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SPECIAL FOCUS

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A cluster initiative:
Maritime Heritage Skills

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Throughout Europe traditional ships and maritime traditions can count on increasing interest. The number of hugely successful events is growing every year, whilst there is still great interest in restoring and reconstructing traditional ships. In marine leisure business the trend is moving towards using traditional design and production. Many town centres have been converted into historical harbours, welcoming ships that are exemplary for our maritime heritage.

Next to preserving and maintaining, our maritime heritage needs special legislation in order to be able to keep sailing in modern marine traffic. But that's not all, skills necessary for maintenance, shipbuilding, sailmaking, rigging or for example engine maintenance, need to be shared with a new generation.

The European Interreg Maritime Heritage Skills Cluster project contributed to the recording and publishing of skills and knowledge to whom it concerns. The results presented at the project’s Ostend conference in Belgium (published in this report) demonstrate that it is really worth promoting old fashioned craftsmanship. This is even more important in times where heritage skills and modern technique combine well in high tech innovations or can be of substantial economic value to the tourist sector.

Maritime skills and crafts in general deserve to be highly appreciated. He or she who has found an occupation in, or a passion for maritime heritage, will agree. Knowledge and skills will remain the heart of our economy. No creative society can do without it.

Thedo Fruithof
Secretary European Maritime Heritage

Theo Fruithof
Former curator of the Zuiderzeemuseum at Enkhuizen (Netherlands), responsible for traditional maritime skills.
Executive Summary

In this publication we, the Interreg IVa Cluster Maritime Heritage Skills, report on the progress made on capitalising and valorising the expertise gained from our preceding maritime heritage projects. By developing a system of sharing and certifying we prepared a record of maritime heritage skills for future use in education. In making an inventory on the position of maritime heritage in modern civilisation we describe the economic value of what once was for days to come. How to keep it alive, see opportunities when they arise and engage the public for our cause. Putting Maritime Heritage Skills in a whole new context, we suggest a further investigation into the pro’s and con’s of saving our maritime heritage for future generations. All of this has been the subject of international conferences, of which the results are shared in the feedback and conclusions on this report.

Introduction - Forging ahead into the Future

Like most coastal areas the regions surrounding the two seas, i.e. The English Channel and The North Sea, have a difficult relationship with water. The sea still being a very important economic factor, it remains a continuous threat to everything man-made. The influence of maritime commerce may have changed a lot over the years, but it’s still the cradle of modern globalisation. Whilst larger shipyards and wharfs struggle to survive in Western Europe, a different approach is needed to preserve the identity of our coastal regions. We tend to look back. Wallow in the history of great naval wins. The livelihood our fisherman provided for so many people. The prosperity of large trading ships arriving from exotic shores.

Nowadays maritime businesses have a tendency to fade away in romantic mutterings of days gone by. Nevertheless the knowledge and skills that brought us to where we are today are disappearing rapidly. With the demise of our shipyards and small scale fisheries, large parts of what used to be at the heart of our communities are quickly fading away. Small repair wharfs struggle to survive or find successors. Marine business are no longer the centre-point of our economy. The Maritime Heritage Skills Cluster is aiming at new horizons for what used to be our main raison d’être. Preserving what was, to build a more certain future.

In recent years several EU projects have addressed these subjects. The Heroes 2C project was all about restoring old ships and fighting social exclusion. The Traditional Maritime Skills project focused on preserving and documenting traditional skills. The Maritime Heritage Skills Cluster now aims to pass on traditional skills which are recognised as being of regional economic and cultural importance, but are at risk of extinction due to an ageing workforce. Besides the cultural importance, maritime
heritage is important for the economic development of the region. Monuments of maritime heritage such as traditional ships, but also historic port facilities and maritime museums, can act as focus points for economic renewal and regional development, creating significant new local employment opportunities. In addition, as an expression of regional and European identity at the same time, it enables neighbours to enjoy and celebrate their shared values and heritage and to each demonstrate their own distinctive status.

The Maritime Heritage Skills Cluster is all about preserving, developing and sharing. The preceding Traditional Maritime Skills project identified nearly a hundred separate boat building skills. To pass these skills on to future generations, a free Virtual Learning Environment has been created for everyone to use; such as schools, businesses or even the do-it-yourself enthusiast building a small dinghy in his shed. To address the forthcoming difficulties in teaching and sharing these skills, the experiences of the partners in the Heroes 2C project have been of great value. That’s why it is so important to keep creating channels through which these experiences can be fed. Replacing the old fashioned father-to-son experience with some more contemporary means.

The need to develop ways to share what is left of our marine heritage. To interest people in this matter. To find ways of bringing ancient techniques and materials into modern fabrication. To unite craftsmanship, enterprise and the general public. Making sure none of our rich cultural history gets lost forever. All this and much more makes the common European maritime heritage, which comprises of many local and diverse maritime traditions. Making it an important element in trying to understand the idea of a unified Europe. In the next three chapters the Maritime Heritage Skills project will share further information about the way we intend to transfer the knowledge we have acquired. How we would like to see this happen in the near and more distant future. We will educate you on the economic value of Maritime Heritage Skills. On the impact it has now and has had on regions historically. On local identity and economics. On what opportunities maritime heritage brings for businesses and the community as a whole. We will talk about the issues we face. About implementing the old in the new. Working towards a future that largely respects the past.

