



# KNOWLEDGE COMPENDIUM ON ORGANISATION OF TRAININGS IN CHOSEN DISAPPEARING PROFESSIONS



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**KNOWLEDGE COMPENDIUM  
ON ORGANISATION OF TRAININGS  
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# INTRODUCTION

We are pleased to present the knowledge compendium on organisation of and conducting trainings in chosen disappearing professions, such as smith, wheeler, weaver, and baker/confectioner of traditional products, together with the examples of good practices, the analysis of craftsmen's situation and vocational training systems in Poland, Germany, and Lithuania. This compendium is dedicated to people interested in providing or supervising training in disappearing professions as well as to trainees. Therefore, it enables one to systematise their knowledge in the field of training in disappearing professions, as well as it constitutes an educational support in the training process of young craftsmen.

The present publication has been produced within the project “Disappearing professions on the European job market” Action 2 – Strategic partnerships of the Erasmus+ Vocational education and training sector. This project resulted from the international partnership of organisations from Poland, Lithuania, and Germany which are connected with vocational training of the youth, and popularise disappearing professions and traditional craft together with innovative activities in order to improve the situation of the young on the job market. Due to the partnership between the European Centre of Education and Upbringing OHP in Roskosz (Poland), Oberhavel County (Germany), and Vilnius School of Technologies, Business and Agriculture (Lithuania) we teamed up to conduct mutual activities which enabled the exchange of experience and solutions at the European level between organisations active in the field of education, training and youth.

The project aimed to promote education and training in disappearing professions, and to popularise traditional crafts and regional culture at the international level by implanting the idea of entrepreneurship and self-employment, due to the increasing interest in products and services provided in a traditional manner. Acquiring or improving competence in terms of disappearing professions, reaching the craftsmen, entrepreneurs, institutions, people related to disappearing professions and interested in their promotion, development of training materials, and promoting trainings in order to broaden the circle of highly qualified craftsmen constitute a very rich form of protecting of the traditional occupations from sinking into oblivion. The goals of the project also included increasing qualifications and the availability of trainings, especially for young people struggling with entering the job market due to low level of or deficient qualifications, by comparing and structuring knowledge in the field of organisation of training in disappearing professions for youth as well as by training partnership organisations staff and the young willing to obtain and improve their professional qualifications. Popularisation of and implementing trainings amongst possibly largest social group in

the partner countries are an additional value of the finished project, along with the opportunity for young people to gain additional professional qualifications in the field of traditional craft.

Artisanal professions, in the recent years forgotten and almost completely squeezed out of the market, have now experienced a renaissance due to the increasing demand for old, original, and often aesthetically and functionally inimitable products from various areas of life. Thus, initiatives upholding professional traditions, and simultaneously containing heritage features in modern uses are especially valuable. The changing labour market is a chance for disappearing professions and people willing to revive them.

The disproportion between the demand for traditional products and services and the lack of qualified craftsmen, together with the youth's willingness to learn disappearing professions signalled the need for reactivation of disappearing professions as an alternative to employment or self-employment in the EU countries.

One way to increase the number of young, well-qualified craftsmen who maintain and prevent the traditions and old professions from sinking into oblivion is to organise trainings in disappearing professions. Currently, people interested in training or upskilling in vanishing professions struggle to find the right offer. The organisation of this kind of trainings is a real challenge due to the fact that experienced craftsmen who could relay knowledge to the young generation are passing away. The lack of complex offer including information about trainings in disappearing professions is also visible.

The present publication is divided into four parts. In the first part, *The comparison of traditional crafts and the situation of craftsmen working in imperilled professions with a chance to be reactivated in Poland, Lithuania, and Germany*, traditional crafts are discussed, and the reasons of the vanishing of many artisanal professions in partner countries are named. Moreover, there is an analysis of the situation of craftsmen working in disappearing professions, and of traditional craftwork in Poland, Germany, and Lithuania. Furthermore, the chances for reactivation of disappearing professions and traditional craft are stated, and some examples of good practices in the field of promotion and protection of disappearing professions which we observed during the project are presented.

In the second part, *The comparison of vocational training system and trainings in disappearing professions*, general educational system and vocational training system in Poland, Germany, and Lithuania were compared as well as the process of vocational training in the context of disappearing professions was discussed.

The third part, *The organisation of training in disappearing professions*, is an attempt to structure the knowledge concerning organising trainings in disappearing professions, and it presents the information about the international training in disappearing professions realised within the project. The aforementioned material contains information useful when organising trainings, it describes the most important things to focus on during realisation of such

trainings as well as it presents the possibilities of certification and recognition of obtained qualifications.

In the fourth part, *The description of professions, and programmes of training in disappearing professions*, information concerning following professions in which the young were trained is presented: smith, weaver, wheeler, and baker/confectioner of traditional products. It includes exemplary curricula, descriptions of workshop equipment, required materials, methods and ways of teaching, and a list of acquired professional skills.

At the end of the publication there are opinions of people managing the partnership organisations of the project. The present material pictures the validity of undertaken activities understood as a complex form of promotion and protection of disappearing professions from sinking into oblivion, along with promotion and increasing the availability of trainings in disappearing professions and traditional craft in the EU countries.

# CHAPTER 1

## **The comparison of traditional crafts and the situation of craftsmen working in imperilled professions with a chance to be reactivated in Poland, Lithuania, and Germany**

Technological progress, replacing manual production with cheaper machine production, rapid urbanisation, vanishing handicraft traditions, declining demand for handicraft, dying out of the old folk craftsmen generation - they all contributed to the forgetting of many professions which were practised not long time ago to meet one's basic needs or on the market for services. This mainly concerns artisanal professions and traditional craftwork.

On the other hand, services and products provided with traditional methods are nowadays more and more wanted; there is a growing tendency to buy hand-made, original, solid products, made out of natural materials. Additionally, recently popular eco lifestyle and vogue for handicraft are the reasons why representatives of disappearing professions are increasingly in demand. Thus, disproportion between the demand for traditional products and services and the lack of qualified craftsmen together with no possibilities to learn a chosen profession appeared.

