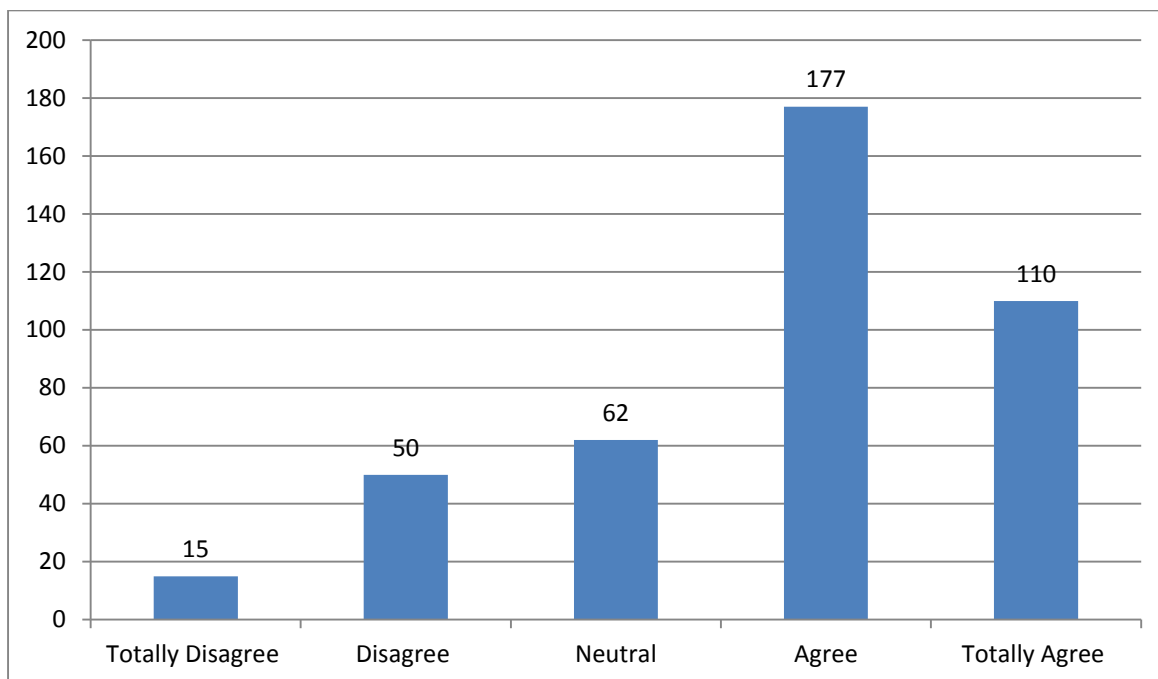


Figure 27 - Response of participants whether seafarers need additional skills to work ashore

Figure 27 shows the view of participants to the above question. The majority of the participants either fully agreed (count of 110) or agreed (count of 177) while some disagreed (count of 50) and a few totally disagreed (count of 15). A number of participants opted neither to agree, nor to disagree (count of 62). It is obvious that there is a difference between the tasks that they do at sea and do ashore. Therefore, it is and will always be the case that they will be asked to take some sort of additional training or courses to fit into job specifications ashore.

4.3.3 Maritime enterprises would benefit from employing seafarers for jobs ashore

In this question of the questionnaire, the participants were asked whether the maritime enterprises would benefit employing seafarers for jobs ashore.

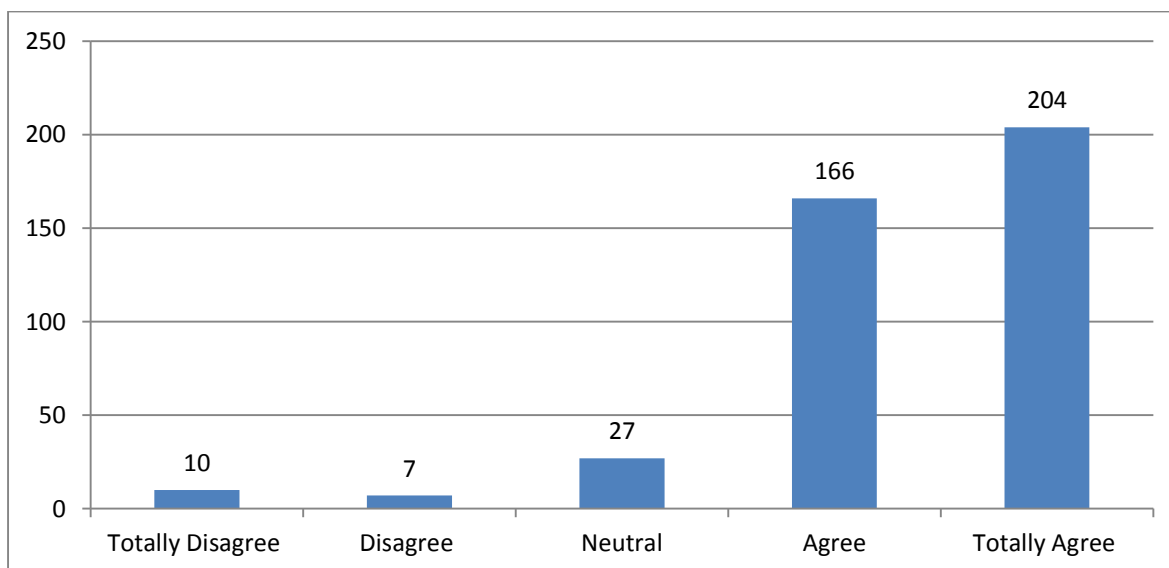


Figure 28 - participants were asked whether maritime enterprises would benefit from employing seafarers for jobs ashore

Figure 28 shows the view of participants to above question. The majority of the participants either fully agreed (count of 204) or agreed (count of 166) while a few disagreed (count of 7) and a few totally disagreed (count of 10). A number of participants opted neither to agree nor to disagree (count of 27). It can be argued that it may not be the case for some of the people. However, looking at the scene from the point of seafarers, they strongly believe that maritime enterprises would benefit employing seafarers ashore.

4.3.4 Shipping companies would improve the quality of their workforce by employing seafarers

In this question of the questionnaire, the participants were asked whether the shipping companies would improve the quality of their workforce by employing seafarers.

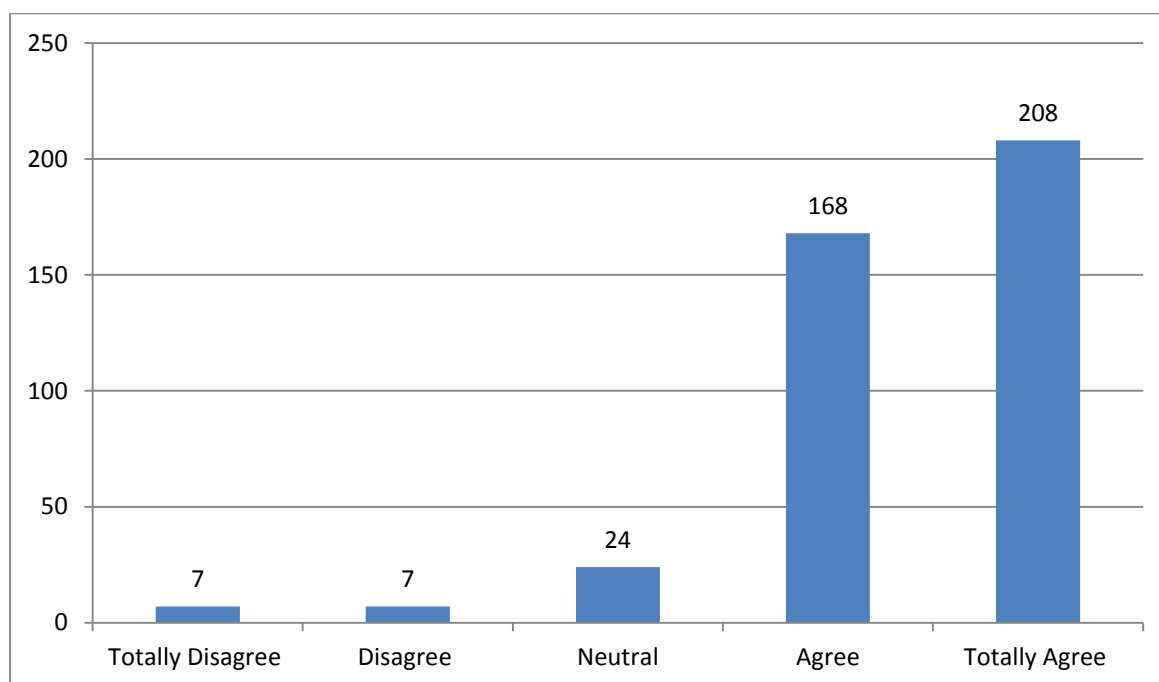


Figure 29 - Participants were asked whether shipping companies would improve the quality of their workforce by employing seafarers

Figure 29 shows the view of participants to above question. The majority of the participants either fully agreed (count of 208) or agreed (count of 168) while a few disagreed (count of 7) and a few totally disagreed (count of 7). A number of participants opted neither to agree nor to disagree (count of 24). There are many technical, managerial and operational tasks that shipping companies need to carry out. Therefore, transferring the knowledge and skill of the seafarers could usually be beneficial for the shipping companies.

4.3.5 Employing seafarers at Technical organisations would be more appropriate than at Commercial organisations in the maritime sector

In this question of the questionnaire, the participants were asked whether employing seafarers at Technical organisation would be more appropriate than at Commercial organisations in the maritime sector.

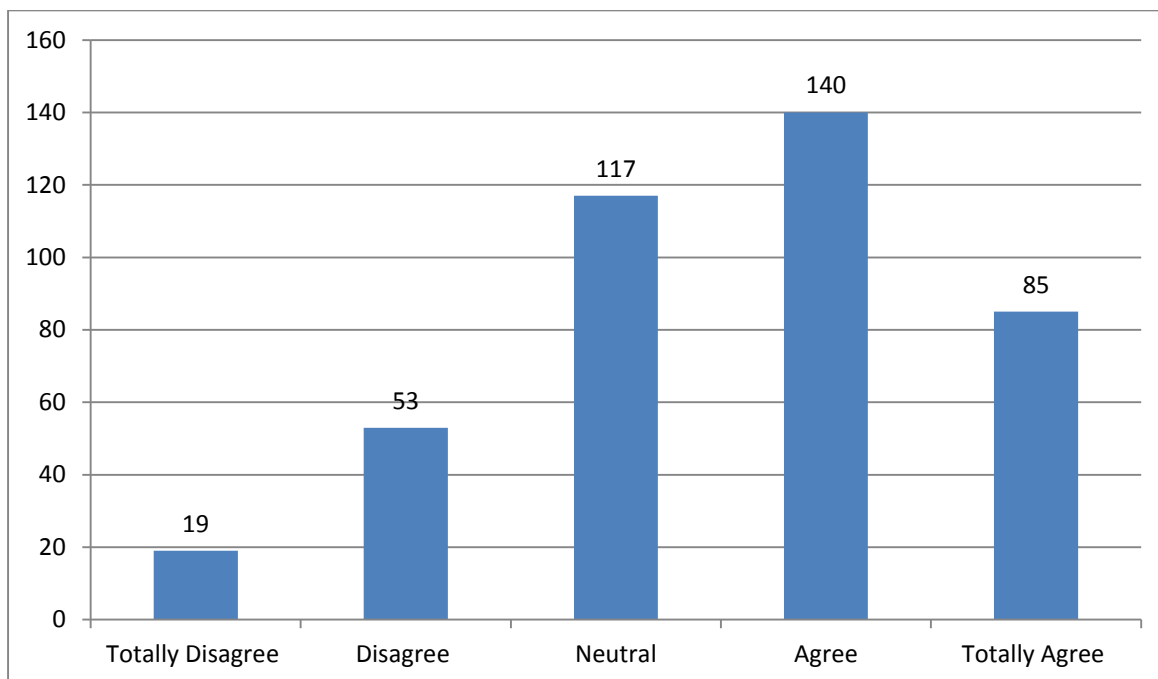


Figure 30 - Employing seafarers at Technical organisations would be more appropriate than at Commercial organisations in the maritime sector

Figure 30 shows the view of participants to above question. The majority of the participants either fully agreed (count of 85) or agreed (count of 140) while some disagreed (count of 53) and a few totally disagreed (count of 19). A substantial number of participants chose neither to agree nor to disagree (count of 117).

4.3.6 A shipping company should be led by a qualified seafarer rather than any other professional

In this question of the questionnaire, the participants were asked whether a shipping company should be led by a qualified seafarer rather than any other professional.

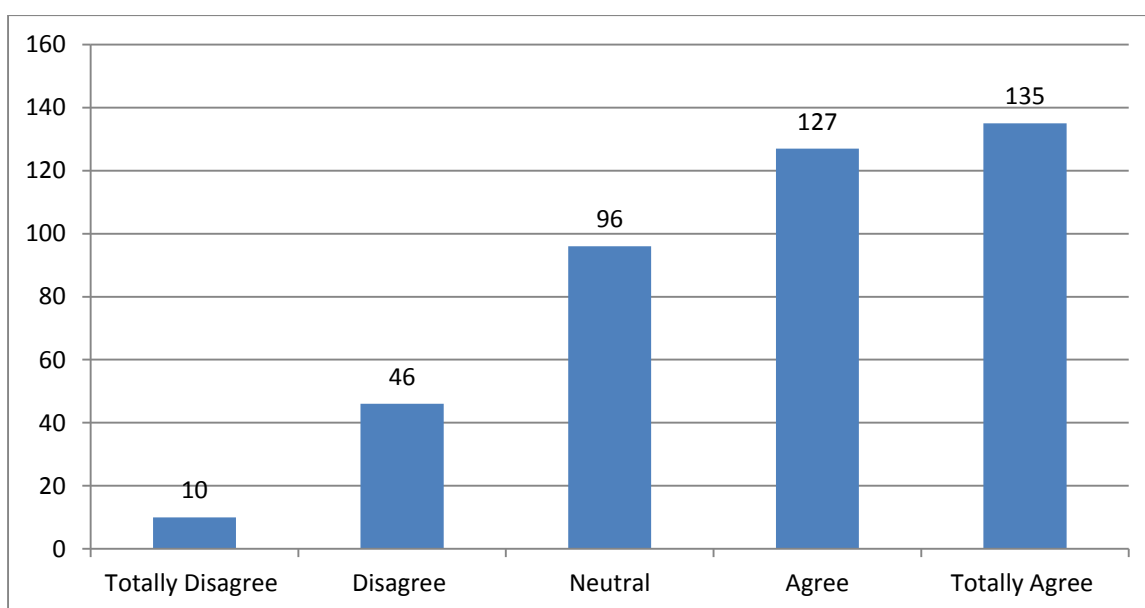


Figure 31 – Participants were asked whether shipping company should be led by a qualified seafarer rather than any other professional

Figure 31 shows the view of the participants to the above question. The majority of the participants either fully agreed (count of 135) or agreed (count of 127) while some disagreed (count of 46) and a few totally disagreed (count of 10). A substantial number of participants opted neither to agree nor to disagree (count of 96). It is obvious that using the skills of the seafarers in shipping companies are always evident and seafarers thinks that this is the way forward looking at the response of them.

4.3.7 Maritime education and training should provide at least some introductory knowledge of jobs ashore

In this question of the questionnaire, the participants were asked whether maritime education and training should provide at least some introductory knowledge of jobs ashore.