Virtual Learning Environment

One of the main components of the 2 Seas project Traditional Maritime Skills was recording and spreading skills and techniques used in the restoration of historic ships, with the aim of contributing to the preservation of the required knowledge.

All recorded techniques and skills are published in detail on the project’s website in a Virtual Learning Environment. This includes written explanations, videos and pictures. All material is freely accessible without password or financial outlay and can be used and/or distributed at one’s own discretion.

The Virtual Learning Environment is aimed at:
• Students and teachers
• Employers and employees
• People and/or businesses interested in maritime skills
• People and/or businesses interested in heritage skills in general

All the recorded techniques and skills can be found here:
www.boat-building.org/learn-skills

Traditional Maritime Skills (2009-2013)

Throughout the ages the coastline surrounding the 2 Seas area (The English Channel and the North Sea) evolved around a long history of working and trading together. Their maritime legacy is highly valued by both authorities and residents and a major attraction for visitors to the area.

In 2008 the Traditional Maritime Skills project was initiated to investigate the possibility of recording boatbuilding skills and creating vocational training programmes. All of this is preventing traditional boat and shipbuilding skills from becoming extinct and lost for the regions. Although the marine leisure sector has demonstrated strong growth potential, difficulties in recruiting highly skilled workers mastering specific traditional boat and shipbuilding skills are restricting growth.

The Traditional Maritime Skills project collected and recorded traditional boat building skills, promoted these skills in traditional and modern shipbuilding, increased the number of people pursuing education and a career in boat building and developed a customisable outline for a training programme on traditional boatbuilding skills.
The MHS Cluster Partnership

Lead Partner: New Medway Steam Packet Company Ltd (NMSPC) – United Kingdom

New Medway Steam Packet Company Ltd (NMSPC) was Lead Partner in the Heroes 2C project and has been leading on this cluster as well. NMSPC has added value to this cluster project by sharing its experiences in leading a European Territorial Cooperation (ETC) project in a multicultural environment and made sure that the project was run and delivered according to plans. NMSPC has also added value to this cluster project by sharing its valuable experience in working with young apprentices and other job-seekers. NMSPC was joined in this cluster by its Associated Partner, MidKent College, who is a UK training specialist and has two campus, in Gillingham (Medway) and Maidstone (Kent).

Cluster Partner 1: Province of Zeeland – The Netherlands

Province of Zeeland has participated in several EU Cross Border Projects and was partner in the TMS project. Province of Zeeland also has leadership experience as they were Lead Partner in the World War II Heritage project. The Province of Zeeland has important tasks in different areas for the inhabitants of Zeeland, like for culture and cultural heritage policies and as the province is surrounded by water, there is a strong connection with maritime heritage of which traditional skills and maritime heritage is one of the key drivers. Being a public body, the Province of Zeeland added value to the project in bringing strong resources and knowledge on how to deliver a project benefitting the local community. With the Stichting Cultureel Erfgoed Zeeland we can work as a team on maritime heritage.

Cluster Partner 2: Cornwall Marine Network (CMN) – United Kingdom

Cornwall Marine Network (CMN) was partner in Traditional Maritime Skills and adds value by bringing extensive business experience of the marine sector, training and skills and also of the Territorial Cooperation Programmes (both as Lead Partner and Project Partner). In detail: CMN has many years of experience in developing and delivering bespoke courses, skills programmes, apprenticeship schemes and interactive tools for the marine industry in all its forms. As a business-fed organisation, CMN also brings a deep understanding of business needs in the sector as they emerge. CMN is constantly surveying its business membership group to establish skills gaps, training needs, and infrastructure and equipment requirements. CMN also has a Communication and Marketing department and as such, is experienced in communicating effectively to a varied audience and running successful events.

Cluster Partner 3: Heritage Foundation for cultural heritage Zeeland (SCEZ) – The Netherlands

The Foundation for Cultural Heritage Zeeland (SCEZ) brings in its expertise in dealing with cultural heritage issues and has an extensive network within Zeeland as well as within the Netherlands which is helpful for the cluster dissemination process.

Cluster Partner 4: Association Tourville - France

Association Tourville was project partner in the Heroes 2C project and became formal partner in this cluster. Association Tourville has had many years of experience in training and working with disadvantaged people, teaching them the various traditional required skills to build a 17th century warship. Association Tourville is therefore a valuable partner for the cluster in terms of reviewing the training programmes and adapt skills modules to a working shipyard environment.

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Visible. Implicit knowledge is a lot easier to catch in phrases or made explicit or implicit? Explicit knowledge has been covered by the Traditional Maritime Skills both kinds are share. In educating traditional maritime skills can only be taught by trainers who perfectly master these skills themselves and who are able to fall back on extensive on-the-job experience.