### **1.1 The reasons of disappearing of artisanal professions:**

- replacing hand-made original products made out of more expensive materials with machine production out of cheaper materials but of lower quality, caused by technological progress;
- demand for cheap products resulting in market overflowed with mass-produced products made by cheap labour from foreign, e.g. Asian markets;
- easily accessible cheaper products and services abroad, especially in the border areas (it concerns e.g. handicraft services and products from Poland easily accessible to German border areas citizens);
- lack of interest in training in artisanal professions and working as artisanal professionals amongst young people, caused by unfavourable image of crafts – craftwork is seen as obsolete, hard, and unprofitable;
- insufficient promotion of crafts and the benefits of being a journeyman and a master;
- dying out of the experienced craftsmen who could relay skills to the young generation;
- resignation of young people from family handicraft traditions passed down from generation to generation;

- lack of consistent activities in the education system which would enable training of successors and encourage to practise traditional artisanal professions;
- insufficient utilisation of traditional professions as a base for tourism development in the rural areas by local governments;
- closing down of many big factories employing craftsmen, e.g. glass factories, textile factories, brickyards, tileries, ceramics factories;
- demographic decline, decreasing numbers of young people entering the job market.

So many factors determining the disappearing of numerous artisanal professions show that there exist barriers which should be taken into account whilst operating in favour of promotion of disappearing professions and traditional craft.

## **1.2 Situation of craftsmen working in disappearing professions and of traditional craftwork in partner countries**

An important aspect of the project “Disappearing professions on the European job market” were international project meetings in all partner countries. The goals of the meetings included getting familiar with the specificity of craftsmen's distribution and the functioning of different entities connected with disappearing professions, meeting with local stakeholders of the project, and exchanging good practices.

Thanks to the organised meetings, we could get acquainted with the situation of craftsmen working in imperilled professions, and compare disappearing professions having a chance to be reactivated in Poland, Lithuania, and Germany as well as with demand for and supply of products and services provided within those professions in order to verify them in terms of their usefulness on the market and of the training possibilities in those professions. We had the option of meeting with the representatives of local governments, schools, crafts organisations, associations, with craftsmen, folk artists, entrepreneurs, by courtesy of whom we got acquainted with the character of traditional craft and various entities connected with disappearing professions in Poland, Germany, and Lithuania. The experience exchange concerning training in traditional crafts and disappearing professions in Poland, Germany, and Lithuania was an equally important aspect. The meetings were also a great opportunity to promote traditional crafts and regional culture at the international level.

### **GERMANY**

During the international project meeting coordinated by the German partnership organisation of Oberhavel County, we could get to know the situation of traditional crafts and disappearing professions in Germany.

By visiting TÜV Rheinland Akademie, Vocational Training Centre Lehr-

bauhof, and Eduard-Maurer-Oberstufenzentrum in Hennigsdorf, we had the option of getting familiar with the vocational training system in Brandenburg and with artisanal professions in which we managed to observe aspects of traditional crafts and disappearing professions. A great example is the modern profession of a mason, in the curriculum of which there is a training module of traditional cobblestones laying. Thanks to workshops located in a roofed hall, young people training in this profession can learn regardless of the season and weather. It is also noteworthy that the young learn the basics of the carpenter's profession using traditional methods and mainly working with natural wood. In the Centre, young people learn how to connect wooden elements in a traditional way, without modern methods of joining with screws and other metal elements, thanks to which they can construct or renovate various objects using traditional methods later on.

Our visit in Velten near Berlin was a saddening example of the vanishing of the professions of a tiler and a tile-stove setter. At the turn of the 19th and 20th century, 43 furnace factories functioned there and supplied Berlin with over 100 thousand furnaces every year. Nowadays, only information boards and the stove and ceramic museum, abound in various exhibits, remind the visitors that once there were factories there, and the great tradition of the region is upheld only by one little tiler. Former tilers and tile-stove setters had no one to pass down their extensive knowledge and long experience to. No training for tilers and tile-stove setters has been organised for years in that region, and therefore, there are no qualified craftsmen who could maintain the great tiler tradition.

Demographic decline and the lack of young people willing to educate themselves in artisanal professions are problems with which more and more industries in Germany are struggling, including bakery. In the recent decade, the number of bakeries decreased by almost thirty per cent. The main reasons why local bakeries are shut down are a shortage of labour and decreasing interest in the profession amongst students. A further problem is the shortage of qualified craftsmen who could run their own bakeries in the future.

However, in this industry suffering from different hardships there is an interesting phenomenon – a family-run bakery “Bäckerei & Konditorei Plentz.” The family-run bakery, successfully combining tradition with modernity, has existed for over 130 years, and the old family recipes have been passed down from generation to generation. Currently, the bakery is run by the fourth generation of bakers. Over the years, the bakery has been enhanced with modern machines and new branches. What has not changed for generations is the traditional way of kneading bread, and lighting up of a historic wood-fired bread oven in the square in front of the bakery every week, where traditional bread is baked. Customers from all over the region and Berlin come to buy it. The owners of the bakery took action to ensure that their bread is to be entered to the List of Intangible Cultural Heritage of UNESCO, which would confirm the value of traditional methods. The more the bakery develops and the more popular it becomes, the more young people are willing to start vo-

cational training and to work in Plentz.

The visit in a family-run blacksmith's workshop in Gransee turned out to be an unusual experience – Olaf Peter Scholz, the owner and a master horseshoer, passionately talked about various aspects of the vanishing profession of a blacksmith, demonstrated techniques of hoof maintenance and horseshoeing as well as presented a unique mobile smithy. The delegates from Lithuania and Poland could see that the profession of a blacksmith and a horseshoer is thriving in the region. In the 1960s in Germany, horses were replaced with tractors which caused a rapid decline in demand for horseshoers' services. However, a considerable increase in demand for smith's and horseshoer's services has been observed in the last several years. Although horses did not come back to work on the field, there are more and more riding schools and private horse owners. In the entire Brandenburg there are now between 70 and 80 horseshoers, and currently, it is enough, but there is an increasing number of horses, and therefore, the demand for such services grows. People interested in education in that profession can learn e.g. at Olaf Scholz's, and sit a state exam taking place in Berlin on an annual basis. Annually, twelve candidates on average sit the examination.