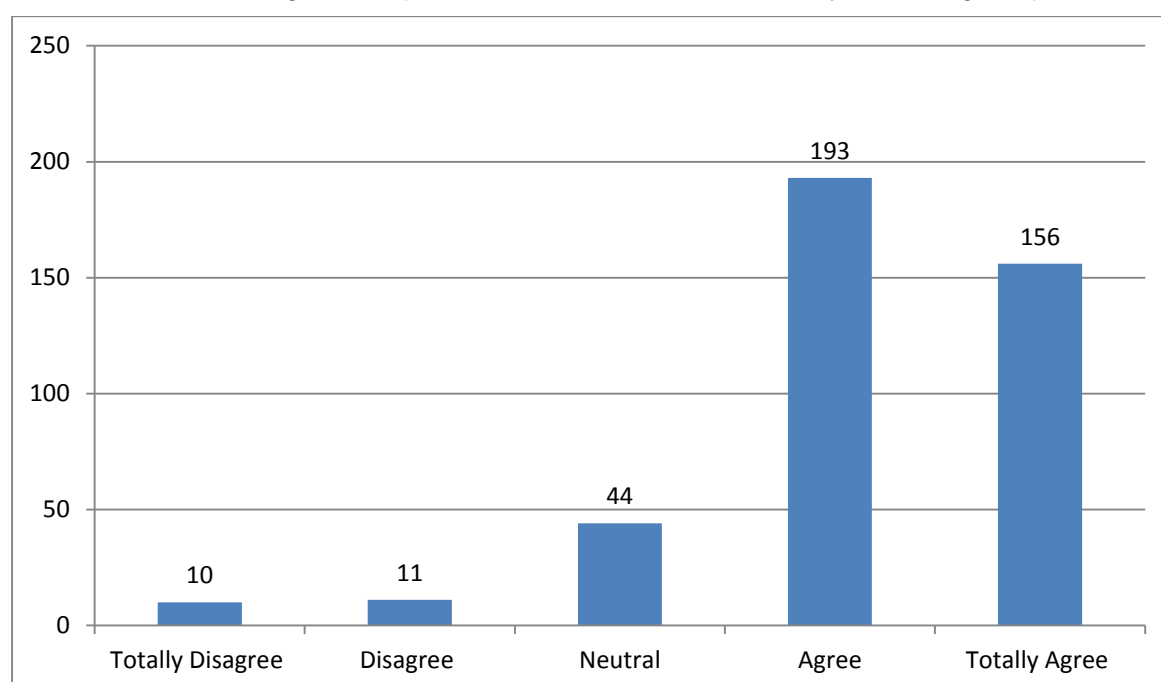


Figure 32 - Participants response to whether maritime education and training should provide at least some introductory knowledge of jobs ashore

Figure shows the view of participants to above question. The majority of the participants either fully agreed (count of 156) or agreed (count of 193) while a few disagreed (count of 11) and a few totally disagreed (count of 10). A number of participants opted neither to agree nor to disagreed (count of 44).

4.3.8 The experience of a qualified seafarer is relevant to many maritime jobs ashore

In this question of the questionnaire, the participants were asked whether the experience of a qualified seafarer is relevant to many maritime jobs ashore.

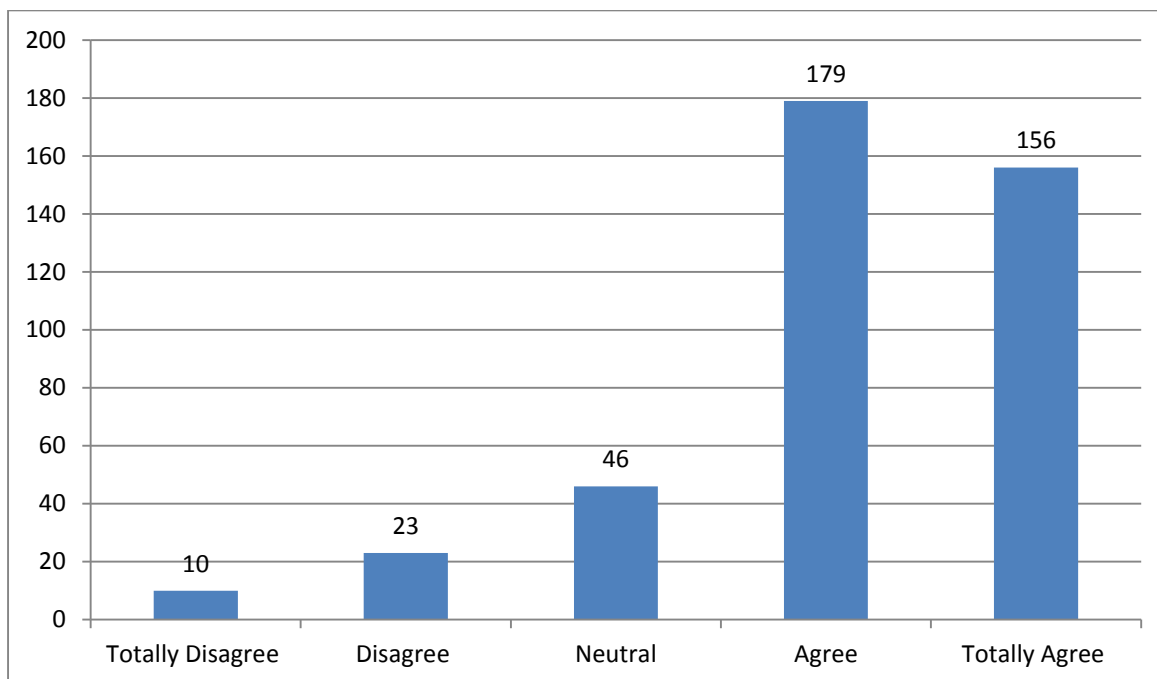


Figure 33 - The experience of a qualified seafarer is relevant to many maritime jobs ashore

Figure 32 shows the view of participants to above question. The majority of the participants either fully agreed (count of 156) or agreed (count of 179) while a few disagreed (count of 23) and a few totally disagreed (count of 10). A number of participants opted neither to agree nor disagree (count of 46).

4.3.9 Relevant e-learning courses would help prepare seafarers for jobs ashore

In this question of the questionnaire, the participants were asked whether relevant e-learning courses would help prepare seafarers for jobs ashore.

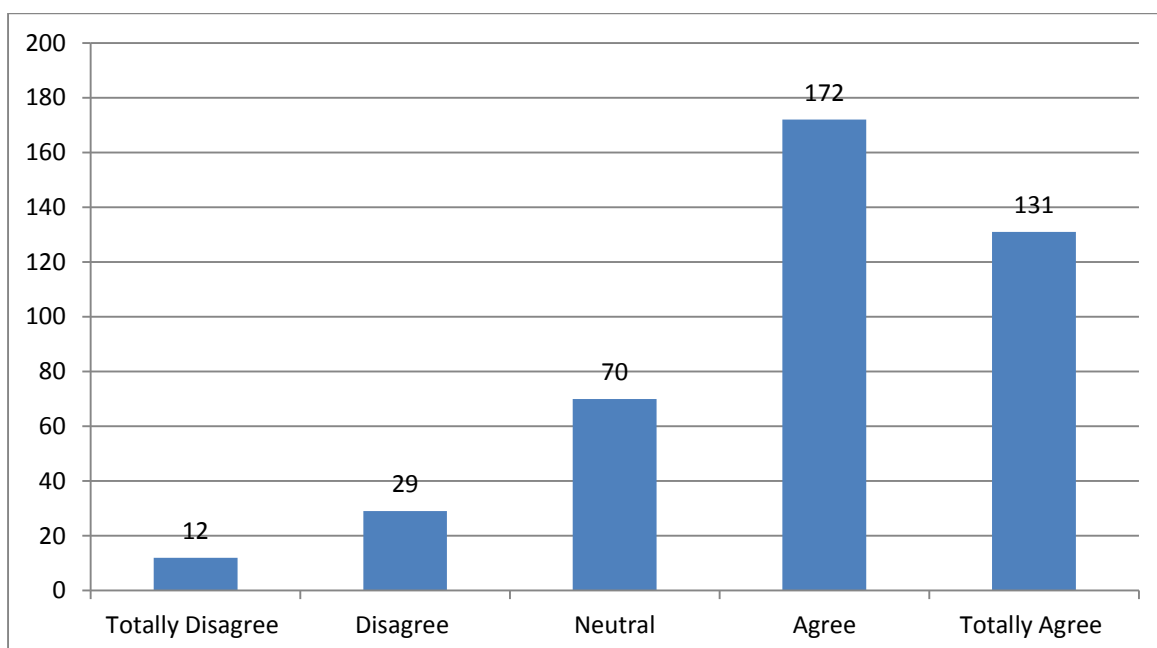


Figure 34 - Participants response to whether relevant e-learning courses would help prepare seafarers for jobs ashore

Figure 33 shows the view of participants to above question. The majority of the participants either fully agreed (count of 131) or agreed (count of 172) while a few disagreed (count of 29) and a few totally disagreed (count of 12). A number of participants opted neither to agree nor to disagree (count of 70).

4.3.10 Seafarers do not have the necessary skills to work ashore

In this question of the questionnaire, the participants were asked whether seafarers do not have the necessary skills to work ashore or not.

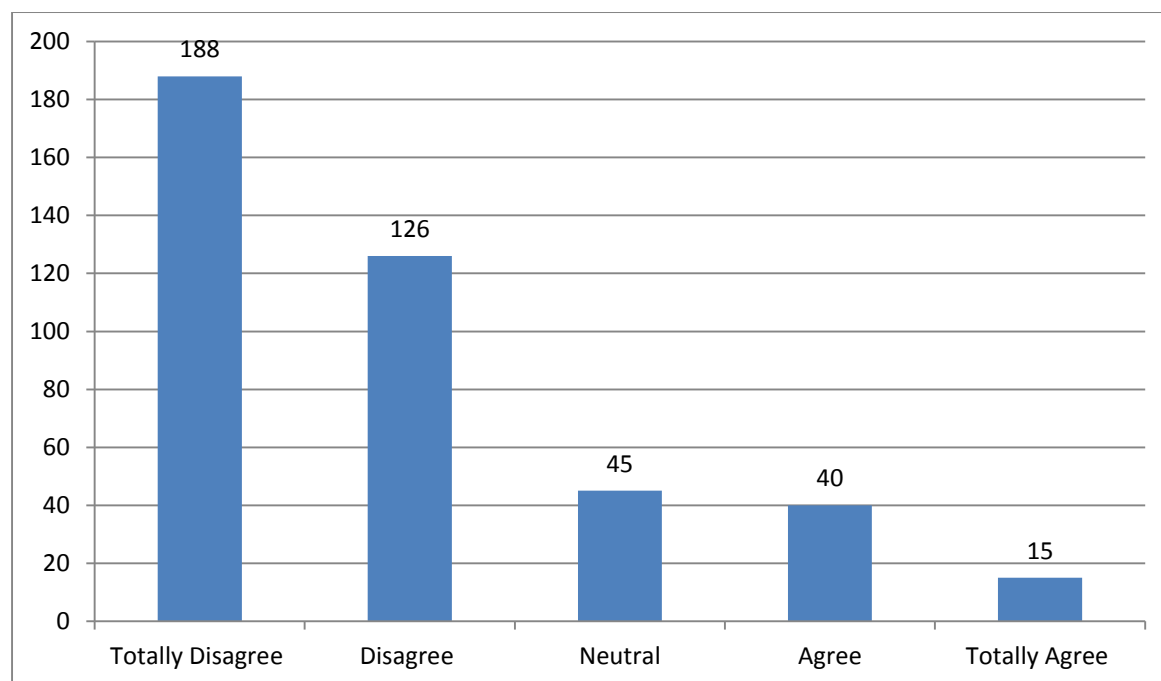


Figure 35- Participants response to whether seafarers have skills to work ashore or not

Figure 34 shows the view of participants to above question. The majority of participants either fully disagreed (count of 188) or disagreed (count of 126) while a few respondents agreed (count of 40) and a few totally disagreed (count of 15). A number of participants opted neither to agree, nor to disagree (count of 45).

5 Deck Cadets Questionnaire

5.1 General Information

5.1.1 Number of returns

A total of **337** questionnaires were received representing a good cross-section of the current maritime world from 19 countries. Largest numbers of returns were from Greece (122), with good contributions from Turkey (54), Poland (51), UK (44), Finland (23) and Slovenia (21). Deck Cadets questionnaire received a substantial number of responses, even more than what was stated in the SAIL AHEAD proposal.

The most cogent information emerging from the “personal information” is undoubtedly the country of respondents. The cross-referencing of the partner countries MET (Maritime education and training) programme will give some comparison of education and training across Europe. Do we expect Deck Cadets to have sufficient knowledge and skills to be employable ashore after graduation from their College/University programme?

Where returns pertaining to a particular country of issue were too small to be statistically significant, they have been grouped into blocks.

The five broad groupings have been chosen because there is a discernible common ground, mainly through historical connection, which hopefully may suggest similarity of education system.

The block groupings are, with the number of returns for each country:

Far East	Philippines (1),
Mid East	Pakistan (1)
European Community/USA	Lithuania (3), Netherland (2), Spain (1), Croatia (1), USA (1), France (1), Irish (1), Italian (1),
Eastern Europe	Ukraine (3)
Common Wealth	India (5),
South America	Venezuela (1)

As a matter of fact the grouping is little arbitrary, the USA grouped with EC countries is merely a “best fit”.

The graph below (figure 1) shows the overall distribution of the 337 returns received. Please note that single country entries are highlighted in red.

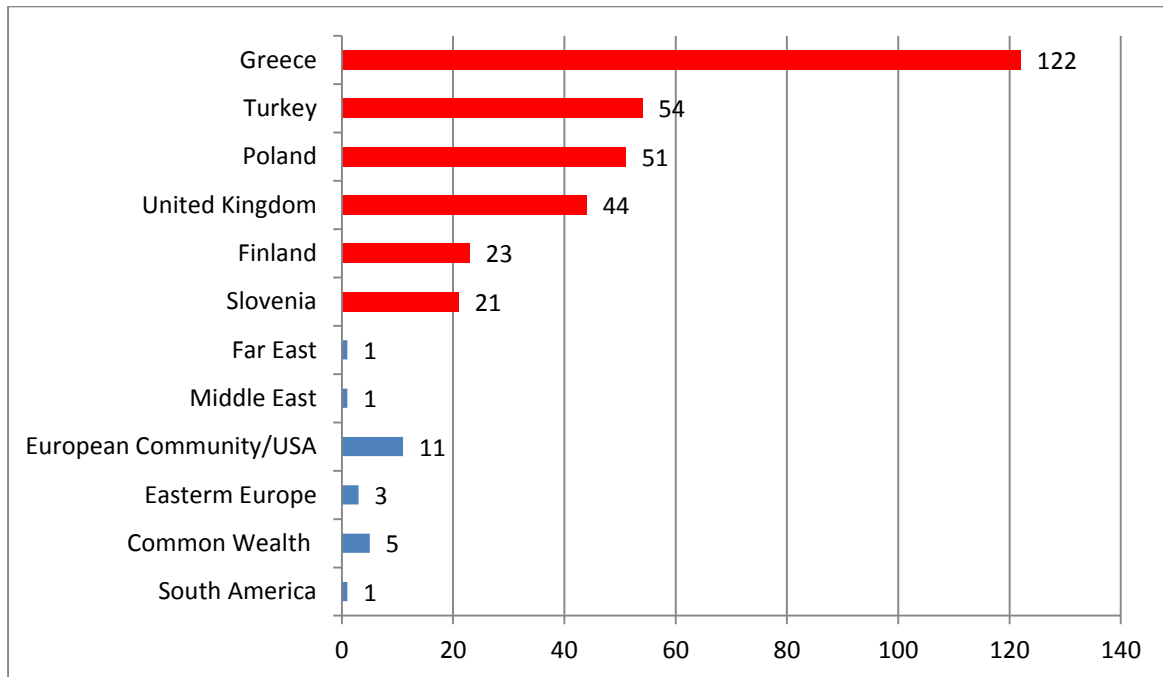


Figure 1

Greece far outweighs all other contributions but comparatively good returns from Turkey, Poland, United Kingdom, Finland and Slovenia make for a useful comparison.

5.1.2 Age interval of the participants

Since the level of knowledge, skills and competency develops in time it was decided to differentiate by the academic year of study of the respondents so that the information collected will be analysed more accurately. A wide coverage of responses in terms of academic year was received. This will give a balanced result to the report allowing for good comparison between the more experienced and the less experienced. Therefore, main objectives can rely upon a thorough reflection of what is occurring to the seafarers.

Figure shows ten distinctive age groups of participants. Age group of participants biased to younger age groups between 18 and 45 and there was no response from the age groups over 45 years. This is usual because it is unusual for an individual to start seafaring career after a certain age.