Sharing Abilities

Content:
The kind of content transferred. Is it explicit or implicit? Explicit knowledge is easy to catch in phrases or made visible. Implicit knowledge is a lot more difficult to explain, let alone share. In educating traditional maritime skills both kinds are recognised. The explicit knowledge has been covered by the Traditional Maritime Skills project, categorising and describing as many as 96 different traditional maritime skills. Covering the implicit knowledge is quite a different story. By creating Training Instruction Plans (TIPs), we could try to describe the key information: The real lessons to be learned.

Motivation:
In sharing knowledge we have two parties, the educator and the student. Each with its own motivation:
• The educator: The drive to really educate, sharing all the in-depth information. Willing to go the extra mile in educating everything there is to pass on for the future.
• The student: Both the intrinsic motivation (emerging from personal interest, the drive to learn) as well as the extrinsic motivation (the reward it will bring, for example a certificate) play their part in this factor. This accentuates why accreditation is so important in this entire process. It won’t be just the acquiring of skills that will push future students to commit. The proof is as always in the pudding.

Communication:
To communicate effectively as well as efficiently, a common reference is of utmost importance. This shared understanding creates a bond in which both parties can recognise themselves and feel secure. We have not implemented this shared reference in any education scheme yet. By explaining and defining the terminology in the TIPs this should be tackled as much as possible.

Trust:
The successful knowledge transfer depends on the quality of the relation between the educator and the student. Source credibility is the measure for any receiver to trust and/or value the information given. That is why courses in traditional maritime skills can only be taught by trainers who perfectly master these skills themselves and who are able to fall back on extensive on-the-job experience.

Organisation:
Systematic knowledge transfer is not just based on goodwill to share knowledge. There is indeed a fundamental difference between incidental learning and being educated. We all pick up new stuff continuously in our daily lives. Usually this happens spontaneously, without any plan. Often based on situations we are confronted with. Discovering that previously unknown route to our destination forced by an unexpected detour, stumbling upon that hidden feature in our smartphone... Education needs to be focussed and systematic.

That’s why the TIPs should be based on a step-by-step format, bringing the student new skills and techniques to work with.

Training Instruction Plans (TIPs)

To achieve a means of teaching Traditional Maritime Skills a format usable for uniform implementation of the training methods is needed. In order to capitalise the outcome of both the Heroes 2C and the Traditional Maritime Skills projects, a system of TIPs is created: Training Instruction Plans. TIPs can help competent teachers to analyse skills and prepare training. They standardize the specific training and can therefore be used for reference.

The future target is to write TIPs to list every single one of the near one hundred skills the Traditional Maritime Skills project recorded. This is the perfect opportunity to valorise the work done in this and the past clusters relating to this matter. There is still a lot of work to be done though. At first, focus should lie on summaries and a general education plan. After that a classification of TIPs will be needed. Once TIPs have been created, they need to be published as an open source. Every participant is invited to take part in the creation of the TIPs, not forgetting the keywords being Traditional Maritime Skills. At the current stage 10 TIPs have been completed and published online as an example: see Appendix of this report or visit: www.boat-building.org/learn-skills. Once all 96 TIPs are finished, the package will be ready to be presented to colleges and other training institutions. Feedback and testing are critical, so TIPs can become a useful asset for instructors.

Accreditation

To valorise the work of teachers and students, the method of using TIPs needs to lead somewhere. There is no point in teaching people skills without offering them some kind of proof of their ability. As a reward for their labour and perseverance. At this stage the developing of a Marine Heritage Skills Accreditation is taken on.
The MHS Accreditation: How does it work?
The Training Instructions Plans (TIPs): A methodology for training in Maritime Heritage Skills.

The TIPs will be the valorised results initiated by the MHS Cluster. Indeed, a total of 96 different traditional maritime skills were recorded by the TMS project. The MHS cluster has combined these with the training experience accumulated over the years by the Heroes 2C project partners, also involving new relevant partners. The TIPs should aim to guide the trainer through the training of a student in a specific skill, step by step, from start to finish. As an example a total of 10 TIPs have been created.

The selection of modules by the trainee and the credit system: reach 100 credits to be accredited. The MHS partners have classified all these recorded skills into 4 different categories:

- **Basic Skills** (compulsory)
- **Woodworking Skills** (optional)
- **Metalworking Skills** (optional)
- **Advanced Skills** (optional)

After having completed the ‘Basic Skills’ modules, which are compulsory, the student will have to choose a path which will be either woodworking or metalwork, depending on his/her preferences and/or capabilities. A number of credits will have been allocated to each skill depending on how difficult it is to master. Under guidance of the trainer, the student will then choose a number of skills he or she wants to learn. If completed properly these will give him or her the necessary amount of credits to be MHS accredited.

The training in working shipyards: learn with experts across Western Europe
The training can take place in various shipyards across the 4 countries involved in the cluster, depending on them being able to welcome students and the expertise they can provide. This is a great way to answer the needs of shipyards looking for relatively low-cost labour. As well as those of people looking for work experience, without which they cannot find a job.