## LITHUANIA

During the next project meeting we had the option of getting to know the situation of traditional crafts and disappearing professions in Lithuania, mainly in the Vilnius region where the partnership organisation, Vilnius School of Technologies, Business and Agriculture (Vilniaus technologijų, verslo ir žemės ūkio mokykla), is based.

The conference "Disappearing professions on the Lithuanian labour market" was an opportunity to exchange views, and get to know Lithuanian crafts and disappearing professions. The country is known for its folk handicraft which is perennial, above all in the rural regions, mainly by courtesy of elderly people continuing family traditions. Lithuania is famous for ceramics, textiles, smithery, amber processing, and the technique of carving crosses out of wood. Furthermore, following crafts enjoy a special place in Lithuania: pottery, weaving, woodcarving, plaiting, and smithery. Pottery in Lithuania has very old and solid roots, it is the most archaic craft in this country. Lithuanian ceramics with original ornaments are very popular and sought-after in Europe, especially black ceramics which are a recognisable symbol of Lithuania. Therefore, potters have no problem with selling their products. Moreover, the traditional Lithuanian textiles ornamentation, preserved in an almost unchanged form until now, is rooted in the symbolism of Baltic religions. Nearly every Lithuanian hostess had a loom on which she wove in winter. In the majority of households weaving products preserved to this day. The most popular fibre was linen, which is nowadays the symbol of the Lithuanian culture. Sculpting and woodcarving have always enjoyed a special place in the Lithuanian handicrafts. An old custom of putting crosses and roadsides signs with sculptures presenting Jesus Christ and Mother of God is still practised.

The technique of carving crosses out of wood was inscribed on the UNESCO World Heritage List in 2001 in Lithuania.

By courtesy of Dr. Birutė Basiulienė from the Agency for Market and Enterprise Development of the Ministry of Agriculture, we could learn about the government assistance in creating favourable conditions for traditional craftsmen to work, as well as to create and popularise national heritage products. During the conference, we also got acquainted with an innovative tool useful in the recognition of historical value and the handed-down ability to develop a product, namely, the certificates of cultural heritage. It is a very valuable initiative, worth implementing in Poland and Germany. The products of the national heritage are certified wares made by craftsmen, they have unique quality characteristics and structure. They are not mass produced but made by hand out of traditional raw materials or with the usage of old or equivalent new technologies. The certificates, at the request of craftsmen, are issued by the Agency for Market and Enterprise Development of the Lithuanian Ministry of Agriculture. Until now, over 1600 wares produced by over 500 traditional craftsmen received the certificate, and were recognised as products of the national heritage. Traditional craftsmen whose products were certified receive government assistance for publications, organisation of trainings in traditional crafts, participation in and presentation of their products at various exhibitions and events in Lithuania and abroad. Every year, the national heritage products are presented in Vilnius and various regions of Lithuania.

Picture no. 1 – logo of the Lithuanian cultural heritage put on the certified products.



Source: <https://www.infoanyksciai.lt/naujienos/tautinio-paveldo-veiklos-finansavimas/>

Picture no. 2 – an example of a national product's certificate.



Source: <https://www.silaineskrastas.lt/kultura/tradicinio-zasu-turgaus-tautinio-paveldo-produkto-sertifikatas-jau-pagegiuose/>

A very positive fact is that the support for traditional craftsmen does not stop at the national level, but is continued by the local government, the example of which is the Vilnius local government. Visiting the Vilnius Old Town, we became acquainted with the support system for craftsmen within the Fine Crafts Association. The Association was established in 2006 as the continuation of Vilnius Ethnographic, Fine Crafts and Fairs Programme initiated in 2001 by the Vilnius City Municipality. Fine Crafts Association revitalises and promotes traditions of handicrafts of the Vilnius Region, consolidates the craftsmen for participation in city festivals and fairs, organises trainings, exhibitions, seminars, and informational events as well as gives the craftsmen opportunities to perfect their skills. The institution cooperates with craftsmen's workshops and galleries, museums, travel agencies, and other organisations from different countries, and, moreover, helps its members prepare projects aiming for gaining financial support. The Association plans to recreate the Crafts Town in historical Tymo Quarter, in order to establish a training and workshop centre for craftsmen, inter alia by using the properties in the Old Town belonging to the local government in the most effective way. A very attractive discount on the let of municipal properties in the Old Town for artists, craftsmen, and small traders turned out to be

a very effective way to attract the interest of many experienced traditional craftsmen, and had a significant influence on the promotion of disappearing professions. At present, the programme consociates 16 handicraft entities (including galleries, smithies as well as ceramics, stained glass, amber, and weaving workshops). Therefore, many traditional craftsmen and craftsmen practising disappearing professions can work and sell their products and services in a very attractive location in the Old Town. Moreover, much attention is paid to organisation of cognitive-educational activities for children and students, trainings in crafts and business, and to showing the production processes to visitors. Members of the programme actively take part in city festivals, fairs, and international events. During the meeting, we had the option of getting familiar directly with the functioning of several workshops and galleries, and seeing with our own eyes that the idea of the Association was really on point.

There are twenty centres of traditional crafts in Lithuania. Their mission is to maintain tradition, customs, and old-time Lithuanian crafts. To prevent the traditional crafts from sinking into oblivion, they are presented to visitors, special classes for children and adults are organised along with meetings with craftsmen and crafts fairs, during which one can buy traditional handicrafts. During the meeting we visited the Centre of Traditional Craft at the Houwalt manor in Maišiagala in which masters of folk art gather, for they have very good working conditions here, can sell their artworks, and teach others. In the Centre we met with Agata Granicka, coming from a family who has made Vilnius palms for seven generations, and we saw the art of making Easter palms, unique for the Vilnius region. Unfortunately, the profession of an Easter palm maker is now imperilled. It is a very time-consuming and labour-intensive craft; to start with, one has to plant and grow plants, then dry and prepare them, and finally make palms, thus, there is a shortage of young people interested in upholding the multi-generational tradition. The art of making Vilnius palms was recently entered to the List of Intangible Cultural Heritage of Lithuania. It can be assumed that this activity will prevent this unique profession from sinking into oblivion, and educational and promotional activities of the centres will help find young people interested in making traditional Vilnius Easter palms.