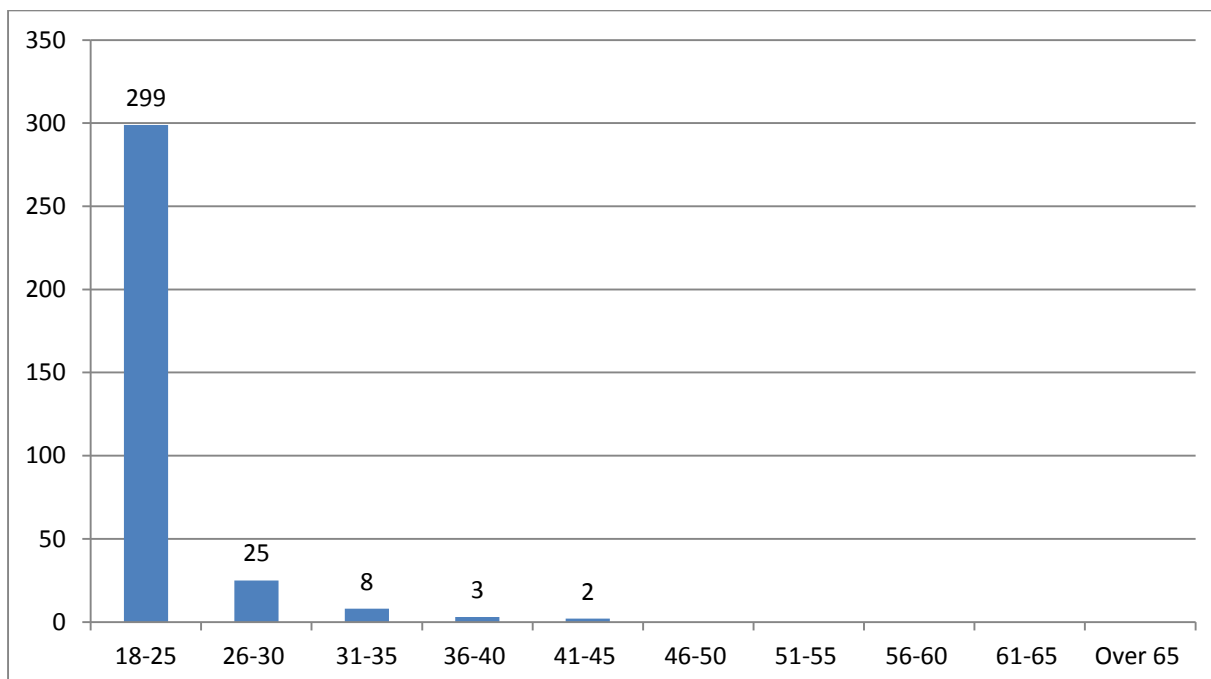


Figure 36 - Age interval of the participants

Figure shows the age of participants with respect to their age groups 18-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65 and over 65. As expected, the majority of the respondents was within the age group of 18-25 (count of 299), followed by 26-30 (count of 25), 31-35 (count of 8), 36-40 (count of 3) and there were only two responses from the age group of 41-45.

5.1.3 Year in their academy

In this question, participants were asked about the academic year that they were studying.

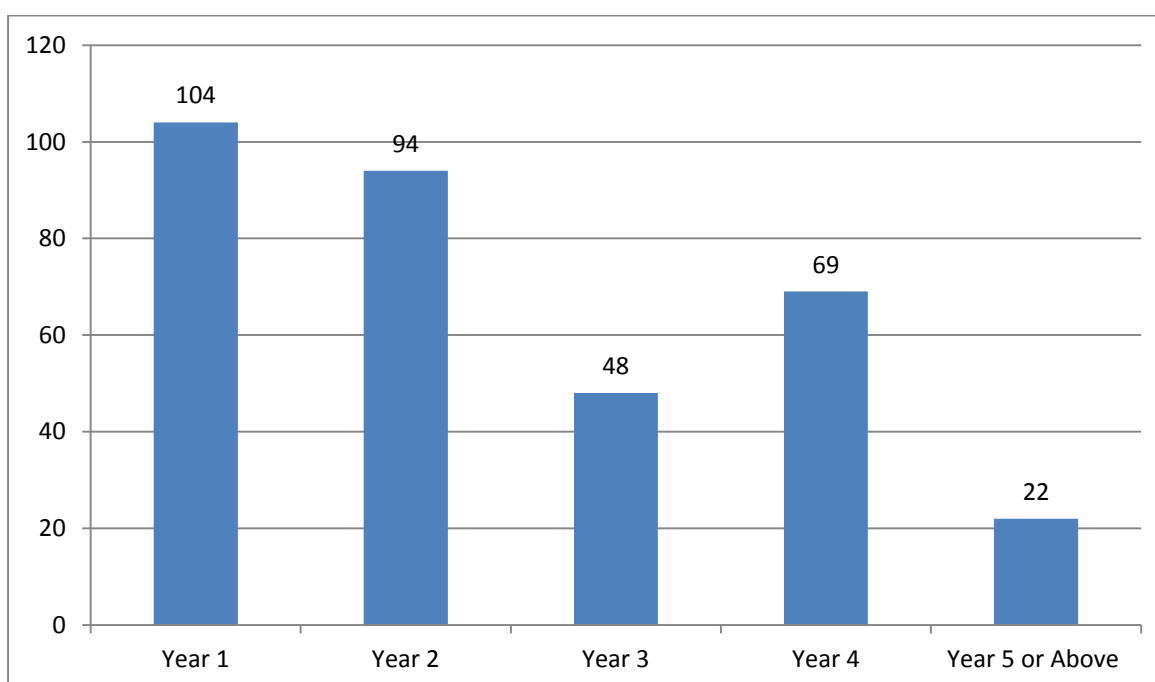


Figure 37 - Year in their academy

Figure 37 shows the academic year of the participants. A good distribution of responses was received from the students. The majority of responses were from year 1 (count of 104) and year 2 (count of 94) were received, where students have either no or some sea experience. This is followed by year 4 (count of 69), year 3 (count of 48) and year 5 (count of 22).

5.1.4 Experience of participants on board vessels

In this question of the questionnaire, participants were asked on what kind of ships they had served.

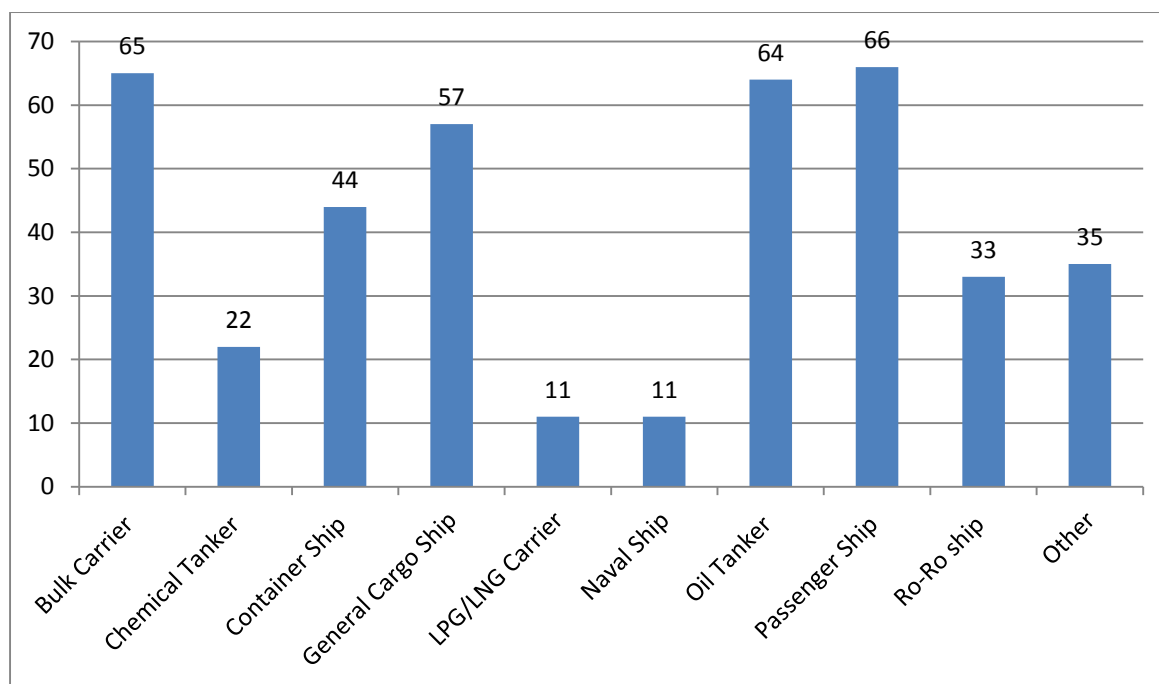


Figure 38 - Experience of participants on board vessels

Figure 38, as seen from the figure, participants has sailed in different type of vessels. The majority of participants served on Passenger Vessel (count of 66), followed by Bulk Carrier (count of 65), General cargo vessel (count of 57), Container ship (count of 44), Ro-Ro ship (count of 33), Chemical tanker (count of 22) and both LPG/LNG Carrier (count of 11) and Naval Ships (Count of 11) got the same number.

Apart from those listed in the table, the participants had also served on board of the following vessels.

Training Vessel (8)	Yacht (7)	Sailing Vessel (6)
Small Boat (6)	Survey Vessel (3)	Tug Boat (3)
Survey vessel (1)	Tall Ship (1)	

Table 11 - Additional vessels that participants served

5.1.5 Sea Time

In this question, participants were asked about the time they had spent at sea either as trainees or as workers.

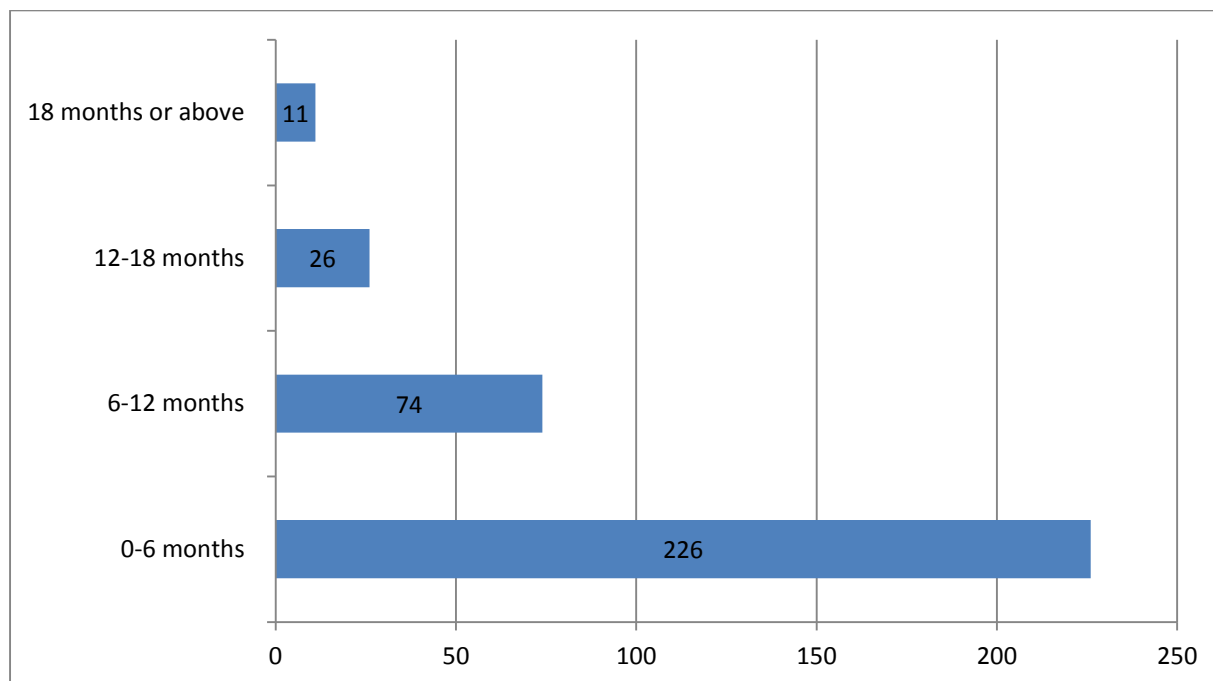


Figure 39 - Sea Time

As seen from the figure, the sea time of the participants were divided into four groups which are 0-6, 6-12, 12-18 and 18 months or above. The majority of participants had less than 6 month sea service (count of 226). It was not possible to identify from the information available whether the work was carried out at sea or elsewhere. This followed by 6-12 months (count of 74), 12-18 months (count of 26) and 18 months or above (count of 11).

5.1.6 Amount of time participants worked ashore related to maritime sector

In this question, the participants were asked for how long they worked ashore related to the maritime sector. Although the cadets were new to the maritime job, the expectation was to see whether this is the case.

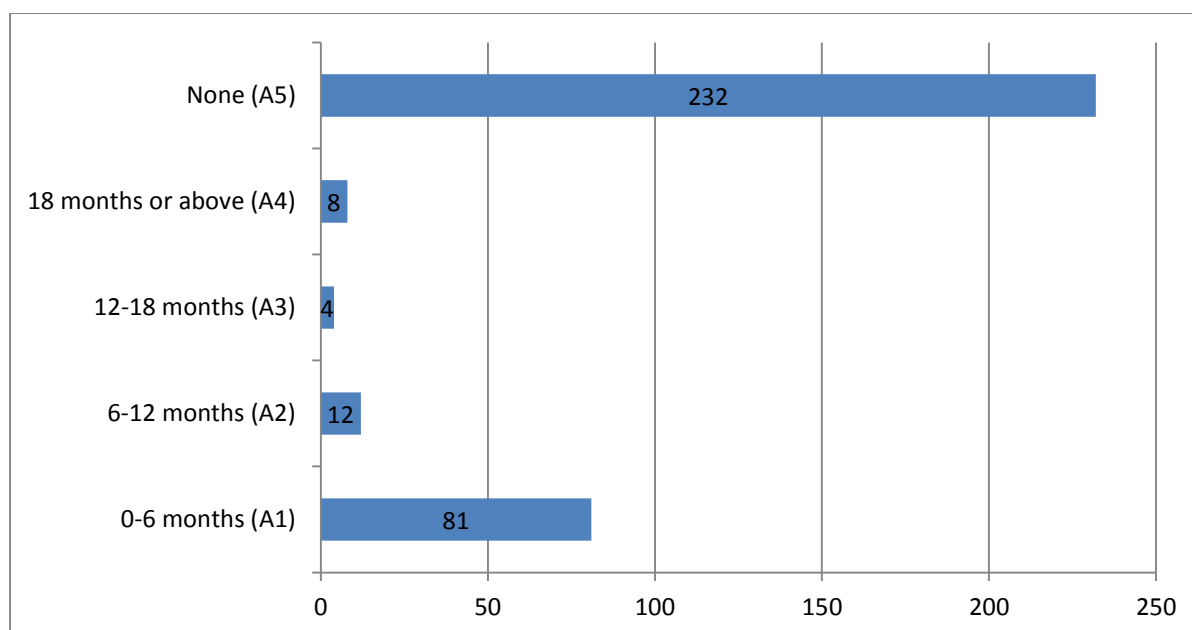


Figure 40 - The amount of time participants worked ashore related to maritime sector

Figure 40 shows here the amount of months the participants served ashore related to maritime sector. The number of months was grouped as 0-6, 6-12, 12-18, 18 or above as well as none. The majority of the participants did not take part in any of the shore base jobs (count of 232). This might be because they still young and new to the maritime world. The majority of the participants had 0-6 months experience ashore (count of 81). This is followed by 6-12 months (count of 12), 18 or above (count of 8) and 12-18 months (count of 12).

5.1.7 Additional experience that participants worked ashore in maritime sector

In this question participants were asked whether they had any other experience ashore. The diverse number of job titles was pointed by the participants where the information could be useful to identify the possible career paths.

Assistant of Crew Manager (5)	Assistant of Designated Person Ashore (4)	Assistant of Operation manager (3)
Assistant of Harbour Master (2)	Assistant of Technical manager (2)	Docker (temporarily) (2)
Employee in a shipping company (2)	Shipyard labourer (2)	Trainer (2)
Broker (1)	Cargo surveyor (1)	Chandlery (1)
Employee in a Shipping agency (1)	Foreman (1)	Life guard (1)
Maritime Company Manager Assistant (1)	Maritime insurer (1)	Pilot launch line slipper (1)
Sailing and yacht seller (1)	Surveying at Core terminal (1)	

Table 12 - Additional experience that participants worked ashore in maritime sector

5.1.8 Amount of time participants worked ashore (not related to Maritime)

In this question, participants were asked on how long they worked ashore (not related to maritime).