The MHS Accreditation:
The MHS Accreditation should take the form of a certificate, signed and stamped by the shipyards involved, and will confirm to potential employers that the student has satisfactorily achieved the modules which are listed on the back of the certificate.

The future for the MHS Accreditation:
Once the whole system of TIPs and accreditation has been developed, the next step for the MHS Accreditation will be to seek an official recognition by the member states at European level, thus opening more opportunities for colleges and institutions to fit the TIPs into their programmes.

Transferring the Past into the Future
Old fashioned skills aren’t just about what has been. Modern wharfs use techniques that have been developed through centuries of ship building. Sometimes at evolutionary pace, but ever so often with revolutionary ambition. It incidentally makes us forget how far we have come. So we don’t build nearly 400 meter long containerships from oak and tar, but there still is a growing market for traditionally built recreational yachts and long boats. Believe it or not, the industry is struggling to find skilled workers to meet demand. Maritime Heritage skills are not just something from the past.

Today historic ships, of which there are more than 5,000 seagoing vessels throughout Europe alone, are regarded as living historic monuments. The concept of preserving traditional ships and crafts for future generations by keeping them in operation has turned out to be extremely successful. Many are moored in special museum ports, often built and maintained on a voluntary basis and without public funding.

Building a Future
Learning these skills very often applies to a much wider range of jobs than just boat building. In 2011 twenty-five year old Kevin Le Feuvre was employed by the New Medway Steam Packet Company Ltd as a general labourer and unskilled worker. He has completed a 2 year apprenticeship in Carpentry and Joinery at MidKent College. This experience has given him sufficient skills to obtain a job in the woodworking field. He currently works as a carpenter on building sites all over Wales.

Keeping the Maritime Heritage Alive
Maritime festivals and regattas frequently attract hundreds of thousands of spectators per event. Consequently they have developed into important elements in tourism for many European cities and regions. Major maritime festivals as well as various meetings of historical steamships, fishing and other working boats, testify that the public has a broad interest in the operating maritime heritage; in humble working crafts gathered in a small port or in stately parades of square-rigged ‘tall ships’.

For many ship lovers, attendance at these events, or the participation on board a traditional ship, may offer the perfect opportunity to experience European maritime heritage at first hand. Be it in the most direct and personal way, by hoisting a gaff sail or by shovelling coal into a steam boiler. Even the best museum display cannot provide the personal taste of history which a working ship conveys.

The large numbers visiting operational wharfs that build replicas or restore antique ships, adds a growing interest for the skill and knowledge behind these boats to the equation. Visitor centres such as the ones erected...
near the projects taking part in the Heroes 2C programme, are a welcome addition to the regions’ touristic assets. It stipulates that the public understands that you can’t have one without the other. That you can’t keep your heritage fleet afloat without the knowledge and skill of craftsmen that are willing to share their experience. If we are to pass on this knowledge to our young, we need to attract new professionals who are willing to share their experience.

The public, local governments and entrepreneurs for our case. Tying tourism to maritime heritage ensures the increase in economic value to both sides of the scale.

**Everything Counts**

A growing awareness in the value of crafts and skills by educators, businesses and consumers is working towards a restored permanent position for craftsmanship. By stimulating this awareness, the local economy will profit from new or renewed initiatives, thus supporting local entrepreneurship.

High tech solutions are a thing of beauty, but solving the complex processes by investing in skilled labour has its benefits too. There is work to be done explaining the added value of skill and craftsmanship to manufacturing and high tech companies in a more explicit way. Working the way up by stimulating young people about the power of craftsmanship. By connecting them through school and education. By introducing them to skills and materials. By connecting them with the skilled craftsmen that are still around.

Looking back, the most innovative solutions originated from the skill, passion and perseverance of trained craftsmen. Without those who know about techniques, the way materials react or simply how things work, nothing new can come to light. Becoming a skilled labourer could well be the innovative solution for the complicated situation many unemployed or threatened to be unemployed individuals are trapped in. Investing in skill and knowledge, instead of looking for that one perfect job, gives one the opportunity to create and develop his or her own path.

**The Great Ship ‘Opportunity’**

Combining both innovation and tourism to develop new shores for traditional maritime skills, great opportunities arise. The attention that regional regattas and traditional boat festivals attract, tap into a whole new market. This is illustrated by Cockwells Modern and Classic Boat Building Ltd and the Le Jean-Bart project in Gravelines is proving to be of great value for the region. Craftsmen, students and volunteers are working alongside to create a wooden replica true to its past and heritage. Constructed almost entirely from timber hevn from solid oak, the project creates unique opportunities that require advanced carpentry skills.

In France the Le Jean-Bart project in Gravelines has evolved from the New Belgica has been introduced to the programmes. Some with great success, others presenting unexpected views on progress.

**Niche Market**

Cockwells Modern and Classic Boat Building Ltd in Cornwall, focused on a niche market building classic boats and replicas using traditional techniques. They’ve tripled their annual turnover by doing so. The only challenge the company faces is finding accomplished boatbuilders who are willing to relocate.