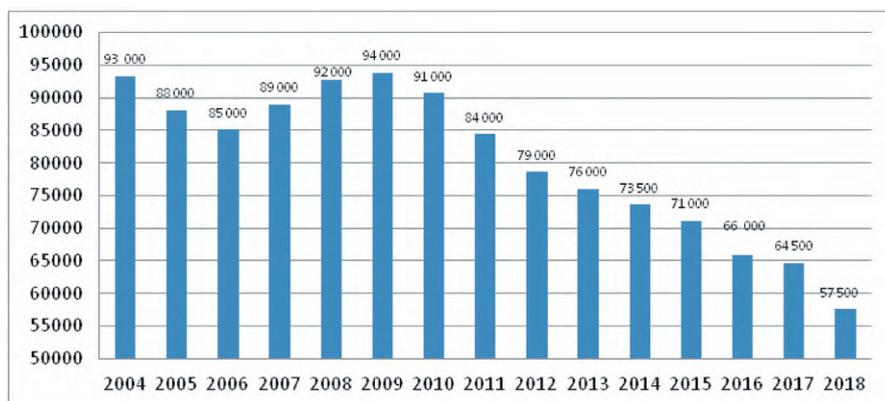
## **POLAND**

The international project meeting in Roskosz was a great opportunity to become acquainted with the situation of craftsmen and traditional crafts in Poland, especially in the south of the Podlasie region where the European Centre of Education and Upbringing OHP in Roskosz, partnership organisation coordinating the project, is based.

Taking part in the conference “Vocational training in the context of disappearing professions” organised during that meeting, together with meetings with craftsmen and other stakeholders of the project showed us, on the one hand, various difficulties with which craftsmen and vocational training

have been struggling for 20-30 years. On the other hand, we saw potential and a big contribution to the maintenance of imperilled professions made by many local, grassroots initiatives and entities which cultivate family handicraft tradition, and enhance traditional crafts.

The difficulties with which craftsmen struggle stem mainly from the fact that year by year the number of students in vocational schools and junior employees hired in handicraft workshops for professional training decreases.



*Source: Own elaboration on the basis of the Polish Craft Association data.*

**Figure no. 1. The number of junior employees in Poland hired in handicraft workshops for professional training**

The number of junior employees decreased by over 35 thousand students in comparison with 2004, and by nearly 40% in comparison with 2009. Above all, it comes from the progressive demographic decline along with the negative image of and ineffective promotion of vocational training and traditional crafts which are very often associated by young people as less prestigious, less profitable, and labour-intensive. As a consequence, many traditional artisanal professions are vanishing.

We had the chance to see it i.a. during meetings with craftsmen in Biała Podlaska. Recently, in this town with the population of nearly 60 000 inhabitants the number of traditional handicraft workshops has significantly decreased. Currently, the only functioning workshops include: a shoe repair shop, two watchmaker's, and a purse maker's workshop. Although those workshops have many work orders and do prosper, despite their multi-annual family tradition, long experience, and excellent reputation, it is unknown how long they will thrive due to the lack of followers in the family or any young people willing to educate themselves in those professions.

Shoemaker Ryszard Pietruczuk, who we visited, has been practising this profession since he was a child. He gained professional knowledge and skills from his father, and educated several journeymen, who left the town and it

is unknown whether they practise their profession. The shoemaker is a truly passionate craftsman and he would like to relay the knowledge and long experience to the younger generation. Unfortunately, there has been no people willing to learn the profession in years. Mr Pietruczuk is an expert who can make shoes from scratch. Regrettably, due to the current needs of customers he does not use his knowledge and skills fully, because he focuses mainly on shoe repairs. However, he has so many customers that due to the vast number of orders he is not able to take a short rest despite his elderly age. The problem of the vanishing of a shoemaker's profession is visible in the entire Poland. In the recent years, around 2000 shoe repair shops were closed down, and only few new ones were open. Statistically, the average age of shoemakers is 72 years, and for every newly-open shoe repair shop, nearly one hundred existing ones is shut down.

Similar conclusions to those we arrived at the talk with the shoemaker were drawn after the meeting with Maciej Sobieszczuk, a master of watchmaking. He took over the Precise-Watch Workshop, functioning since 1942, from his father, who was educated by a pre-war master. Similarly to the shoemaker's case, the owner of the watch workshop enjoys a huge demand for his services, and has many orders for watch repairs, not only from the locals but also from customers from the country and even abroad. Despite long tradition, experience, and willingness to relay his knowledge and skills to others, neither his children, nor students from vocational schools in Biała Podlaska are interested in education in this profession. It is, however, a serious problem of not only this particular workshop in Biała Podlaska. Over the recent years, annually only four people on average in the entire Poland pass journeyman or master examination.

Visiting the Janów Podlaski Stud, we got to know the difficulties with finding local experts of horseshoeing. There are only few horseshoers in the entire region, and for years, there have been no trainings in this profession. Between 2011 and 2017, only in 2014 9 people sat for the journeyman exam, in the remaining years there were no candidates for journeyman horseshoer exam, and in general, there were no master examinations at all. With regard to this, we understood that there is a considerable shortage of qualified horseshoers, and that we lack an official learning pathway, after finishing of which the interested could sit the state examination, just like it still is in Germany.

The meeting with Stanisław Fleks impressed all participants favourably. Mr Fleks is the owner of one of the last dynamically operating tileries in Siemiatycze, and a master of stove fitting and tile art. He passionately talked about the production of ceramic tiles, the high demand for these products and for the stove fitting services. Siemiatycze, located in the south of the Podlasie region, used to be a tilery hub. Before the World War II three thousand five hundred people were employed for the production of tiles. Currently, there are only three functioning tileries in Siemiatycze employing a few people. Once, tiled stoves were the basic type of heating, however, they were systematically superseded by central heating. After nearly twenty years of a de-

creased interest in tiles, the demand for those products has systematically grown for some time, mostly due to the vogue for rustical fireplaces, tiled stoves, and traditional bread ovens. The tilery Fleks has recently worked at full throttle, maximally using its production capacity. Thus, the produced tiles are sold on an ongoing basis, not being stuck in the warehouse. The craftsman has relayed his knowledge to his daughter, who represents the fourth generation in the family dealing with the production of tiles.