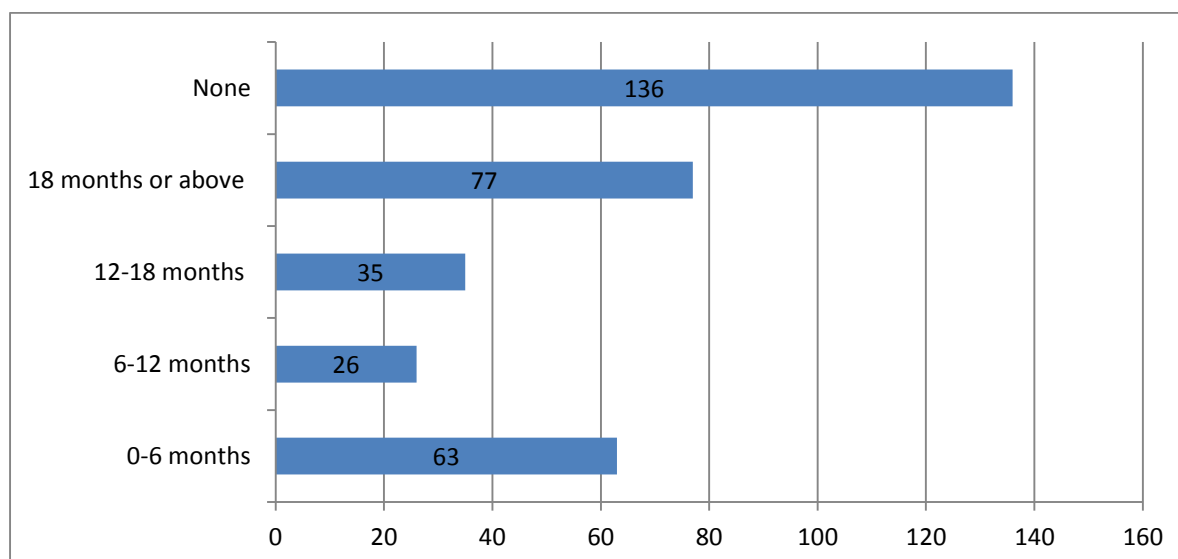


Figure 41 - Amount of time participants worked ashore (not related to maritime)

Figure 41 shows the number of months participants worked ashore that was not related to the maritime industry. The months were grouped as 0-6, 6-12, 12-18, 18 or above and none. The majority of the participants did not have any sort of work ashore which was not related to Maritime (count of 135). This is followed by 18 months and above (count of 77), 0-6 months (count of 63), 12-18 months (count of 35) and 6-12 months (count of 26).

5.1.9 Area that participants wish to work

In this question of the questionnaire, we asked the participants where they would like to work. This question was designed to see whether participants are reluctant to work at sea.

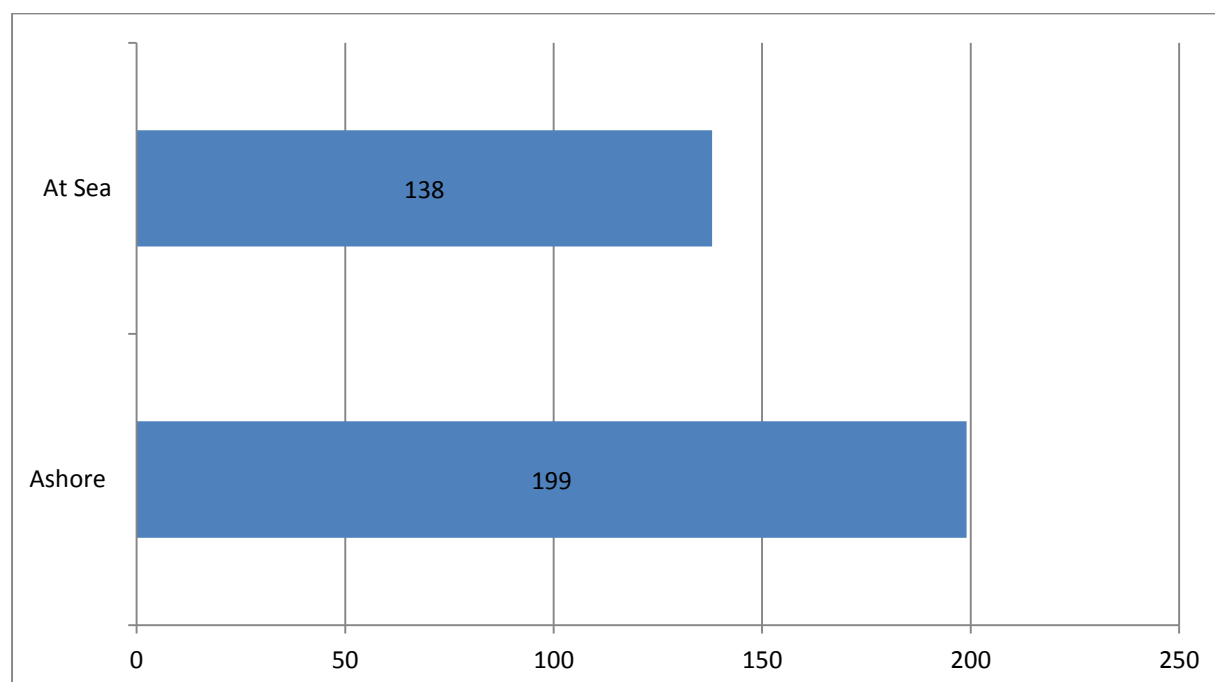


Figure 42 - Amount of time participants worked ashore (not related to maritime)

Figure 42 highlights the respondent's view to the area where they wish to work. As it can be clearly seen, the majority of the cadets were willing to work ashore (count of 199) whereas more than a quarter of the respondents preferred to work at sea (count of 138). This is in line with the reports of IMO and EU regarding the shortage of seafarers for today and future.

5.1.10 Occupation that seafarers wish to choose

In this question, we asked the participants what occupation they would choose ashore. The answers were obvious to figure out their future ashore job desire. The list was filtered from the least wanted to the most wanted, to make the picture clear.

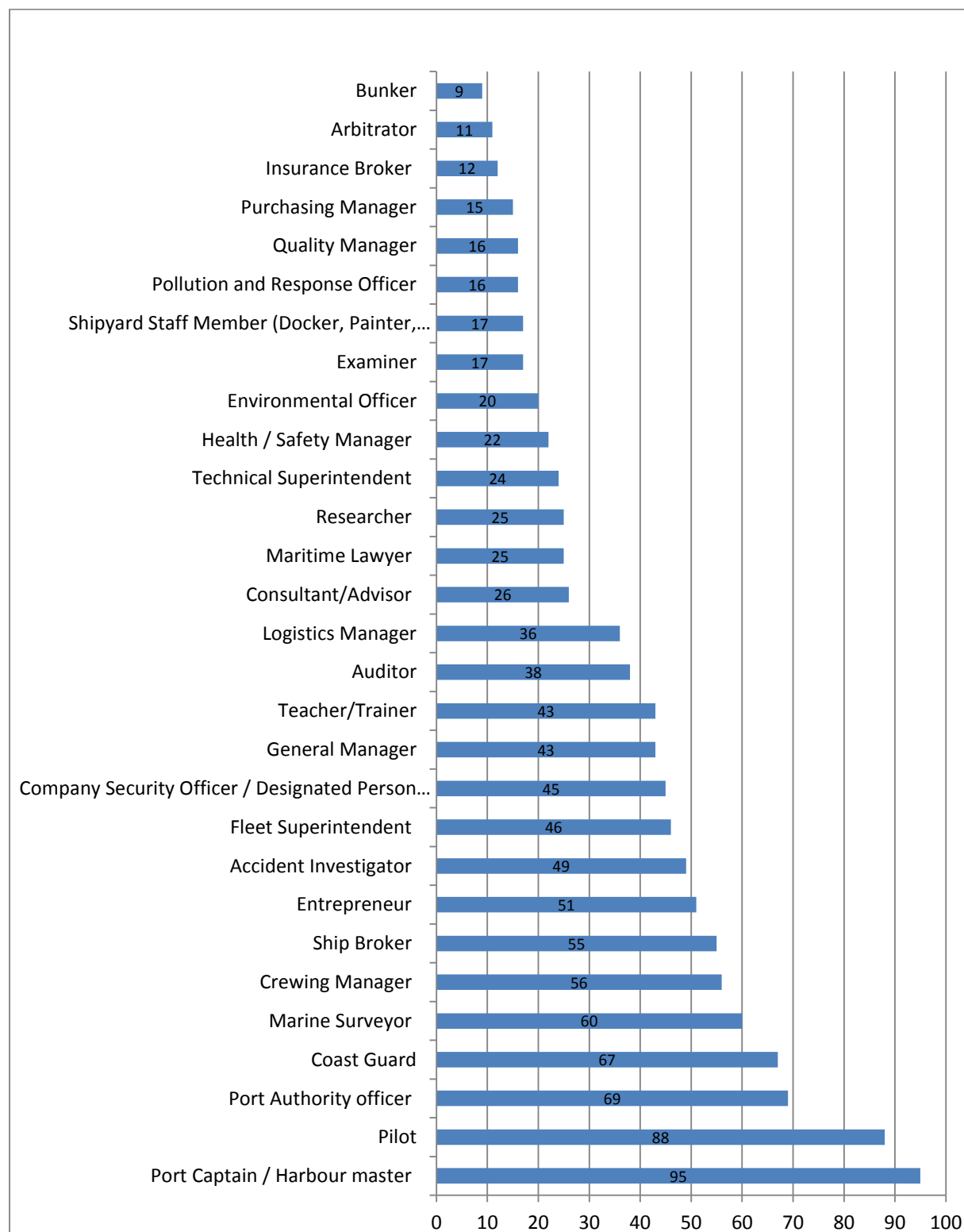


Figure 43 - Occupation that seafarers wish to choose

5.2 Skills that Participants think they have

A set of skills were identified by cross-referencing the curricula of the partner countries (Greece, Turkey, United Kingdom, Poland, Finland and Slovenia). So, those skills were transformed into questions and directed to the Masters/1st Officers, Watch Officers and Deck Cadets to find out how much of their skills they developed were at the academy, at sea and ashore.