In Germany the building of the New Belgica has evolved from a devoted project to educate low-skilled unemployed and detainees in traditional maritime skills into a programme that emphasizes skills and craftsmanship to manufacturing and high tech companies. Customers will be wanting crossovers between modern technique and old fashioned skills. This is where knowledge meets opportunity. Where the past meets the present. Where real innovations arise from combining the best of two worlds. Where demand for skilled labourers will be growing faster than supply. That’s why the Maritime Heritage Skills Cluster is needed.

**Engaging People**

Throughout the Heroes 2C project a wide variety of target groups have been introduced to the programmes. Volunteers, low-skilled jobseekers, students, re-integration programmes, even prisoners have been part of the deal. Some with great success, others presenting unexpected views on progress.

In the United Kingdom The Medway Queen Preservation Society in Gillingham has long been involved in a difficult fight to save the 1924 paddle steamer Medway Queen. Craftsmen and volunteers are working aside providing valuable traineeships for students of Midkent College. There are plenty of skills to be learnt in the reconstruction of the steel all riveted ship, with apprentices learning sheet metalworking, welding, boiler making, carpentry and cabinet making as well as electrical engineering. Financial uncertainty is still the project’s biggest challenge.
Douarnenez: Breathing Maritime Heritage

Douarnenez has a long history in fishing. Although sardine fishing, for which it became famous, has disappeared, its link to the ocean has brought a new form of prosperity. 25 kilometres northwest of Quimper, this Breton town has turned into a tourist attraction. Not just for its sandy beaches, but because of its maritime museum and its regattas.

The centre-piece is a huge museum harbour. Focussing on local maritime heritage, it brings the fishery history into a global context. 2800 m² of exhibition space, 5000 objects and 70,000 pictures reflect the history of harbours and fisheries throughout the ages and the world. 250 vessels are on display, of which 8 are on the water. Temporary exhibitions ensure its dynamic overview of history.

Douarnenez breathes maritime heritage. Local history can explored through maritime wharfs, an active TMS training centre, and locations for mooring classified ships and the sardine pathway. Throughout the town a network of maritime heritage related stops enhance the experience for the visitor. Maritime heritage creates jobs for about a hundred people throughout the year. The budget for the Museum, training centres and Chasse Maree maritime magazine is 5 million euros, to which the city directly contributes only 650,000 euros.

Workshop: TMS in a New Age by Marinus van Dintel (SCEZ), in Ostend

The coastal Province of Zeeland, in the south-west of The Netherlands, consists of a number of former islands and a strip of land bordering Belgium. Due to its geography Zeeland has lots of maritime history and heritage.

The Province’s administration is drawing up policy for particular fields, also concerning cultural heritage. As one of the most distinctive parts of Zeeland’s cultural heritage, the Province has a special focus on maritime heritage. The SCEZ (Stichting Cultuur Erfgoed Zeeland) foundation works to protect Zeeland’s tangible and intangible cultural heritage. Maritime heritage being one of their main subjects.

Nowadays maritime heritage is mainly part of events and/or other tourist attractions. Alas preservation is declining because of a lack of financial resources, expert boat builders and materials. It is important to attract people for a longer period than just for a few weeks voluntary work, because it takes a long time to train and educate the necessary knowledge and skills. Many trained students end up as a carpenter or electrician on building sites, because there isn’t enough funding to restore ships and continue training. We need to keep them and their skills on board. It could also be better to concentrate on training volunteers willing to participate for the long term, rather than people who need to learn social skills in the first place. We have to focus on a wider variety of target groups. Therefore good guidance and a long term vision is essential.

It is important to:
• Expand the virtual learning environment for students, volunteers, boat and wharf owners
• Spread knowledge
• Create an international network between (private) owners, experts, museums, shipyards, etc.

In the first two chapters we talked about chances, possibilities, and opportunities. All good things the preservation and sharing of Maritime Heritage Skills can lead to. However life is no picnic. Even fairytales have their fair share of wicked witches. In this chapter the restrictions we face will be addressed.

Signalling Restrictions

Not in finding willing volunteers and apprentices. Not in funding or finding ways to make Maritime Heritage a profitable venture. That has been covered. No, let’s realise it is the 21st century now. Things have changed. In the way people the way people live, the way people work. It’s not just technological progress that has changed lives over the past 200 years or so. The question is how far can, and will, people go in reliving the past. How far will modern society let them?

Knowledge and skills are the greater goods this project is promoting. It establishes that many of our current techniques and solutions are based on past experience. This could imply our celebrated knowledge are outdated, our skills are old fashioned. It is no secret that modernisation is often executed under the pressure of cost reduction, reducing labour and using simpler techniques or easier to manipulate materials. But there is more. Nowadays you cannot handle large wooden beams by adding a few more helping hands. You cannot just juggle red hot rivets around the wharf. Nor can you expect workers to cover boilers in asbestos or inhale the fumes of tar and other poisonous products. Health and safety, environmental issues and last but not least the rights of the individual labourers
have changed over the years. No use pretending they haven’t.