Visiting “Ziołowy zakątek” (the Herbal Corner), run by Mirosław Angielczyk in one of the cleanest places in Poland, in Koryciny, we were convinced that fidelity to one's passion and family traditions can become a measure of professional success. For the owner, herbs are not only one of the most absorbing hobbies, but also a way of life. He has picked them up since he was a child, and his grandmother taught him herbalism. Whilst studying in Warsaw, he supplied restaurants and shops in the capital city with herbs he brought from home. After graduation, he came back to his home town Koryciny and started his own economic activity. Currently, around 300 people, systematically trained in herbalism, pick herbs to meet the company's needs. Life in the Corner revolves around herbal matters. Old traditions and herbal rituals are cultivated here, the modern use of herbs in the kitchen and in medicine is also of great importance. Moreover, Podlasie Herbal Garden is located here - it was officially granted the status of a botanical garden. Over 700 species of plants are grown on the area of 15 hectares, therefore, it is the largest collection of medicinal and aromatic plants in Poland. At the farm, there is the Dary Nature (Gifts of Nature) company, which produces mixed herbs and herbal teas, coffees, spices, tincture essence, bath herbs, herbal raw materials, dried fruits, organic seeds for sprouts, and cold pressed oils. The owner shares his passion with others, he has run the Nature Education Centre for a few years. Annually, 70,000 visitors come to the Herbal Corner.

## SUMMARY

The international project meetings in Poland, Germany, and Lithuania let us see the problems the traditional crafts are struggling with, and how the situation of craftsmen working in the disappearing professions looks.

Only a few decades ago, traditional crafts were thriving, and nowadays, it can be observed that they are constantly vanishing. Shoemakers do not make shoes anymore, but only repair them instead; tailors or sewers usually only make alterations on clothes bought in shops; people often go to the watchmaker's only to exchange watch batteries or straps. Many reasons contributed to such a state of affairs, but the main one seems to be the availability of cheap, mass-produced things on the market. Despite much worse quality, they are exceptionally cheap and therefore, meet basic requirements of buyers.

Fortunately, as we could observe, artisanal professions, over the years forgotten and almost completely squeezed out of the market, have now experienced a renaissance due to an increasing demand for old, original, and

often aesthetically and functionally inimitable products from various areas of life. Recently, in all partner countries of the project, an increasing demand for original handicraft products is observed, and traditional craftwork is becoming more and more unique aspect of life. The lack of young qualified craftsmen and young people willing to learn traditional crafts is also visible. The progressive demographic decline together with the lack of interest in crafts amongst young people result in the fact that traditional craftsmen have hardly any successors to whom they could relay their knowledge and skills. The crafts are still struggling with the problem of a stereotypical image, and education in artisanal professions is seen as less attractive. An educational barrier, resulting from low interest in education and work as a craftsman, is created. More and more young people are choosing general secondary schools, and are aiming for university graduation. However, they forget that general education does not always guarantee better chances at the labour market, for nowadays, specialists are more and more in demand. Therefore, it would be reasonable to rehabilitate the image of vocational training by the promotion of traditional crafts and benefits resulting from journeyman and master certificates. By promoting vocational training amongst the youth, it would be possible to effectively reduce their presumptive future unemployment. Educated craftsmen will easily find job either on the local job market or abroad. Craftsmen with whom we met during the project have so many work orders that they would really use some extra hands.

Polish handicraft workshops struggle with the high cost of running a business. High fees for perpetual usufruct of land, property taxes, and rent for business premises managed by local governments considerably decrease the development of crafts. Poland also lacks institutions similar to the centres of traditional crafts functioning in Lithuania, financed by Lithuanian government, protecting traditional crafts from sinking into oblivion, and promoting disappearing professions.

The fact that in Germany the membership in chambers of crafts is obligatory, and German craftsmen are responsible for the training of young employees constitutes a significant difference between Polish and German crafts. The absence of an obligation to be a member of a crafts organisation in Poland causes many unfavourable phenomena. Above all, it causes differences in the quality of produced goods and services as well as presumptive problems with warranty repairs.

Meetings with the craftsmen during the international project meetings, getting to know their situation and the situation of traditional crafts showed that the crafts, after years of being forgotten, are slowly starting to be appreciated again in the partner countries. The recent market trends and the changing lifestyle have favourably changed the image of crafts. A comeback of the vogue for hand-made, original, solid products, made out of natural materials, only in low volumes is to be observed. Therefore, a tendency to turn to artisanal professions is visible, and many of them are slowly reactivating. Examples of such professions include: tile-stove setter (growing interest in fireplaces

and natural heating methods), smith (vogue for artistic smithery, interest in smiths' artistic artworks, fashion for wrought iron railings, furniture), horse-shoer (popularity of horse riding results in rebirth of the horseshoer's profession), thatcher (demand for thatched houses, guest houses, agrotourism farms, inns, arbours), paver (paving alleys, drives with and building fences out of fieldstone instead of modern paving stone). More and more people are turning away from consumerism and mass production, looking for products of better quality. A change of attitudes amongst customers is visible; it is connected with the deliberate preference for national and local products. Increasing numbers of customers seek local products made with traditional methods. Due to the growing demand for high-quality, hand-made products a narrow market niche is appearing, which gives many professions a chance to be reborn. Simultaneously, a visible disproportion between the demand for traditional products and services and the lack of qualified craftsmen as well as followers appears.