5.2.1 General Management Skills

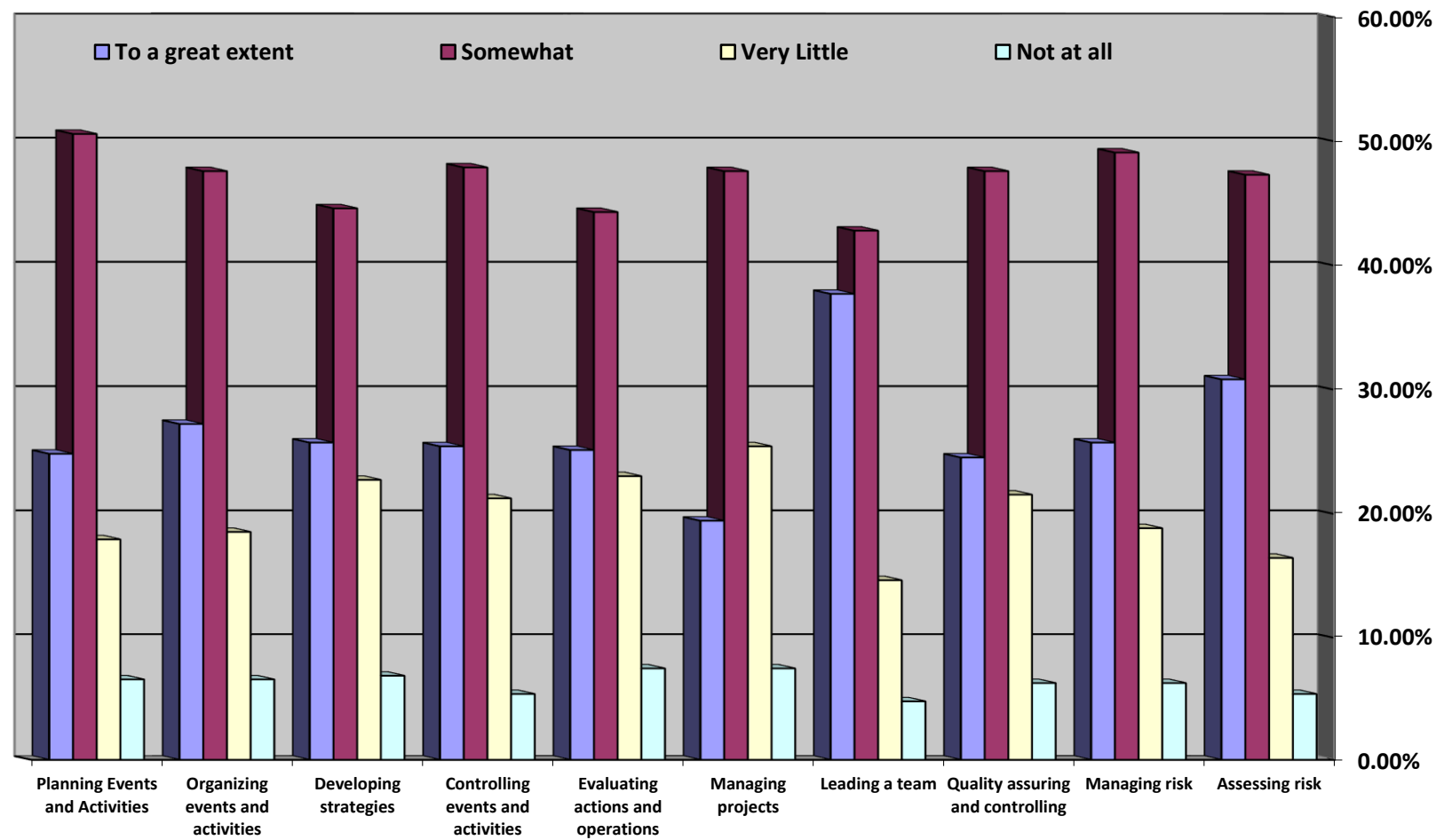


Figure 44 - General Management Skills

5.2.2 Business Management Skills – Part A

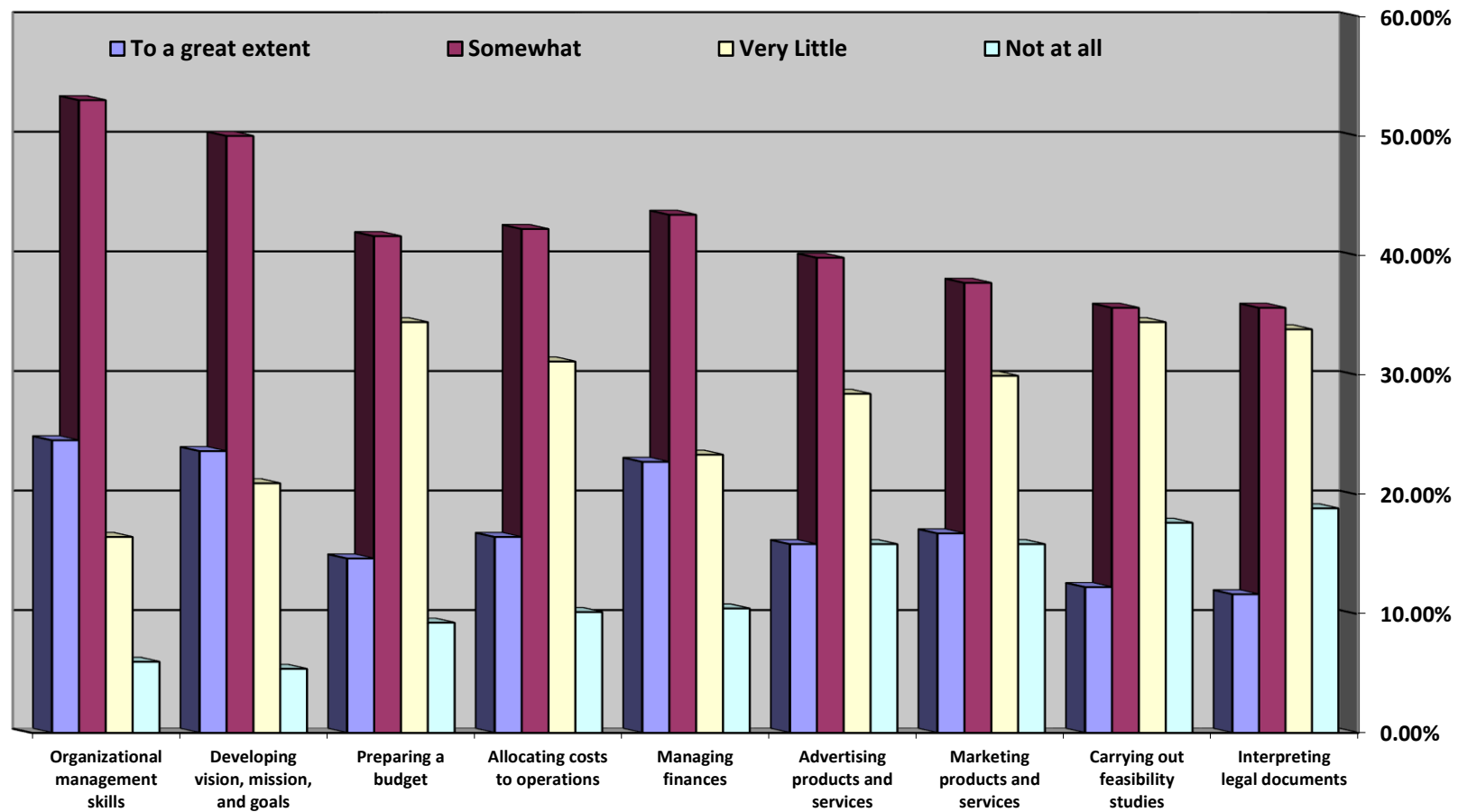


Figure 45 - Business Management Skills

5.2.3 Business Management Skills – Part B

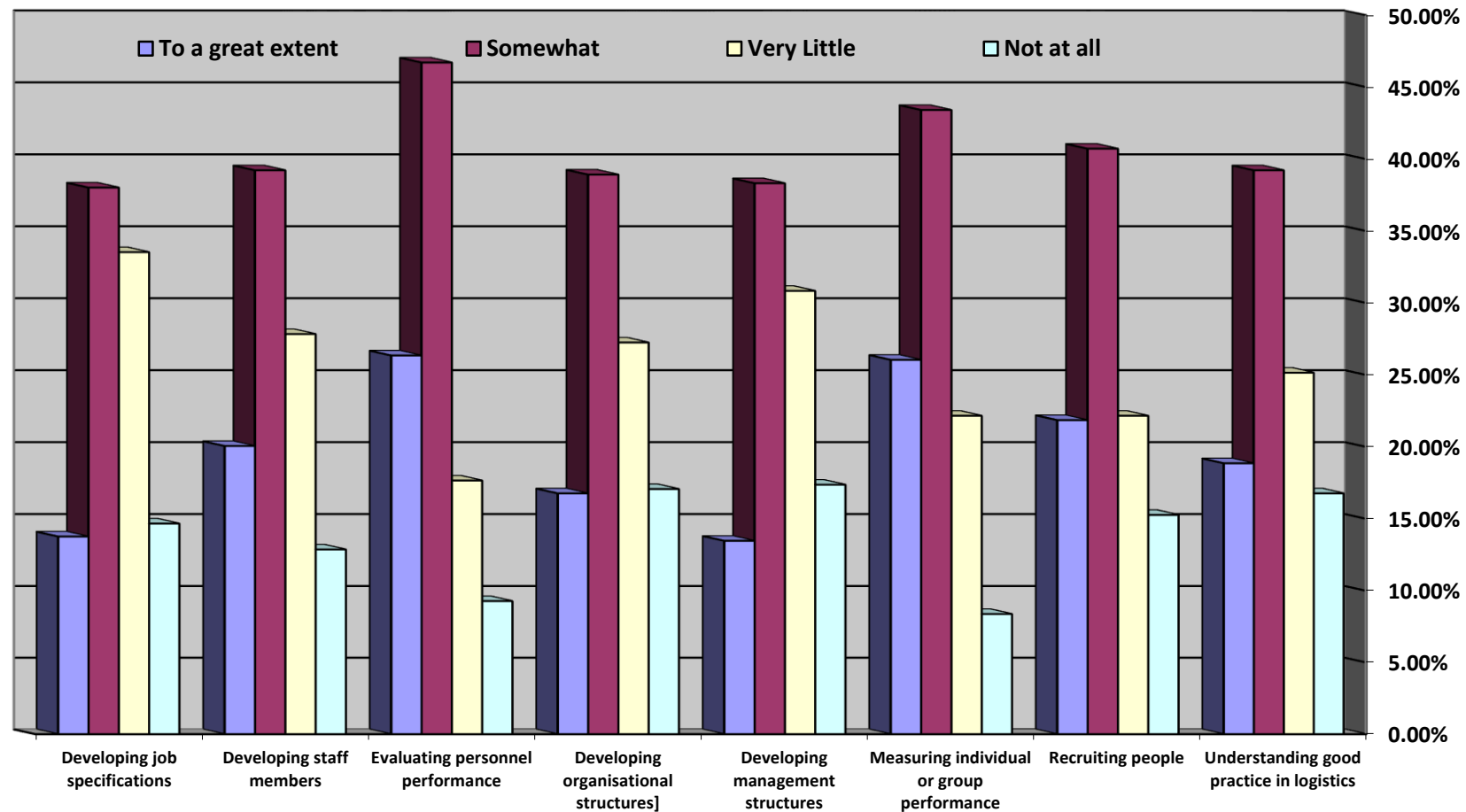


Figure 46 - Business Management Skills

5.2.4 People Skills

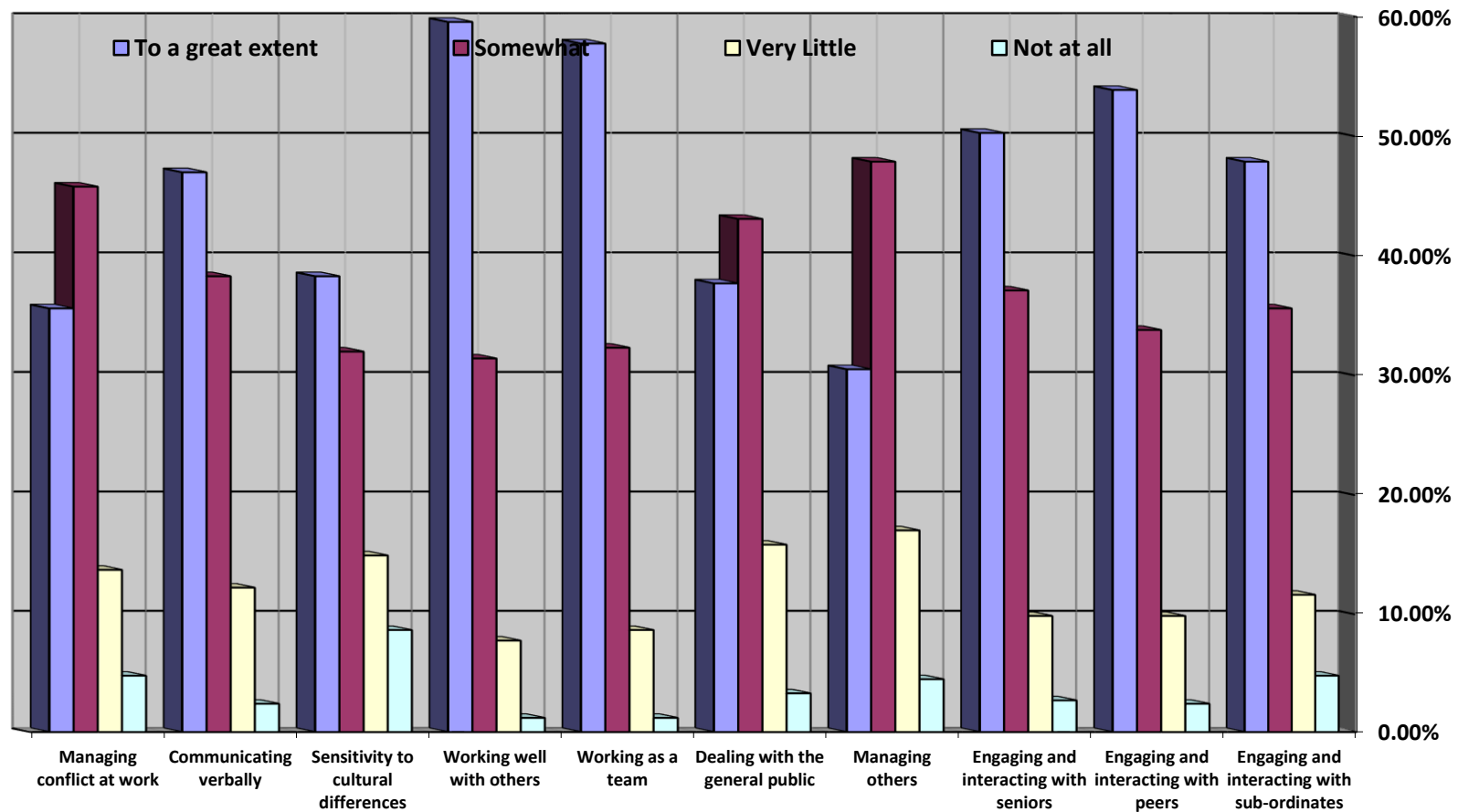


Figure 47 - People Skills

5.2.5 Analytical Skills

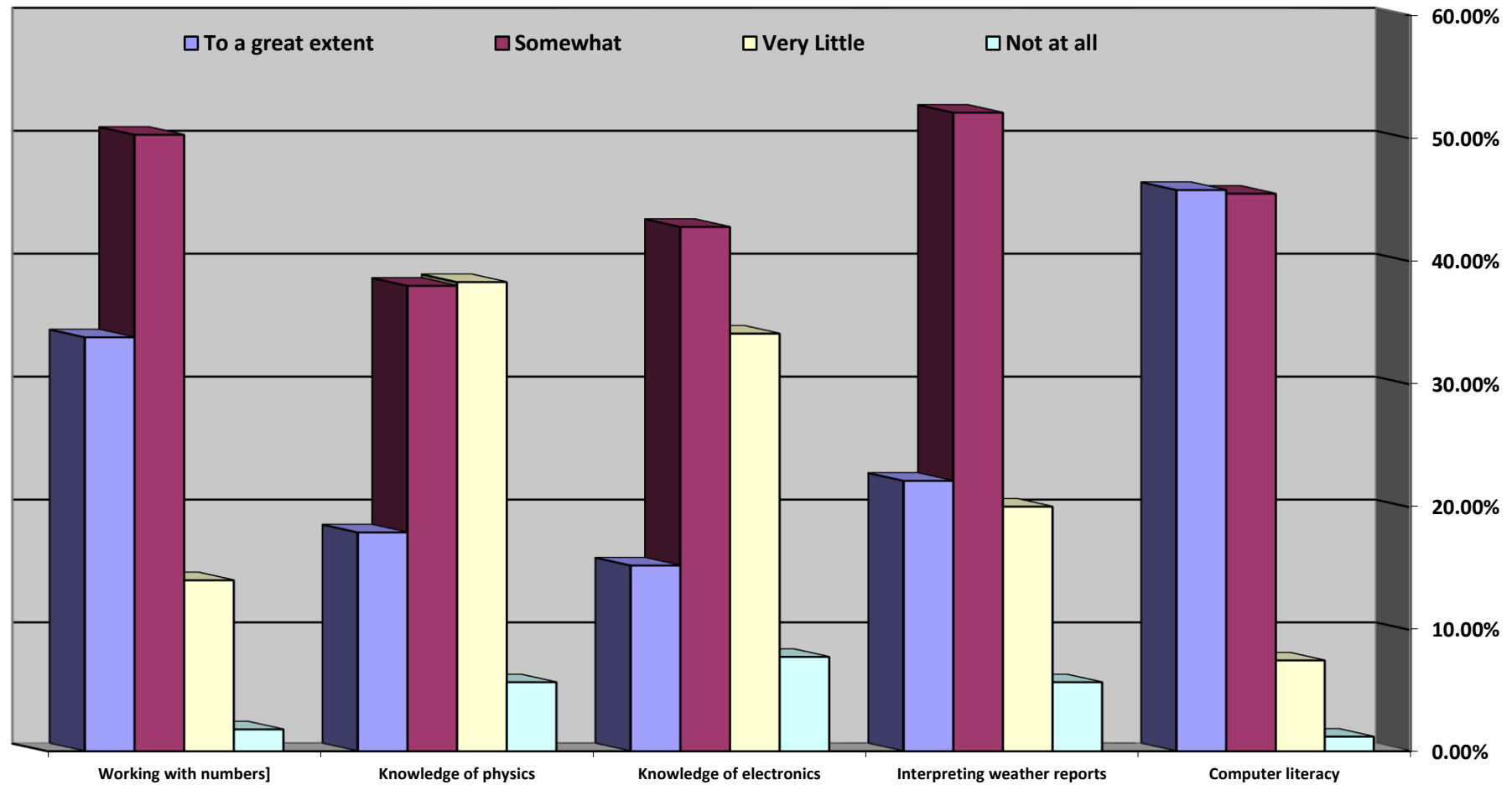


Figure 48 - Analytical Skills

5.2.6 Vocational Skills – Part A

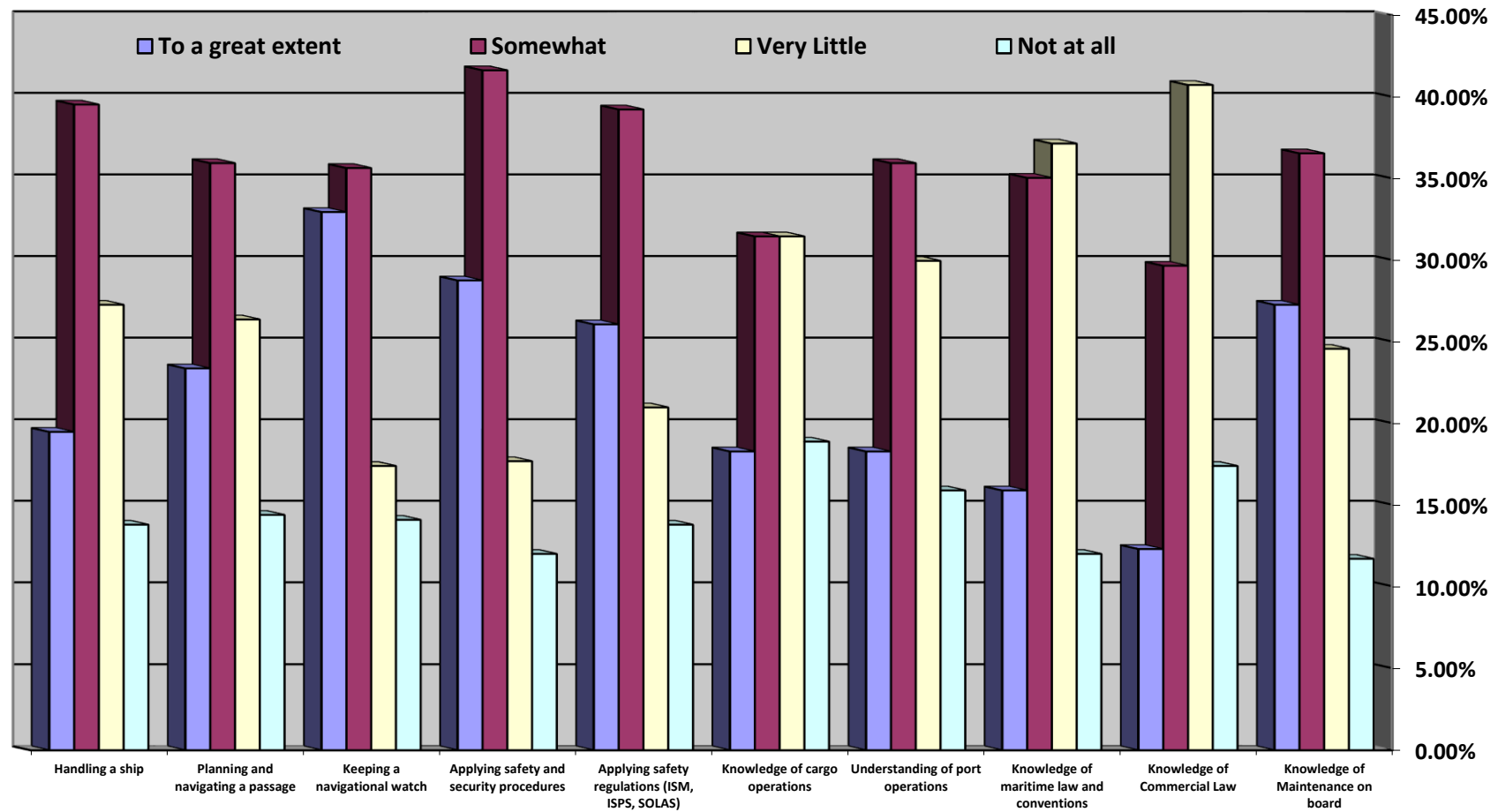


Figure 49- Vocational Skills

5.2.7 Vocational Skills – Part B

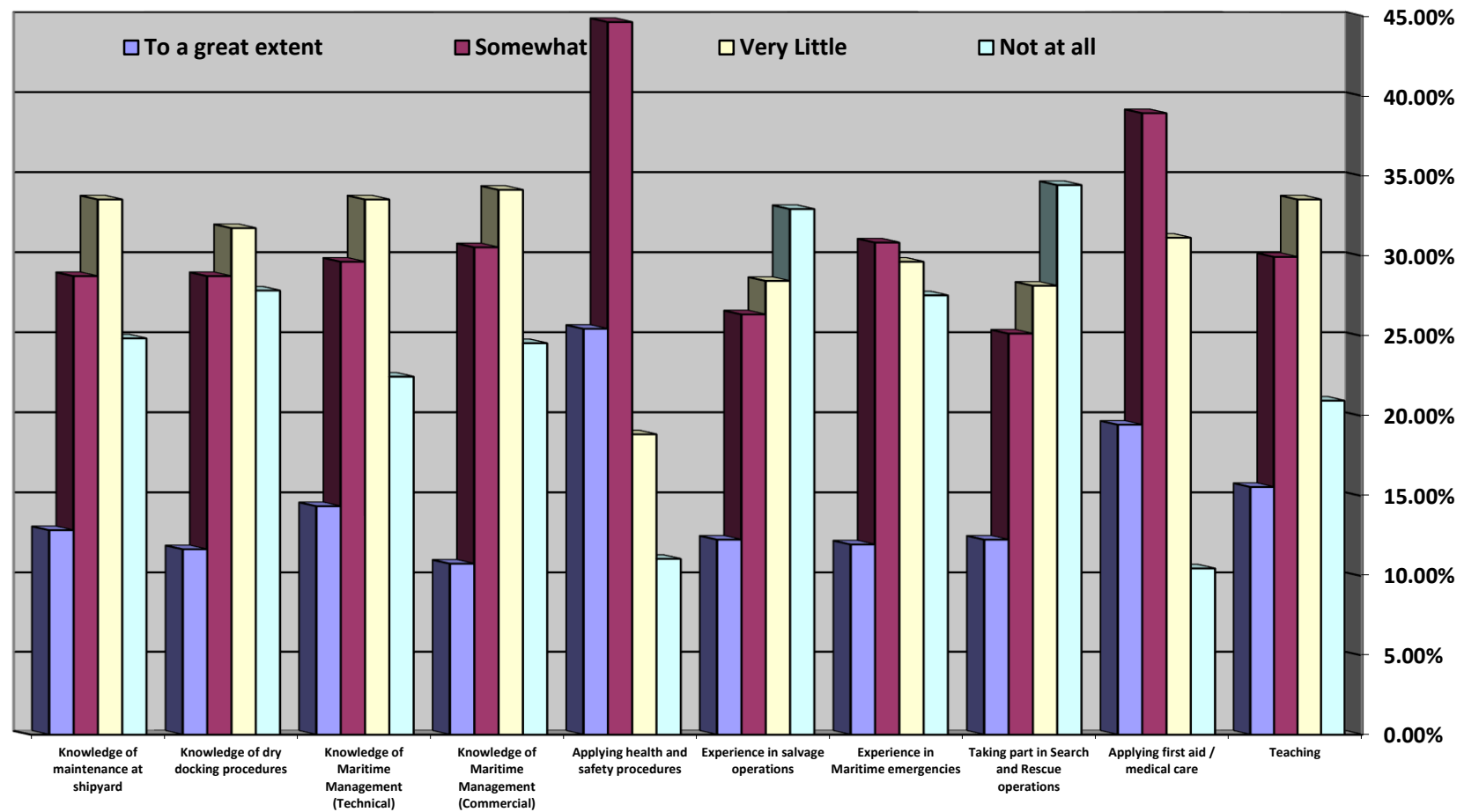


Figure 50 - Vocational Skills

5.2.8 Vocational Skills – Part C

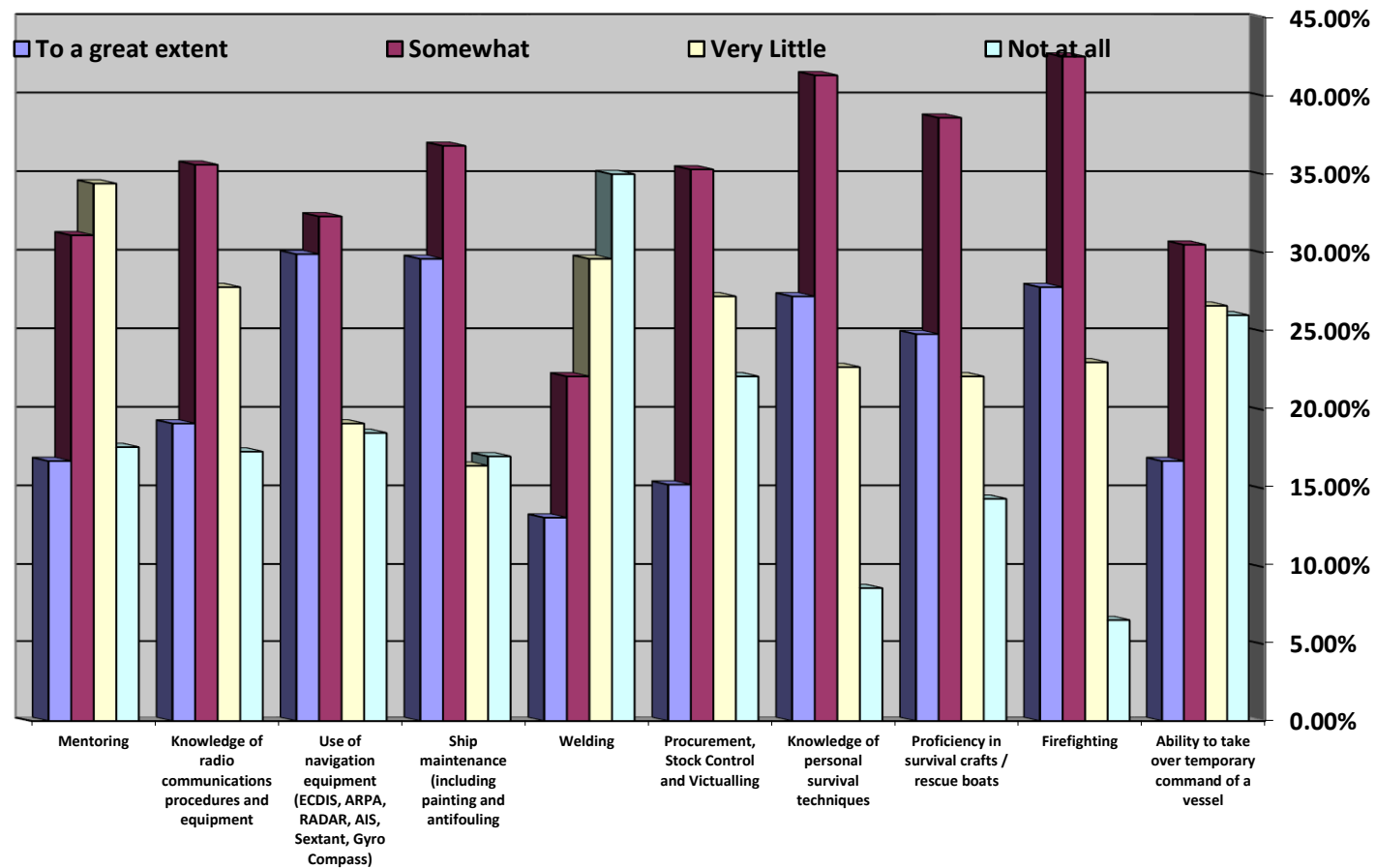


Figure 51 - Vocational Skills

5.2.9 Personal Skills – Part A

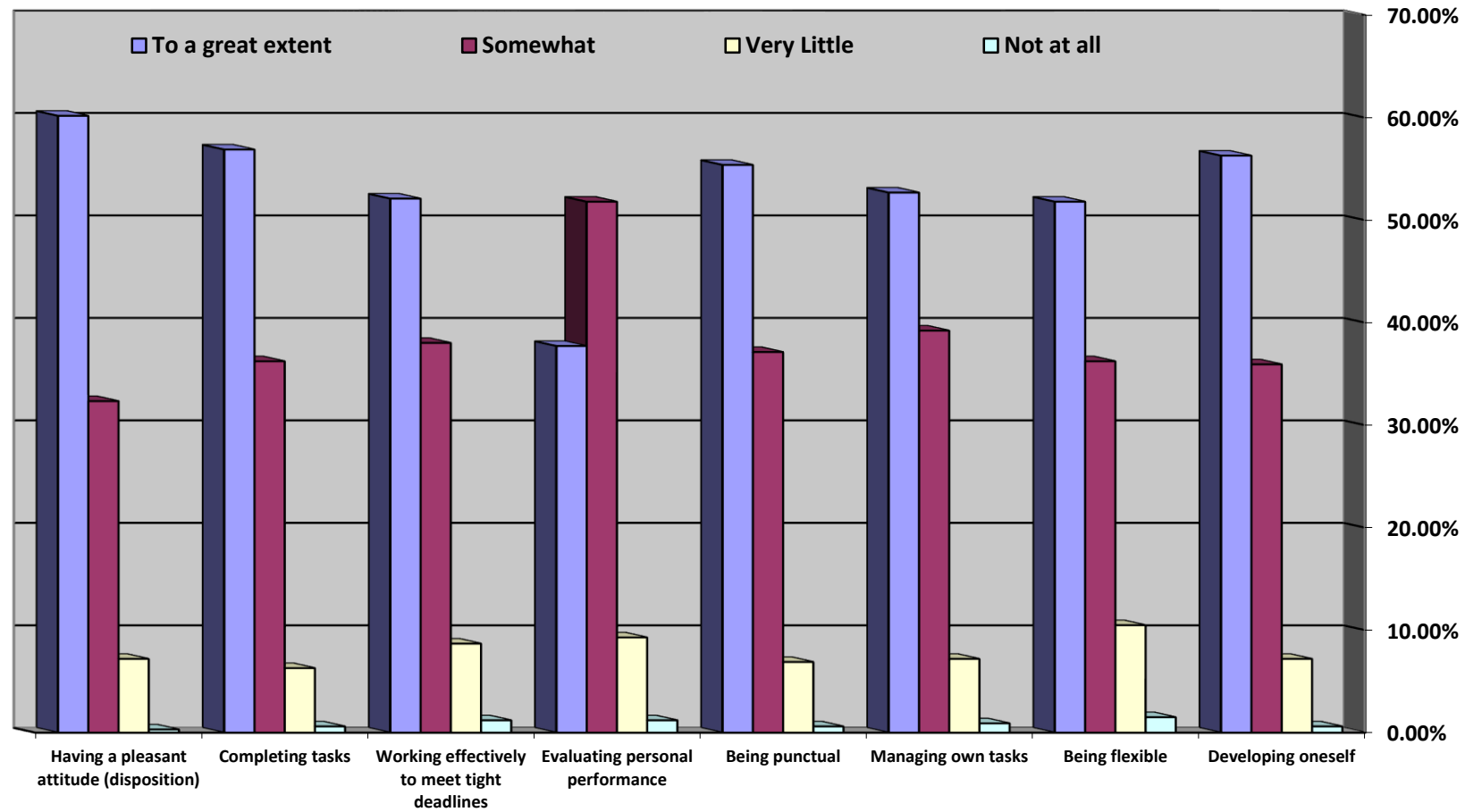


Figure 52 - Personal Skills

5.2.10 Personal Skills – Part B

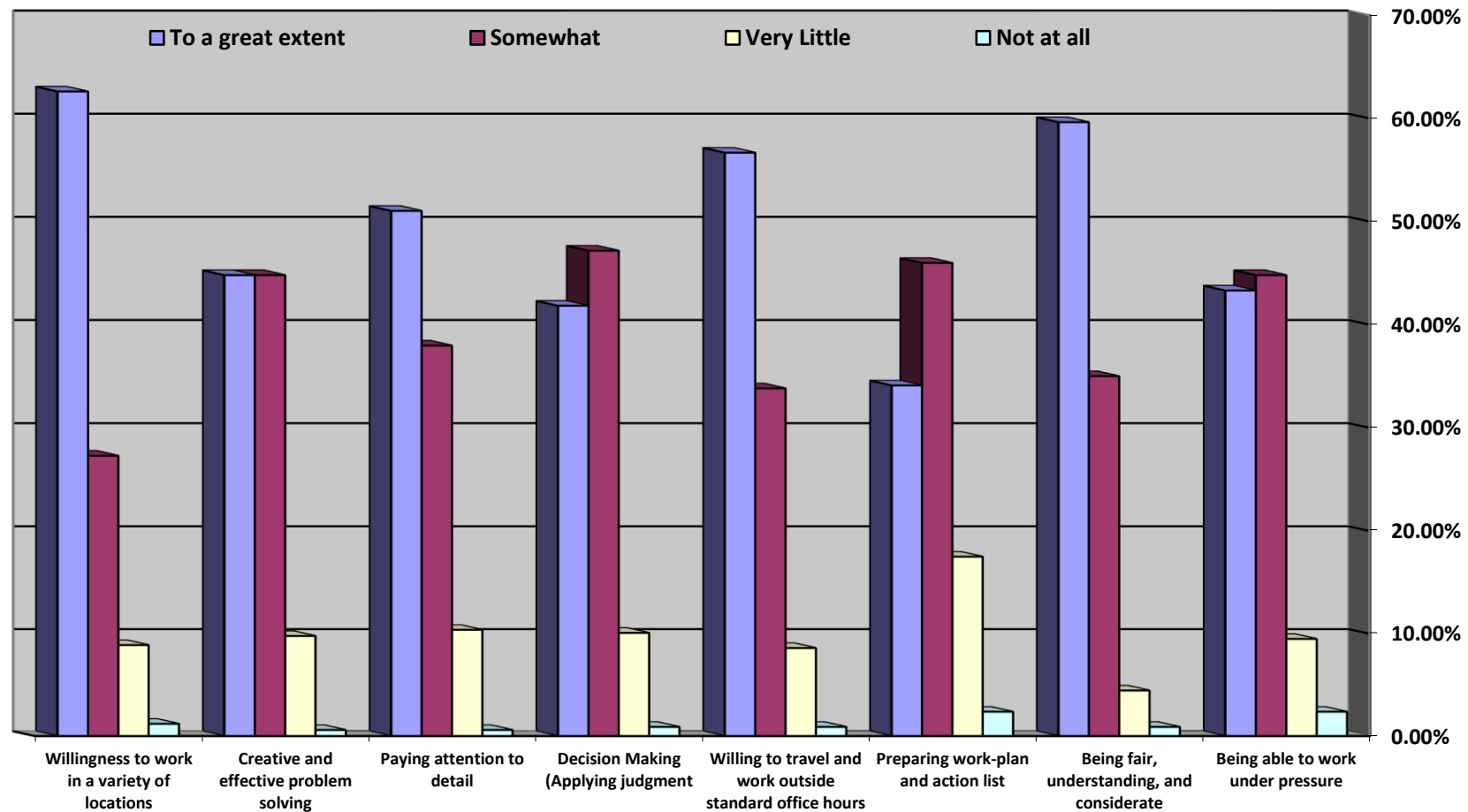