Local legislation, usually based on European law, brings challenges to the way crafts and skills are executed in these new times. In the way it’s allowed to, and in the way we want them to be executed. No one in his right mind wants to handle heavy machinery without protective gear or a hardhat. Not just for the sake of being in sync with the right period. Some things just can’t be done any longer. Others need to be adjusted. Same goes for the materials used, the impact on the environment and even heritage itself.

Sourcing Raw Materials

The oldest known ships, dating from Roman times and even before, are all but one made of oak. Oak is one of the most durable indigenous types of wood and in those times there was plenty of it available. It was not just availability that made oak the number one choice. Oak is very durable and oak planks are very easy to bend approximately a year per centimetre to be workable, one can imagine the vast amounts of wood that needs to be stored, the planning involved and the cost this all brings. Taking into account that for the building of a wooden ship it is very important to cut planks and beams from trees and branches which have roughly the right shape for the ship in question, it all gets even harder. Realising all the experience in this trade can only be shared on the job, a job that has become very rare, the fear of a dying trade springs to mind.

Health and Safety

Modern legislation can be a big issue in using ancient machinery could prove to be a problem. Although most of the really dangerous machinery might have a modern, safer equivalent, not every aspect can be tackled without losing part of the authenticity. Maybe not the authenticity of the finished vessel, but at least of the knowledge and skills used to build it. Isn’t the preservation of this knowledge and these skills what this whole project is about?

In caulking the decks or the hulls of a wooden ship, it’s the materials used that create the problem. Old fashioned tar can easily be replaced by modern polymers or rubber compounds, as long as we agree this doesn’t affect the authenticity of the finished product too much. In riveting a steel ship’s hull, more health and safety regulations will prove to be difficult to overcome. Handling forges, quickly processing red hot rivets, hammering them down by hand or with heavy machines. All things from the past that can’t really be done within modern legislation. Within the 96 skills the Traditional Maritime Skills project recorded, there will be many more examples of jobs that can’t be done the heritage way without stepping out of line.

Skills, materials, the handling of those materials, they all prove to be outdated by modern standards. They all prove to be of utmost importance for the survival of many individual characteristics of the historical correctness of building ships the heritage way. They all prove there is more to recording and preserving Traditional Maritime Skills than meets the eye.

MHS in a New Context

In a future where the rich maritime heritage of our culture is part of modern society, where sailing modern cargo can be a sustainable alternative for large polluting engines, traditional skills might well be prominent. Not as we knew them. Maybe not as we have recorded them. There will be a use for everything we learned from the past. As sailing historic ships under contemporary legislation shows, there is no straight answer to refute every possible downside. No coal fed steam engine can ever meet modern exhaust standards. No exact replica of a 17th century schooner will ever meet all of our current health and safety regulations. Engines will stop turning without burning coal, sails won’t curve if sailors aren’t allowed to climb the rigging. Still we need to preserve everything know now for possible future use.
Finishing our own projects, Heroes 2C and Traditional Maritime Heritage Skills, we joined forces in this cluster. In this chapter we look back at what we have been working on the last few months and what we have achieved.

Was it Worth Doing? - Yes it was!

The whole idea of doing this cluster project was for partners previously involved in other 2 Seas projects dealing with maritime heritage and training issues, to get together in order to capitalise on their results, give more visibility to the work done and create new relevant partnerships for the future.

A very good partnership was created and the good working atmosphere which was put in place since the beginning of the activities enabled us to effectively deliver the cluster’s aims and objectives and to share our experiences and expertise. Even if there is still a lot of work to be done, formal and associated partners have managed to capitalise on their results and develop useful assets for the education community, which will hopefully be further developed soon.

Knowledge from the partners on training and education and knowledge on maritime skills, together with all the work done by documenting the skills in the TMS project has led to a framework on how knowledge in traditional maritime skills can be transferred from master to student. What lacked in TMS, the knowledge transfer from master to student, and Heroes 2C to actually put the work done in a framework, has been covered in this cluster. Of course the work is far from done. The finish line is not within sight yet, but the first steps towards transferable skills are taken.

We’ve explored the opportunities to see MHS as having an unexplored economical potential. Tall ship events, connecting to our collective maritime heritage in museums, routes, and wharfs are the extras maritime heritage can count on. Put the classic ship in its natural habitat, exploit and build up that habitat and we can commemorate our maritime heritage and preserve it for the future. We can also do that to place the expert knowledge of classic boat builders in a new maritime business economy. The knowledge gathered on wharfs for building, repairing and restoring ships create a unique selling point. There might even be a future in it for new development. Even if there are no immediate job opportunities for professionals, the training issues, to get together in

It is important to look at the value of our maritime heritage with a sense of reality. Options are open for a sustainable, more self-sufficient use of maritime heritage (skills). The public and volunteers are very interested in the traditions of boat building. Look at the number of views the Virtual Learning Environment website generates, or the amount of people at events. Even the large number of volunteers working on traditional ships. This all means that we need to be willing to grow, develop and share. We should be open-minded on changes made to classic ships for them to be self-sufficient. This also requires the conviction, that to make things work, sometimes the rules must be either bent or broken. It is also very clear that we need even more exposure of our maritime heritage. Of the options there are for learning skills, the options for taking over existing wharfs, the options for creating new businesses, the options for where to go for repairs. More exposure, not only for people to fall in love with our maritime heritage, but more importantly for getting them involved in long-term engagements.