### **1.3 The chances for reactivation of disappearing professions and traditional crafts**

- A change in attitudes of customers, vogue for local products bought from local manufacturers, preference for national and local products referring to traditional patterns and decorative art, local patriotism;
- Growing salaries, increasing demand for unique, luxurious, hand-made, high-quality, aesthetic, creative, carefully made products and low volume production;
- Jadedness of customers about repetitive mass-produced wares, willingness to buy individual, unique products, increasing interest in goods made by hand out of natural materials, rediscovery of custom-made products;
- Interest in traditional crafts amongst increasing numbers of young, educated, entrepreneurial people who know the current trends, who can take care of aesthetics and marketing, and break through on the market;
- Many possibilities of selling products and services at home and abroad, promoting and selling products via blogs, Internet forums, social media groups, websites;
- Development of tourism in rural areas with the usage of traditional rural crafts;
- Growing popularity of foodstuffs made and stored in a natural way (slow-food);
- Local initiatives promoting disappearing professions, creating chances to acquire skills in disappearing professions: workshops, shows, fairs, museum classes;
- Self-employment of persons from rural areas and small towns, local production of foodstuffs, local associations and cooperatives, agritourism.

## 1.4 The examples of good practices in the field of promotion and protection of disappearing professions observed during the project realisation

- The Village of Disappearing Professions, located on premises of the European Centre of Education and Upbringing OHP in Roskosz, which includes well-equipped workshops used for training in the professions disappearing from the job market: weaver, tile-stove setter, roofer/thatcher, carpenter/wheeler, smith, paver, saddler, baker, and confectioner. The Village buildings are maintained in the traditional rural architectural style, and were erected between 2014 and 2015 on the initiative of the Voluntary Labour Corps (OHP), within the project “Disappearing professions - idea of the future,” co-financed with the European Union subsidies within the European Social Fund. Currently, it is a place where young people from all over Poland can supplement their education with specialisations that due to their uniqueness become competitive and sought-after on the job market. The Village of Disappearing Professions is a facility in which traditional crafts combine with modernity in a natural way. Each workshop has the necessary traditional and modern amenities relevant to a given profession, social and sanitary facilities, and changing rooms. The workshops are adapted to the needs of disabled people. There are 10 rooms in the attic of two buildings, where altogether 24 trainees can stay. The programme of the training is based on the heritage of vanishing professions, but simultaneously, it shows how to obtain the traditional effect by using modern technologies. This combination of tradition and modernity enables an effective use of historical elements in modern production - in confection, decorative art, jewellery, design and finishing of houses, or in cuisine. For people completing training in related professions such as locksmith, carpenter, mason/plasterer/fitter and finishing works technician, cook, tailor, or roofer, the possibility to acquire skills of traditional processing methods of various materials specific to a given profession is very interesting and often sought-after on the market for widely understood services. Such skills are not only valued by employers, but also extremely useful in terms of running a business or self-employment.
- Lithuanian certificates of cultural heritage as an innovative tool useful in the recognition of historical value and the handed-down ability to develop a product. The products of the national heritage are certified wares made by craftsmen, they have unique quality characteristics and structure. They are not mass produced but made by hand out of traditional raw materials with the usage of old or equivalent new technologies. The certificates, at the request of craftsmen, are issued by the Agency for Market and Enterprise Development of the Lithuanian Ministry of Agriculture. Until now, over 1600 wares produced by over 500 traditional craftsmen received the certificate, and were recognised as products of the national heritage. Traditional craftsmen whose products were certified receive government

assistance for publications, organisation of curricula in traditional crafts, participation and presentation of their products at various exhibitions and events in Lithuania and abroad. Every year, the national heritage products are presented on street markets and festivals in Vilnius and Kaunas.

- Combination of tradition and modernity in running a craft workshop based on the example of family-run bakery “Bäckerei & Konditorei Plentz.” The family-run bakery has existed for over 130 years, and the old family recipes have been passed down from generation to generation. Currently, the bakery is run by the fourth generation of bakers. What has not changed for generations is the traditional way of kneading bread, and lighting up of a historic wood-fired bread oven in the square in front of the bakery every week, where traditional bread is baked. Customers from all over the region and Berlin come to buy it.
- Fidelity to one’s passion and family traditions as a measure of professional success on the example of a tiliary in Siemiatycze, existing there for generations, now run by Stanisław Fleks, master of tile art and stove fitting, and “Ziołowy zakątek” (Herbal corner) run by Mirosław Angielczyk in one of the cleanest places in Poland, in Koryciny.
- Olaf Peter’s family-run smithy in Gransee, who passionately takes care of horse hooves in the entire Brandenburg. Olaf Peter is a passionate horse-shoer. He has learned the disappearing profession of a blacksmith from his father and grandfather. He keeps horses, and makes horseshoes by himself.
- The early information and occupational orientation system in Germany including a general introduction into the issues of choosing profession as well as information about requirements, curriculum content, and further vocational possibilities on the job market. Students in Germany choose their future profession and learning pathway already after graduating from primary school. The graduates receive individual advice concerning their further education.
- The practice lasting a few weeks, included in the curriculum of a primary school, with the object of occupational orientation of students, before they choose the right secondary school - students visit a workshop of a chosen profession, and they have the opportunity to become acquainted with how a regular work day looks, and to get to know a little closer a certain field or profession. During such practice, the young get to know the world of work with their own eyes, which can be helpful in choosing their future profession. Moreover, they can learn about the character and field of a profession, workplace, as well as find out the requirements for various professional profiles in a practical way, and check whether they will be able to practise a specific profession. Due to such a solution, young people can make sure if a chosen vocational orientation fulfils their expectations, it also simplifies the process of finding oneself in the professional reality, and enables verification of the chosen profession.
- The nationwide action in favour of the crafts promotion, initiated by Ger-

man craftsmen, directed especially to young people, “The Day of Crafts.” The Day of Crafts in Germany was organised for the first time in 2011. This event aims at promotion of training in crafts and appreciation of craftsmen's work. Including fun and games, it attracts interest amongst preschoolers, young people, and entire families. It is a way to popularise knowledge about artisanal professions and their role in economy and society, and simultaneously, an attractive way to spend one's free time.