Figure 53 - Personal Skills - Part B

5.2.11 Personal Skills – Part C

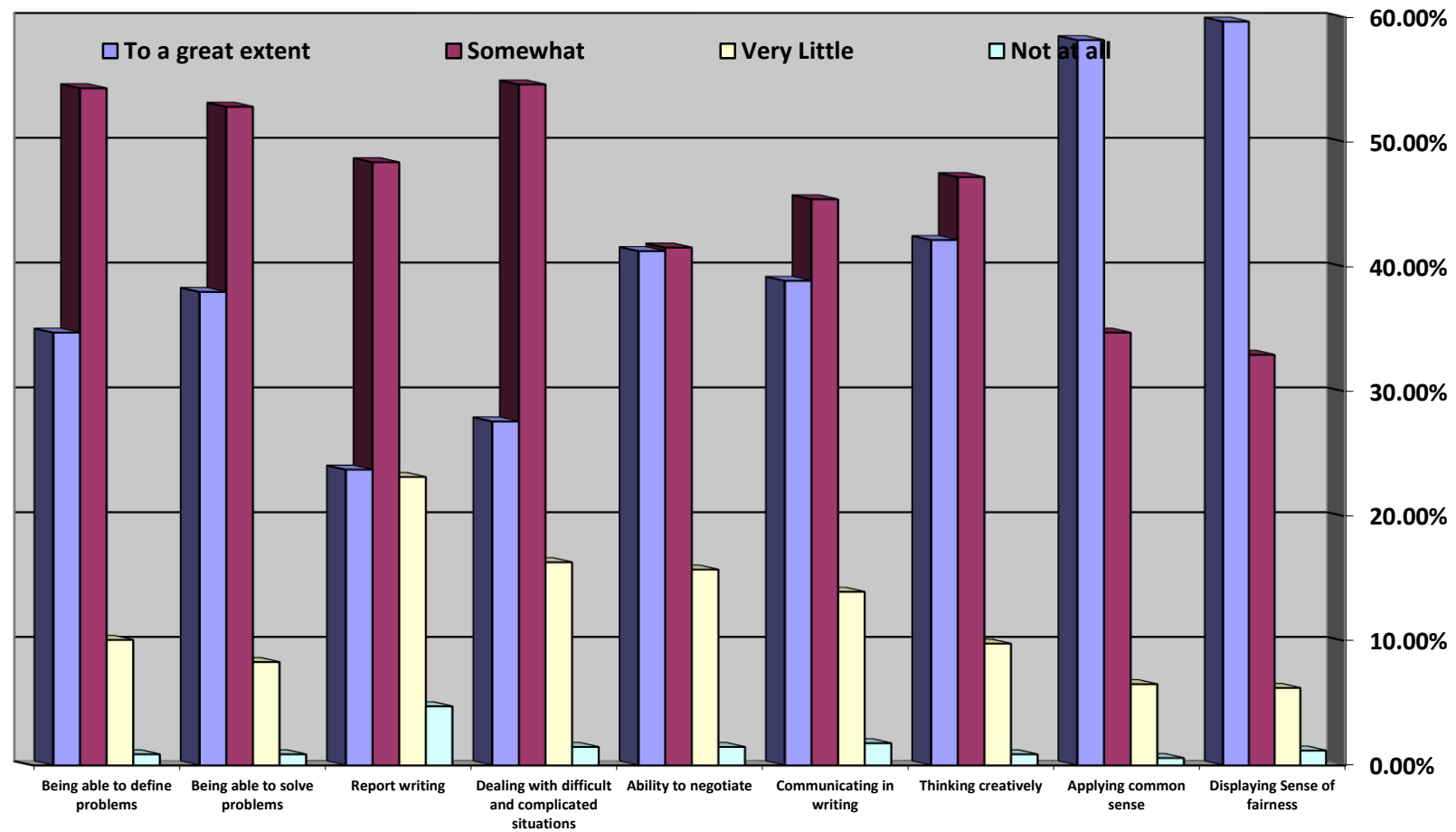


Figure 54 - Personal Skills – Part C

5.2.12 Additional skills participants have

Working effective in team (10)	Multi-language Speaking (7)	Analytical thinking (2)
Being considerate (3)	Driving (3)	Hard-working (3)
Navigating (3)	Scuba Diving (3)	Quick decision making (2)
Being Fair (1)	Being patient (1)	Being punctual (1)
Computer Literature (1)	Dancing (1)	Eager to learn (1)
Electronic (1)	First Aid (1)	Having a good memory (1)
Innovative (1)	Life Guard (1)	Managing others (1)
Maths (1)	Multi-tasking (1)	Music (1)
Organizing skill (1)	Painting (Art) (1)	Physical strength (1)
Quick Learner (1)	Willing to work (1)	Working in flexible hours (1)
Working in multi-cultural environment (1)	Working under pressure (1)	

Figure 55 - Additional skills participants have

5.2.13 List of Transferable Skills

The method used to identify the transferable skills here is based on the estimated judgment of seafarers.