Looking back on the things we have achieved in the short amount of time between March and November 2014, we are proud to have closed the gaps and gained from our former projects. So we could valorise what had been done before and develop them into even better results in a new partnership.

Workshop: Skills and the Road to Employment by Kurt van Camp (De Steenschuit VZW), in Ostend

The VZW De Steenschuit in Boom (Belgium) was named after the first ship built by the Association. Their major aim used to be building and restoring historic ships by teaching traditional maritime skills to long term unemployed. Instead of building a ship, now the emphasis is put on the social project involved.

In 2013 this led to a whole new vision for the project. After discovering the maritime industry in the region kept declining, training people to build boats seemed no longer useful. Instead of building a ship, now the emphasis is put on the social project involved. Traditional Maritime Skills are no longer the goal, they’ve become the means used to train unemployed, homeless, detainees etcetera to regain their place in the labour market. Thus the project re-focused on social skills, work attitude and professional behaviour before the actual boatbuilding. Several examples of successful employment in other sectors were presented at the conference.

The attending audience was asked to think of solutions for problematic situations through interactive questioning, presenting real case studies about the three focus points: work attitude, professional behaviour and social skills. The input by the many students in the audience proved to be very unconventional and extremely interesting.
CHAPTER 5

Recommendations and Next Steps

The main output of this cluster is the production of a first set of Training Instruction Plans (TIPs), which is the combination of the results achieved by Heroes 2C and Traditional Maritime Skills projects. Although it is a good start, some more work is required to get a valuable set of TIPs and this is what we will be presenting in this chapter.

Training Instruction Plans (TIPs)

At the present time, a number of 10 example TIPs have been produced by the cluster and are published online, accessible for free to the public. This means that another 86 need to be worked on in order to have a complete set of TIPs, using all of the recorded skills from the Traditional Maritime Skills (TMS) project, ready to be presented as a package to colleges and other training institutions.

In order to do so, the organisations which would like to take this up will need to make sure that they have contacts with relevant experts and that they allow sufficient staff time to work on them.

Although some TIPs have been produced, they haven’t been tested yet. This would need to be done in order to ensure that it is a useful methodological asset for instructors. Following feedback received from the instructors testing them, they could be amended or developed further.

MHS Accreditation and Shipyards

The MHS Accreditation certificate has been developed during the cluster lifetime which is a good first step.

Once we have a good set of TIPs constituting a package good enough to be presented to students, the second step to be undertaken will be to give a credit score to each of the TIPs. The idea is that the trainee will have to choose, under trainer supervision, a number of skills which he/she would like to master and which, if achieved, will give him/her a total of one hundred credits, the number necessary to become MHS Accredited.

The third step will be to find a number of shipyards in which the trainees will be able to undertake their training. To do so, we will need to find shipyards across the 2 Seas area which specialise in working on traditional boats and ships of various sizes in wood as well as metal.

Finally, the aim is to get all of this officially accredited on a national and international level. Enough interesting topics to focus on in a new European project.

Building Replicas: Sharing Knowledge vs Restrictive Legislation

About training more people in Traditional Maritime Skills and the need for Maritime Heritage to get exceptions on modern, restrictive, European law and legislation.

The interest in building replicas of historic ships has boomed in the last ten years. A few examples can be found within the partnership of the MHS project: The Medway Queen in England, the New Belgica in Flanders and Le Jean-Bart in France. The hull of the all steel paddle steamer Medway Queen, which dates back to 1924, is being completely rebuilt since 2009, using traditional maritime techniques. In this reconstruction many valuable skills are being learnt. Such as welding, working sheet metal and building boilers. All of this is being executed by The Medway Steam Packet Company Ltd, in the form of a few paid employees and a large group of volunteers.

Rebuilding the 1884 steel steamer the New Belgica is being largely executed by a team of unskilled jobseekers, gathered through the VDAB (Flemish Employment and Vocational Training Service). At the workspace of De Steenschuit VZW in Boom, participants are acquiring a great deal of traditional maritime skills. At the same time they are getting acquainted with a good workplace attitude, which increases their chances in the labour market. Reconstructing the 17th century wooden warship Le Jean-Bart in Gravelines aims to pass on advanced carpentry and traditional blacksmith skills. Since 2002 a large group of mostly young volunteers have been building this replica, led by the Association Tourville. The aim is to finish the build in a twenty year timespan.