# CHAPTER 2

## The Comparison of Vocational Training System and Trainings in Disappearing Professions

### 2.1 Characteristics of education system in Poland, Lithuania, and Germany

Table no. 1 – compulsory and post-compulsory education in Poland, Lithuania, and Germany

Poland	Lithuania	Germany
<b>Compulsory education</b>		
<p>One year of preschool preparation for primary school – at the age of 6 primary school:</p> <ul style="list-style-type: none"> <li>- integrated teaching 7-10 years</li> <li>- subject-based teaching 10-16 years</li> </ul>	<p>Pre-primary education – 6-7 years</p> <p>Initial education – 1st-4th grade;</p> <p>Primary education – 5th-10th grade;</p> <p>Possible simultaneous vocational education</p>	<p><i>Grundschule</i> (primary school) 6-10 years (6-12 years in Berlin and Brandenburg)</p>
<p>Compulsory education starts in the autumn term in the calendar year a child turns 7, and ends with the completion of primary school, however does not last longer than until the age of 18. Starting from 1 September 2019, compulsory education ends after the completion of 8-year primary school.</p>	<p>Obligation to study until the age of 16.</p> <p>Secondary education – 11th and 12th grade, simultaneously there is a possibility for vocational education</p>	<p>Lower secondary level schools:</p> <ul style="list-style-type: none"> <li>- <i>Orientierungsstufe</i> (orientation stage in various types of schools or as a separate unit)</li> <li>- <i>Gymnasium/Realschule / Hauptschule/Gesamtschule/</i></li> </ul> <p>Types of schools providing several education cycles, e.g. <i>Mittelschule</i></p> <p>Age: 10-12 years</p> <p>Age: 10/12-15/16 years</p> <p>Upper secondary level schools Age: 15/16-18/19 years</p>
<b>Post-compulsory education</b>		
<p>- 4-year general secondary school,</p>	<p><i>Gimnazija</i> (secondary school) – 9th-12th grade;</p>	<p>General education at the upper secondary level: <i>Gymnasium/ Berufliches Gymnasium /Fachgymnasium/ Gesamtschule</i>, 16-18/19 years</p>

- 5-year technical secondary school,	Vocational school: after completion of primary school (9th-10th grade) education lasts 3 years. After completion of education, students (although not all) receive journeyman's certificates and maturity certificates	Vocational education <i>Berufsfachschule</i> (vocational school providing full-time education): 15/16-18 years
- 3-year sectoral VET (Vocational Education and Training) school (stage I),	Vocational school: after completion of secondary school (12 grades) education lasts 1-2 years. Students acquire their first qualification. They also have opportunity to gain second qualification and additional professional competences. Duration of education depends of the training programme.	<i>Fachoberschule</i> (vocational school providing full-time education): 16-18 years
- 3-year special school preparing for employment,		<i>Berufsoberschule</i> (vocational school providing full-time education): 18-19 years
- 2-year sectoral VET school (stage II) as a continuation of education in the sectoral VET school stage I,		<i>Duales System</i> (dual system: part-time education in a vocational school and part-time apprenticeship in a company): 15/16-18/19 years
- maximum 2.5-year post-secondary school for people who have completed secondary education or sectoral VET schools		

Education systems in Poland, Germany, and Lithuania differ significantly. Due to the federal nature of the country, the system varies throughout Germany because each state (Land) decides its own educational policies. In Poland compulsory education lasts 9 years and comprises the last year of pre-school education and 8-year primary school. Polish education system distinguishes between compulsory school (*obowiązek szkolny*) and compulsory education (*obowiązek nauki*). Compulsory school (i.e. obligation to

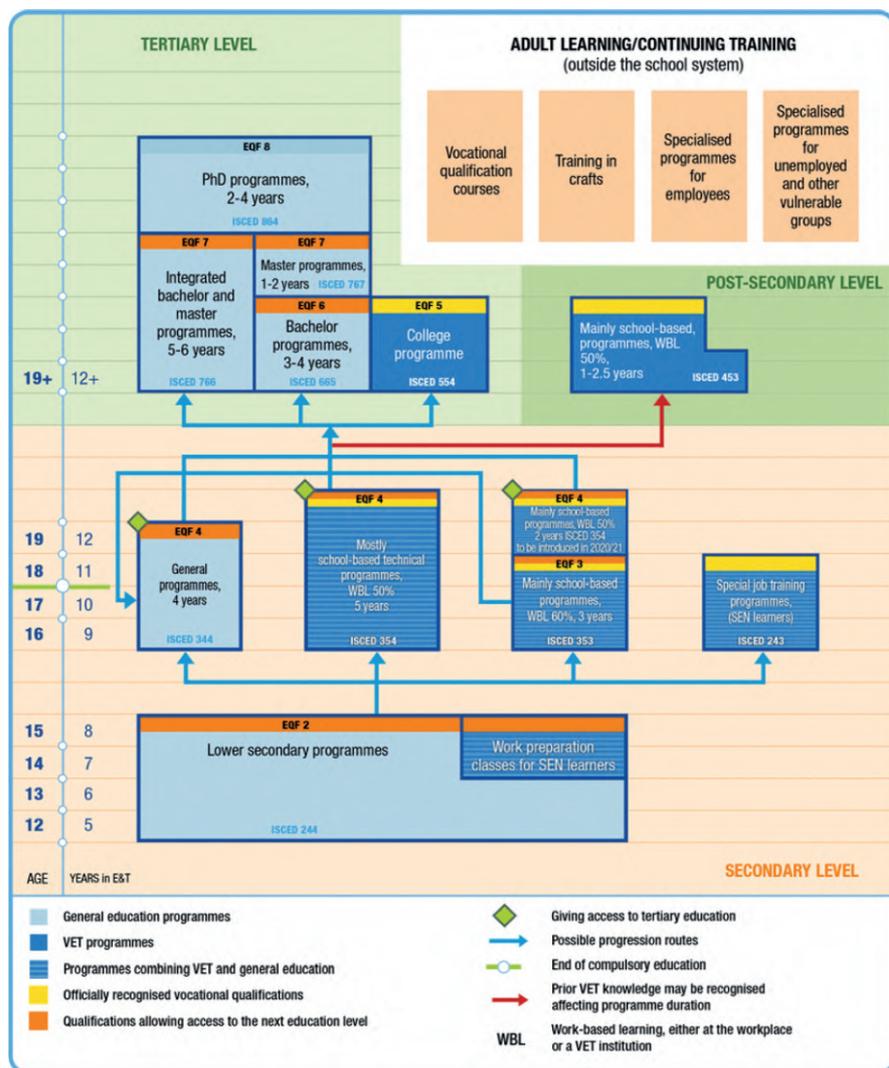
attend 8-year primary school) applies to pupils aged 7-15. To 1st September 2019, so the day on which the new law took effect, compulsory education concerned pupils aged 15-18 and might take place either in school settings or in non-school settings (e.g. a student follows vocational training offered by employers). In Germany, children above the age of six are subject to the compulsory school. All children attend 4-year primary school (6-year in Berlin and Brandenburg). Primary school graduates receive advice concerning their further education. Depending on their aptitude, students can choose from three types of secondary schools: Hauptschule, Realschule or Gymnasium. Obligation to attend school shall be fulfilled upon completion of any type of the above-mentioned schools. In Lithuania the obligation to attend school starts when a child turns 7 and it is preceded by one year of preparation. Initial education lasts 4 years and is continued by 6 years of primary education. Therefore, the end of the 10th grade means the completion of primary education. It can be completed in primary, secondary, youth and vocational schools as well as in gimnazijas. In Lithuania education is compulsory until the age of 16. This is usually how long it takes to complete primary education. Afterwards, students can continue education in secondary or vocational schools.