5.2.13.1 General management skills

Stronger Skills	Weaker Skills
Leading a team	Managing projects
Assessing risk	Evaluating Actions and operations
Managing risk	Developing Strategies
Planning events and activities	Quality Assuring and Controlling
Organising events and activities	
Controlling events and activities	

Table 13 – General management skills

5.2.13.2 Business management Skills

Stronger Skills	Weaker Skills
Organisational management skills	Interpreting legal documents
Developing vision, mission and goals	Carrying out feasibility studies
Evaluating personal performance	Marketing products and services
Measuring individual or group performance	Advertising products and services
	Preparing a budget
	Allocating cost to operations

	Managing finance
	Developing job specifications
	Developing organisational structures
	Developing management structures
	Recruiting people
	Understanding good practice in logistics
	Developing staff members

Table 14 - Business management Skills

5.2.13.3 People Skills

Stronger Skills	Weaker Skills
Working as a team	Dealing with the general public
Working well with others	Sensitivity to cultural differences
Managing conflict at work	Managing others
Communicating verbally	
Engaging and interacting with seniors	
Engaging and interacting with peers	
Engaging and interacting with sub-ordinates	

Table 15 - People Skills

5.2.13.4 Analytical Skills

Stronger Skills	Weaker Skills
Working with numbers	Knowledge of physics
Computer literacy	Knowledge of electronics
	Interpreting weather reports

Table 16 - Analytical Skills

5.2.13.5 Vocational Skills

Stronger Skills	Weaker Skills
Applying first aid / medical care	Knowledge of Commercial Law
Applying health and safety procedures	Knowledge of maritime law and conventions
	Experience in salvage operations
	Taking part in Search and Rescue operations
	Welding
	Mentoring
	Procurement, Stock Control and Victualling
	Handling a ship
	Planning and navigating a passage
	Keeping a navigational watch

	Applying safety and security procedures
	Applying safety regulations (ISM, ISPS, SOLAS)
	Knowledge of Maintenance on board
	Understanding of port operations
	Knowledge of cargo operations
	Teaching
	Knowledge of maintenance at shipyard
	Knowledge of dry docking procedures
	Knowledge of Maritime Management (Technical)
	Knowledge of Maritime Management (Commercial)
	Experience in Maritime emergencies
	Use of navigation equipment (ECDIS, ARPA, RADAR, AIS, Sextant, Gyro Compass)
	Fire fighting
	Proficiency in survival crafts / rescue boats
	Knowledge of personal survival techniques
	Knowledge of radio communications procedures and equipment
	Ship maintenance (including painting and antifouling)
	Ability to take over temporary command of a vessel

Table 17 - Analytical Skills**5.2.13.6 Personal Skills**

Completing tasks	Preparing work-plan and action list
Managing own tasks	Report writing
Being punctual	Ability to negotiate
Developing oneself	Dealing with difficult and complicated situations
Being flexible	
Evaluating personal performance	
Working effectively to meet tight deadlines	
Having a pleasant attitude (disposition)	
Being able to work under pressure	
Willingness to work in a variety of locations	
Creative and effective problem solving	
Willing to travel and work outside standard office hours	

Decision Making (Applying judgment	
Paying attention to detail	
Being fair, understanding, and considerate	
Being able to solve problems	
Communicating in writing	
Being able to define problems	
Thinking creatively	
Applying common sense	
Displaying Sense of fairness	

Table 18 - Personal Skills

5.3 Seafarers do not have the necessary skills to work ashore

In this question of the questionnaire, the participants were asked whether seafarers do have the necessary skills to work ashore or not.

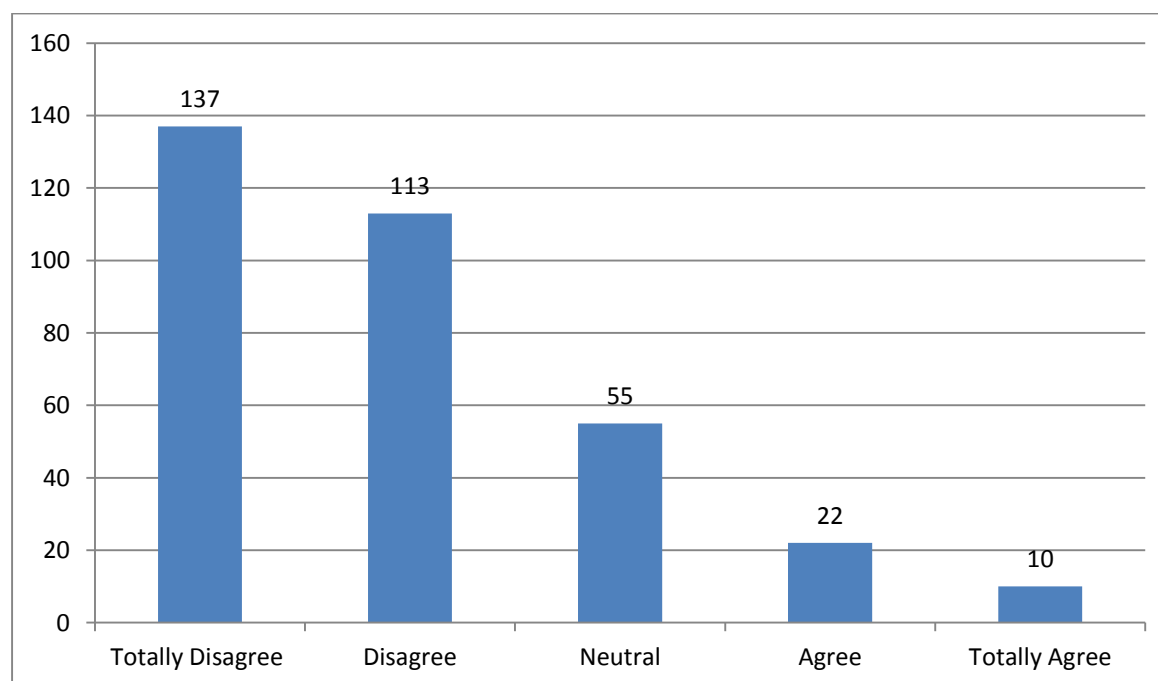


Figure 56 - Participants were asked whether seafarers do not have the necessary skills to work ashore

Figure 56 shows the view of participants to above question. The majority of participants either fully disagreed (count of 137) or disagreed (count of 113) while a few respondents agreed (count of 22) and a few disagreed (count of 22). Substantial number of participants opted not to comment on this (count of 55).

6 Professors Questionnaires

Responses from Turkey

6.1.1 Professor 1

Name/Surname: Ergun Demirel

Role/Profession: Senior Lecturer, Programme Leader

Questions

1. In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
Controlling events and activities, Communicating verbally and writing, Working with numbers, Computer literacy, Handling a ship, Knowledge of cargo operations, Use of navigation equipment, Being punctual, Managing own task, Developing one self, Applying judgement, Being able to work under pressure, Being able to solve problems.
2. Besides working at sea, what other careers can a captain/deck officer have?
Pilot, Transport and Cargo Operations, Teacher in Maritime Schools, Inspector/surveyor, Adviser/consultant, Employee in Shipping companies, Safety Manager in Ship yards and Port/Terminals, Port Authority Officer, Port State Control Officer.
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
Maritime Management (Technical and Commercial), Logistic Management, Business Management, Communications, Business Psychology, Personal Management, Business Law depending upon selected profession at shore.

6.1.2 Professor 2

Name/Surname: Osman Kamil Sag

Role/Profession: Professor Dr, Rector of Piri Reis University

Questions

1. In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
--

<p>In my opinion a career at sea requires three major qualifications;</p> <ul style="list-style-type: none"> - Personnel aptitude for working at sea: <ul style="list-style-type: none"> * Good physical conditions to resist hard working conditions * Good physiologic condition to able to work under pressure * Controlling events and activities * Being punctual * Being pre-emptive - Basic Vocational qualifications <ul style="list-style-type: none"> * Able Navigator/Ship handler * Able watch-keeper * Communicating verbally and writing in English in a maritime environment * Working with numbers (analytical skills) * Knowledge on Cargo handling and operation - Management skills <ul style="list-style-type: none"> * Managing own task * Being able to identify problems * Being able to solve problems * Applying judgement * Developing oneself (working away from community)
<p>2. Besides working at sea, what other careers can a captain/deck officer have?</p> <ul style="list-style-type: none"> - Harbour Pilot - Transport and Cargo Operations (at port and terminals) - Teacher in Maritime Schools - Inspector/surveyor (Shipping companies, Port authorities, Classification Societies) - Employee in Shipping companies (Technical Management) - Advisor/consultant for Maritime related business areas - Safety Manager in Ship yards and Port/Terminals - Officer at Port Authority (Port Master, Maritime Administration) - Port State Control Officer
<p>3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?</p> <ul style="list-style-type: none"> - The general skills for working in a business environment; <ul style="list-style-type: none"> * Communications * Advance Vocational English * Business Psychology * Personal Management * Thinking creatively - The skills required for the following sciences; <ul style="list-style-type: none"> * Maritime Management (Technical and Commercial) * Logistic Management * Maritime Law * Transport Management

6.1.3 Professor 3

Name/Surname : Necmettin Akten

Role/Profession : Professor Dr, (Oceangoing Master)

Questions

1. In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?

<ul style="list-style-type: none"> - Passage planning - Management of Bridge Team - Cargo Planning and Management - Personal management (Distribution of the duties) - Quality assessment – ISM - Taking into account cultural differences in particular for the ships manned with multinational crew - Analytical skills (Navigation, stability, meteorology, cargo handling and operations): physical; - Application of Occupational Health and Safety procedures - Decision making under pressure in particular for Emergency Procedures - Communication skills both writing and oral (Maritime English) - Working with others - Leadership
2. Besides working at sea, what other careers can a captain/deck officer have?
<ul style="list-style-type: none"> - Pilotage - Surveyor and Auditor at Maritime Administration, Shipping Companies and Classification Societies - Lecturer at Maritime Education and Training Institutions - Training centres - Maintenance Officer at Shipyards - Management duties at maritime industry (General Manager, Fleet Manager, Operations Manager, Technical Manager) - Logistic activities in particular maritime related - Advisor/consultant at maritime business
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
<ul style="list-style-type: none"> - Maritime Management in particular Technical Management - Quality Control (Quality Assurance) - Advanced Communication Skills (Maritime Business related) - Business Management - Commercial Law (Shipping Act)

6.1.4 Professor 4

Name/Surname: Nazmi Cesmecici

Role/Profession: Assistant Professor Dr.

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
<p>In case of high quality maritime university in question, alumni may have the skills of;</p> <ul style="list-style-type: none"> - Leadership virtues - Ability of scientific approach to the matters
2. Besides working at sea, what other careers can a captain/deck officer have?
<ul style="list-style-type: none"> - Manager in shipping industry - Instructor in maritime education and training institutions - Positions in maritime bureaucracy, both national and international level
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?

- Technical knowledge
- Analytical thinking

6.1.5 Professor 5

Name/Surname: Taner Albayrak

Role/Profession: Vice Dean, Maritime Faculty, PRU

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?

A cadet must have acquired all skills and competencies stated in STCW. Besides, a 4-year university graduate must acquire business management skills in respective study areas(deck / engine)

2. Besides working at sea, what other careers can a captain/deck officer have?

Under today's rapid developing technologies and management techniques, there is no room to incorporate new career paths to the existing study programmes. This must be included in MPhil & PhD programmes for operational and management level possible tasks.

3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?

As stated above, it is not easy to acquire additional skills other than STCW and limited managerial skills. A university must aim to fulfil these basic skills to maximum extent. Besides, industry is willing to accept well trained cadets and to provide further specialisation training on company specific issues.

6.1.6 Professor 6

Name/Surname: Oktay Cetin

Role/Profession: Assistant Professor Dr.

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?

- Analytical Thinking Capability
- Professionalism on maritime issues (having a new professional job)
- Being ready to a challenging / competitive business environment

2. Besides working at sea, what other careers can a captain/deck officer have?

- Manager or technician position in dockyards
- Consultancy in maritime sector
- Some positions of companies at shore

3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?

- Having more self-confidence
- Having extra education on additional sector
- Having a second language speaking ability

6.1.7 Professor 7

Name/Surname: Suleyman Ozkaynak

Role/Profession: Dean of Maritime Faculty

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
Meeting the minimum requirements of STCW convention for deck officers, having creative thinking and confidence to apply knowledge, good command of English, effective use of computer literacy, having leadership initiative to take actions under unexpected and emergency conditions, working as a team member.
2. Besides working at sea, what other careers can a captain/deck officer have?
Maritime operations, maritime human resource management, port management, maritime logistics, department of national maritime affair bureau, company / port safety and security departments.
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
Maritime management, maritime logistic management, maritime transportation management, maritime law. Also postgraduate education is recommended for further career development cadets are encouraged to have PhD degree to work at maritime universities as instructors.

Slovenia

6.1.8 Professor 1

Name/Surname: TANJA BRCKO

Role/Profession: ASSISTANT PROFESSOR

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
Mostly they get general knowledge about ship's management (knowledge about navigation, ship's maintenance, economy and law). It is hard to say if they get seamen's skills, but it is enough before they employ on a ship. Ship is a working environment where they can transfer their theoretical knowledge into practice.
2. Besides working at sea, what other careers can a captain/deck officer have?
They can seek for jobs in shipping companies, maritime authorities, ship's and port logistics. Some of them can be pilots or tug masters. They are welcome in shipping agencies, port agencies or shipyards. Also they can work as ship brokers, surveyors, port state inspectors, maritime police Officers. VTS operators and so on.
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
During their studies they learned about mathematics, physics and electronics. Some of them are very good in computer science. Those who are participating rowing or sailing teams, can later find job on yachts or companies which maintain yachts. They also get knowledge of logistic and can find a job in company's logistic department or as ship's agents.

6.1.9 Professor 2

Name/Surname: VALTER SUBAN

Role/Profession: SENIOR LECTURER

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
In Slovenia the cadets get during the study some general management skills like managing and assessing risk. There is little bit less of business management skills obtained during the cadet level of study. They obtain an average level of people skills. But they have a possess of analytic and vocational skills.
2. Besides working at sea, what other careers can a captain/deck officer have?
<ul style="list-style-type: none"> • Shipping companies • Port • Ship's support in ports (tug captain, surveyor, agent, ship chandlers, pilots...) • State administration • Logistic • Education
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
They could use analytic skills like dealing with numbers, knowledge of physics, electronics, interpreting weather reports, work with computer, as well as other skills like work in team, work with others, verbal communication, assessing and managing with risk etc.