One workshop at the Ostend conference clearly showed that the strict European legislation and the lack of finances are often large obstacles in the aforementioned projects. Restoration of large ships or the building of replicas are big projects that take a lot of time and money. Despite the European funding of the last few years, projects like the Medway Queen and Le Jean-Bart are far from finished. However, thanks to this funding more than 2.5 years of professional employment helped deliver boat building training to students and volunteers. This knowledge and experience now lies with the volunteers to finish the projects.

These kinds of projects stem from dreams and passion. They are not often looked at as a business case. They are not considered beforehand

Historical Value

The ‘Kamper Kogge’ is a 20th century replica of a medieval cargo ship. These ships used to sail the European seas. They also found a home in Zeeland’s delta. This particular example was built in Kampen in the mid nineties. Recent discovery of an original ‘kogge’ in the river IJssel shines a whole new light on the value of building replicas. While replicas are not authentic and much depends on the philosophy behind the build, they can however have significant historic value. On the contrary a historic ship could have been repaired and/or rebuilt so many times over the years, many of its original features and/or materials are lost and gone.

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Feedback and Lessons Learnt from the Conferences

Things that stood out during the conferences in Ostend (Belgium) & Falmouth (UK):

- Maritim Erfgoed Zeeland or European Maritime Heritage should be developed. A new Interreg cluster should create more of these platforms, to raise awareness for the economic opportunities, being an intermediate. It could start a lobby, for example to adjust rules and regulations, or create more subsidies.

- There are still large blind spots when it comes to matching different parties. Boat owners, repair and restoration wharfs, volunteers and jobseekers are all in need of an easy way to connect. For example a wharf owner in Walsorden (NL) is nearing retirement and has nobody to take over his business. He is looking for someone to take over the business and transfer his knowledge to. To survive as a newcomer it is proven to be better to take over an existing business instead of starting a new one, but finding an interested party appears to be very difficult. On the other hand, one of the participants of the Ostend conference was a man who hadn’t been able to find a job in which he could use his newly gained skills and knowledge. The
frustrations in trying to fulfill this man's passion clearly was another example of the work there is still to be done in matching different parties to one another.

• The (associated) partners in the clusters are all constructing big ships. Professional attendees at the conferences were mainly people building smaller boats and/or repair wharfs.

• People start building replicas or restoring ships without thinking of the future. They don't have a long term plan. Before starting to plan how to build the boat, it could be advisable to think about ways the finished vessel can be self-sufficient and/or self-sustainable. So if you plan to build a boat, think of it as a business case. How will it pay for maintenance in the future? Examples given are use for sailing cargo, touristic trips, museum piece etcetera.

• According to De Steenschuit VZW there are no vacancies in traditional boatbuilding. In combining traditional boatbuilding and training in soft skills, the aim shifts from training boatbuilding skills to employability.

• In Cornwall we signalled a growing market for modern boatbuilding using traditional techniques. Companies involved however face problems finding skilled labour. The problem being that jobseekers are not willing to relocate.

What a follow up Interreg project should focus on:
• Further development of the TIP and MHS Accreditation program.

• Investing in training volunteers. Keeping them involved, but also making sure they keep sharing their knowledge.

• How to use the traditional ships, replicas and wharfs. Before starting a project, think about the future of the finished project. Implement it, think about how it could be made more self-sufficient. For use as a charter or cargo? It can be a great opportunity to gain more sustainability in transport and living.

• Start a lobby to make sustainable overseas cargo on replicas possible.

• Maritime heritage improves the attractiveness of a region. Putting events, wharfs and finished vessels in their historical and natural environment will largely increase the visibility of all effort done. Investing in the environment might as well attract other partners to join in. Make the story complete and don't just focus on building a replica. Like a wharf for repairs, open it up to the public.

• Create a pool of experts in traditional skills and let them share their knowledge.

Maritime Heritage Conference in Falmouth (UK)

A conference was also hosted by UK partner Cornwall Marine Network, at the National Maritime Museum Cornwall in Falmouth.

This included presentations, an interactive boat building workshop and the opportunity to network over lunch and develop partnerships for regional traditional boat building projects being planned in the future.

The conference demonstrated the value of the Maritime Heritage Skills to a mixed audience of marine businesses, those interested in working and volunteering in the sector, and education professionals involved in delivering boat building courses.

Some 70 delegates attended, including students, established boat builders and potential employers, and trainers. They were delighted to attend such an industry-focused event and particularly appreciated the opportunity to network and forge potentially fruitful partnerships.

Andy Wyke, the museum’s boat collection manager who spoke at the conference, was encouraged to see such an “eclectic” mix of boat building enthusiasts under one roof. He reminded delegates that museums are more than just tourist attractions. They stimulate interest and a desire to learn more about working in an industry, particularly one that’s of such significance to the local economy.
### Appendix: Training Instruction Plans (TIPS)

**B. WOOD SKILLS**

|----------------------|-------------------|---------|----------|---------|---------|---------|---------|---------|--------------------------|------------------|

**C. METAL SKILLS**

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For further information on the 2 Seas Programme, please visit our website:

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