6.1.10 Professor 3

Name/Surname: Darjan Jagnjic

Role/Profession: Maritime training instructor / Master mariner

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
They received wide range of maritime, electronic, physics, math, economy, law, etc., information. Understanding of received information pupil and student confirm through exam. This information will be partly transformed into the knowledge and skills only if they will join the ocean going ship as cadet. Advance transformation will become through the time spent at sea ranking as mate/master. So it may be said that cadet has acquired excellent orientation regarding maritime business in general.
2. Besides working at sea, what other careers can a captain/deck officer have?
Depending on sea time what means years spent at sea and rank, type of the ships, off shore crafts, ocean going ship, coastal ship, special units etc. Captain and deck officers has opportunity to join many different branches inside the wide area of maritime industry oriented on cargo and vessels manipulation as well as marine environment protection.
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
It is great possibilities to find shore job in maritime industry dealing with the cargo and ship's movement – office and operational departments

Poland

6.1.11 Professor 1

Name/Surname: Janusz Uriasz

Role/Profession: Associate Professor in Szczecin Maritime University / C/O on merchant vessels.

Questions

<p>1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?</p> <p>Very good knowledge about technical aspects of navigation, stability, English, Good first experience obtained through minimum 6 months sea practice Readiness to work in multicultural environment</p>
<p>2. Besides working at sea, what other careers can a captain/deck officer have?</p> <p>It depends on physical conditions she/he does have but:</p> <ol style="list-style-type: none"> 1. Training of new adapts education. 2. Any inspector, surveyor (cargo, draft etc.). 3. Service of marine equipment (like compass compensator) 4. Different positions in port structures 5. Different positions in owners/charterers/forwarding agencies etc. 6. Cartographer 7. Boat/ship purchasing expert 8. Marine court expert/juryman
<p>3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?</p> <p>It depends on physical conditions she/he does have but:</p> <ol style="list-style-type: none"> 1. Knowledge about of flow of cargo 2. Knowledge about ship and cargo documents 3. Understanding of stability of objects and cargo protection 4. Understanding of maritime safety procedures

6.1.12 Professor 2

Name/Surname: Krzysztof Pleskacz

Role/Profession: Captain/Professor

Questions

<p>1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?</p>
--

Planning for events (e.g voyage planning) Planning of strategy (e.g manoeuvring) Group management (e.g watch keeping) Quality control (e.g supervision of the crew) Selection of competency (e.g watch organisation) Quality assessment (e.g evaluation of subordinates) Taking into account cultural differences Analytical skills relating to right: physical; hydrological, meteorological. Application of safety procedures Management group of people Operation of complex equipment Organisation of work others.
2. Besides working at sea, what other careers can a captain/deck officer have?
Pilotage Classification societies Crewing Marine education Training centres Shipyards Management of marine businesses Marine logistics
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
Group management Quality control Taking into account cultural differences Application of safety procedures Collaboration with a group of people Resistance to stress and long separation

6.1.13 Professor 3

Name/Surname: Piotr Wołjsza

Role/Profession: Lecturer in Szczecin Maritime University / C/O on merchant vessels.

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?

At least good English skills in speaking, reading, writing and understanding. Very good knowledge about survival at sea. Basic knowledge about potential sources of danger on the vessel.

2. Besides working at sea, what other careers can a captain/deck officer have?	
1.	Different departments at shipping companies i.e. crewing, purchasing, technical, nautical etc.
2.	Maritime education.
3.	Forwarding companies.
4.	Ship's agent.
5.	Harbour Master.
6.	Marine Board
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?	
Computer skills, programming, management of computer systems/projects	

Greece

6.1.14 Professor 1

Name/Surname: Athina Chioni

Role/Profession: Master Mariner / Professor at Maritime Academy of Aspropyrgos

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
Knowledge on the job, patience and obedience.
2. Besides working at sea, what other careers can a captain/deck officer have?
There several options after graduating: studying abroad, becoming a cost guard officer, working in a shipping company, working in a Register.
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
To have discipline and ability to adapt to different conditions.

6.1.15 Professor 2

Name/Surname: Georgios Tsouris

Role/Profession: Master Mariner-Lecturer in shipping SBE College, University of Aegean.

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
Should be confident for himself- hard worker- willing always to learn-study-collaborate with superiors or colleagues and improve knowledge subject on daily-present demands of his profession. Also to have patience related to their future professional path and generally to combine theoretical knowledge with practical one.

2. Besides working at sea, what other careers can a captain/deck officer have?
Pending always the value-status of their knowledge-and the implementation of the same-combined with their personal status they could work in all shipping-related sectors ashore, though could be –lawyers-businessmen out of the shipping sector- i.e. constructions, hotel management or owners,-food and beverage market-travel agents etc.
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
Continuous studying of the profession to follow hardworking always, patience, collaboration, public relations, willingness to improve, willingness to assist superiors and inferiors, proper behaviour, self-confidence, insistence to achieve goals.

6.1.16 Professor 3

Name/Surname: Captain Katsikadakou Evangelia

Role/Profession: Master Mariner – Former Professor at Maritime Academy of Aspropyrgos

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
A cadet's knowledge is simply theoretical. He does not have neither the experience nor the practice but just the knowledge from the lessons he has been taught during his years of study at the academy, like loading of cargo, navigation, stability, first aid, etc.
2. Besides working at sea, what other careers can a captain/deck officer have?
If he has reached the rank of Captain or even the rank of a First Officer he can go ashore to the office after positive evaluation from the shipping company that he has served in its ships. Then he can become an auditor either internal or external, to be involved in vetting, with inspections, to become a port captain, and he can even become if he has some knowledge of journalism as a reporter for maritime subjects like maritime accidents etc. Also if can take some further training and some extra courses he can be involved in maritime law.
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
As a cadet deck officer he will only have theoretical knowledge. His practice and his experience will be very small. He could take post graduate studies and then be absorbed, even though the positions are few, to a maritime department or to a shipping company or even to use the certificate from the academy as extra points in order to get to the coast guard or to a military academy. In all these career paths further training or post graduate studies is needed in order to continue.

Finland

6.1.17 Professor 1

Name/Surname: Matti Ruohola

Role/Profession: Lecturer

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
<ul style="list-style-type: none"> – Professional English – Theoretical skills – Practical knowledge – The stories of "true life"
2. Besides working at sea, what other careers can a captain/deck officer have?
<ul style="list-style-type: none"> – Port supervisor – VTS -operator – Port Authority – Surveyors/ Inspectors
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
<ul style="list-style-type: none"> – The understanding of the sea conditions

6.1.18 Professor 2

Name/Surname: Petri Suominen

Role/Profession: Lecturer

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
<ul style="list-style-type: none"> – Professional English – Understanding the responsibility – Where from can the cadet search for the information
2. Besides working at sea, what other careers can a captain/deck officer have?
<ul style="list-style-type: none"> – Pilotage – Lecturer (Master's degree)
3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?
<ul style="list-style-type: none"> – The subjects such as Corporate Communications, Maritime Economy

6.1.19 Professor 3

Name/Surname: Heikki Koivisto

Role/Profession: Master Mariner, Director of Education, Satakunta University of Applied Sciences; Maritime Management

Questions

1 In your opinion, what are the most important (or major) skills and competences a cadet has acquired upon graduation from their academy/university?
<ul style="list-style-type: none"> – Navigation skills – Precision – loading, discharging, problem-solving ability
2. Besides working at sea, what other careers can a captain/deck officer have?
<ul style="list-style-type: none"> – Ports – Authority

- Pilotage
- VTS-operator

3. If the cadet chooses a career not at sea, what do you think are the most transferable skills (out of the skills he/she has acquired) to work ashore?

- Small community (the ship), orientation
- Flexibility
- Precision, timetable
- Problem-solving ability

7 Conclusions

A far greater number of contributions were collected than initially planned in the proposal from all the questionnaires. This enabled the project's partners to collate a good amount of data together for analysis in this report.

The examination of curricula carried out to find the differences among the partners for 7.01 Chief Officer and Master and 7.03 Officer of Watch levels. The results of this study indicate that there are not significant differences in the competences (knowledge, skill and attitude) of officers among the partner countries. This can be attributed to the regulation and training standard imposed by the IMO. However, the only difference that can be noted is in the level of the education programme the seafarers study, such as High National Certificate, Higher National Diploma and Bachelor levels. It is evident from the results of the questionnaires that many MET (maritime education and training) programmes offer HNDs (Higher national diploma) or BSc (Bachelors) degrees. This increases the possibility for seafarers to be employed on shore based jobs since they have already gained higher academic qualifications. Those who are enrolled on degree programmes have greater chances to be employed ashore compared to other direct certification routes. This is because the students with a degree gain certain extra skills at the end of the degree course (.i.e. project work, additional workshop experience and so forth). See *TUDEV's programme*. However, we must underline that competences and skills required for several job profiles ashore differ from country to country.

After examining the curricula of the countries in parallel with the answers of the questionnaires, for both deck cadets and masters (including senior and deck officers), which in turn were validated by maritime professors, the results show that seafarers are quite confident that they can carry out and in fact have already carried out shore based jobs related to their profession. Questionnaires with the maritime professors have supported the idea that seafarers have a certain set of skills that can be transferred into shore based jobs. The general view is that because seafarers have already been there and done the job in real time (at sea) and because, many maritime jobs are directly linked to ships, therefore, their skills would be transferable and beneficial for the maritime based jobs.

Findings in detail, from both Deck Cadets and Captains questionnaires, indicated that both Captains and Deck Officers are much more confident than Deck Cadets. This can be linked to the higher level of experience. Captains are more confident of their general management skills, say compared to the deck cadets. Some of the strong skills of both can be identified as leading team, assessing risk and managing risks. Both Captains and Deck Cadets do not seem to be very confident in their business management skills. One of the common strong areas for both deck cadets and especially for captains is that of the communication in "people skills". Because the language of the sea is English and they are working in multicultural environment therefore they have skills in writing and speaking, which they also keep developing in time. In Analytical skills, both captains and deck cadets are not confident as such, especially in math and physics. This could be the reason that in Turkey physics and math is compulsory education in Officer of Watch programme. For the vocational skills, captains are quite confident on their skills whereas cadets are not as much. This could be linked to differences on the level of experience. In personal skills, both captains and deck cadets seem to be quite confident and the slight difference between the 2 groups could be linked again to the level of difference in their experience.

One of the major results of this report is that many seafarers do take part in shore based jobs whether they are related to maritime or not. Having a great level of experience at sea proves to be the key to pass to shore based career as many masters and 1st officers are reported to be successful in doing this. This also has been supported with the interviews of the maritime professors where it is stated that there are many job profiles the seafarers can undertake ashore. However, it must be noted that Deck Cadets have much less chance to secure a position ashore, without considering this impossible, since a certain number of cadets reported that they work in shore based jobs. The consideration should be given to the point, mostly for those who have not worked ashore. Almost half of the Captains and Cadets do not want to work ashore. This could be

linked either to the reason that they like their jobs at sea or that they are afraid they cannot make it on shore based jobs.

It is found in this questionnaire that many seafarers, either young or old, are reluctant to join or carry on with the seafaring career due to the difficult sea environment (long contracts, working hours, away from family and so forth). As the level of age increases, the desire for the seafarers to quit the profession is much higher compared to new joiners. This might be linked to the substantial amount of problems they face during their time at sea and their personal situation that shifts as they grow older eg. Create a family, kids, health problems etc.

Ships do not operate in vacuum and there are managerial and operational sides ashore in order to successfully manage the ships. During their time at sea, many seafarers serve in different type of vessels and much of their knowledge and skills can easily be transferred to shore based jobs if needed. Therefore, there is a great deal of opportunity for those seafarers who want to find jobs ashore with their existing knowledge and experiences from the different and "special" types of vessels. Questionnaire responses prove this as many Captains and Deck Cadets currently work in shore based jobs.

Life at sea is difficult for many reasons that were already pointed in this report. Many seafarers tackle with difficult tasks in difficult environments and because of that they develop substantial amount of skills and the corresponding attitude. Those strong physical and mental skills, as identified in this report, could be quite useful in assisting seafarers to find jobs ashore. "What can not kill you makes you stronger!"

Deck Cadets compared to Masters (including senior and junior officers) have less chance to be employed ashore since many shore based (maritime related) jobs require certain level of experience at sea. Therefore, it is vital that seafarers, who plan to work ashore, need to have certain amount of experience at sea in order to increase their chances for employment ashore at a later stage.

The questionnaires also proved that there is a huge reluctance for young to start or carry out the profession as more than half of the cadets wish to carry out their careers ashore. This is even more the case with masters as well as with the senior and junior officers. The reason is, obviously that being a seafarer is one of the most difficult professions considering the unregulated environment among other disadvantages.

EU estimates that there is a shortage of seafarers and researches the point that the average working career time of the seafarers is not more than 7 years at sea where more than half either leave the profession or move to a shore based maritime related job or find another job in a different profession. This is to say that there will be more seafarers needed to work at sea in the near future as many of them leave the profession after a certain time.

8 ANNEXES

Annex 1 – SAIL AHEAD Preliminary Questionnaires_Captains_Officers_Cadets

Annex 1 – SAIL AHEAD Preliminary Questionnaires_Captains_Officers_Cadets.xlsx is in the subdirectory “annexes”.

Annex 2 – SAIL AHEAD Questionnaire – Deck Cadets_English

Annex 2 – SAIL AHEAD Questionnaire – Deck Cadets_English.docx is in the subdirectory “annexes”.

Annex 3 – SAIL AHEAD Questionnaire – Captains and Deck Officers_English

Annex 3 – SAIL AHEAD Questionnaire – Captains and Deck Officers_English.docx is in the subdirectory “annexes”.

Annex 4 – SAIL AHEAD_Questionnaire_Deck_Cadets_Greek

Annex 4 – SAIL_AHEAD_Questionnaire_Deck_Cadets_Greek.docx is in the subdirectory “annexes”.

Annex 5 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Greek

Annex 5 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Greek.docx is in the subdirectory “annexes”.

Annex 6 – SAIL AHEAD_Questionnaire_Deck_Cadets_Turkish

Annex 6 – SAIL_AHEAD_Questionnaire_Deck_Cadets_Turkish.docx is in the subdirectory “annexes”.

Annex 7 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Turkish

Annex 7 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Turkish.docx is in the subdirectory “annexes”.

Annex 8 – SAIL_AHEAD_Questionnaire_Deck_Cadets_Polish

Annex 8 – SAIL_AHEAD_Questionnaire_Deck_Cadets_Polish.docx is in the subdirectory “annexes”.

Annex 9 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Polish

Annex 9 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Polish.docx is in the subdirectory “annexes”.

Annex 10 – SAIL_AHEAD_Questionnaire_Deck_Cadets_Finnish

Annex 10 – SAIL_AHEAD_Questionnaire_Deck_Cadets_Finnish.docx is in the subdirectory “annexes”.

Annex 11 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Finnish

Annex 11 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Finish.docx is in the subdirectory “annexes”.

Annex 12 – SAIL_AHEAD_Questionnaire_Deck_Cadets_Slovenian

Annex 12 – SAIL_AHEAD_Questionnaire_Deck_Cadets_Slovenian.docx is in the subdirectory “annexes”.

Annex 13 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Slovenian

Annex 13 – SAIL_AHEAD_Questionnaire_Deck_Officers_and_Captains_Slovenian.docx is in the subdirectory “annexes”.

Annex 14 – OOW and Master programme of Partners 7.03 and 7.01

Annex 14 – OOW and Master programme of Partners 7.03 and 7.01.xls is in the subdirectory “annexes”.

Annex 15 – Slovenia Curriculum – Officer Of Watch Course

Annex 15 – Slovenia Curriculum – Officer Of Watch Course.xls is in the subdirectory “annexes”.

Annex 16 – Slovenia Curriculum – Master Course

Annex 16 – Slovenia Curriculum – Master Course.xls is in the subdirectory “annexes”.

Annex 17 – Finland Programme – Officer Of Watch

Annex 17 – Finland Programme – Officer Of Watch.docx is in the subdirectory “annexes”.

Annex 18 – Sail Ahead Results from Deck Cadets Survey

Annex 18 – Sail Ahead Results from Deck Cadets Survey.xls is in the subdirectory “annexes”

Annex 19 – Sail Ahead Results Officers and Captains Survey

Annex 19 – Sail Ahead Results Officers and Captains Survey.xls is in the subdirectory “annexes”