Even more visible are the differences between vocational training systems in partner countries, nevertheless, in all countries the system is aimed at gaining professional competences necessary for the future professional career, i.e. obtaining knowledge, skills, and personal traits which are crucial for being active on the labour market.

Due to the intensive socio-economic changes in the country and a very fast technological progress worldwide, at the beginning of the 21st century in Poland vocational training system started to differ significantly from the labour market needs and employer's expectations. In the recent years, vocational schools and technical secondary schools have been perceived by the Poles as worse in comparison to general secondary schools. There are shortages of candidates for vocational training in many of those schools, and some of the planned classes cannot even be created although the labour market needs experts in specific sectors. Many vocational schools had been closed in the recent years, and the number of vocational schools and technical secondary schools in Poland had decreased by half since 2000. As remedial measures in this case, reforms were implemented in order to adapt the education system to the needs of the economy and apply it by the cooperation with local entrepreneurs. Among others, within the framework of the reform sectoral VET schools were created, the classification of vocational professions was modified, and dual training was introduced. Currently, vocational education in Poland includes 3-year or 2-year sectoral VET schools (stage I and stage II) as well as 5-year technical secondary schools.

Education in the first stage sectoral VET schools is executed in occupations included in the classification of vocational professions. All professions assigned to this type of school are single-qualification occupations. Some of them share one common qualification with an occupation taught in the

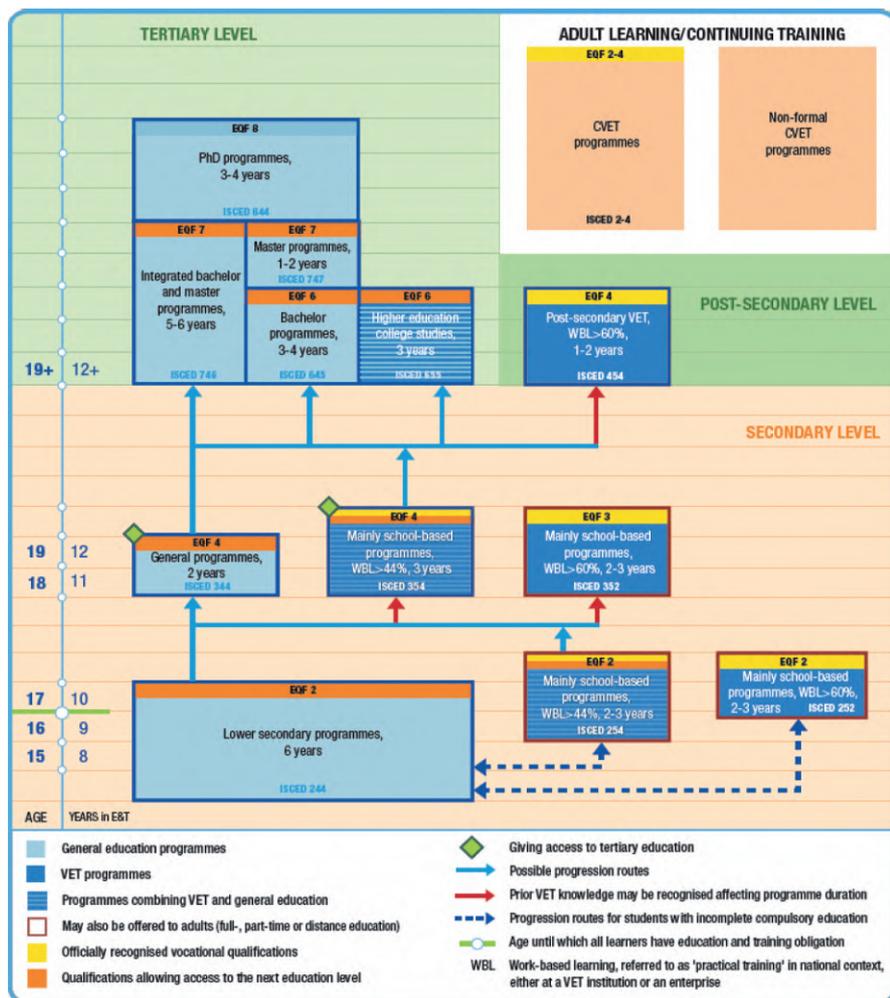
technical secondary school. Such a solution gives the graduates of sectoral VET schools opportunity to continue their education in the second stage sectoral schools in order to obtain a diploma confirming their vocational qualifications and complete their secondary sectoral education. However, if there is no possibility to continue education in the second stage sectoral VET school, the graduates can take up employment or continue their education in post-secondary schools and vocational skills courses.



Source: Vocational education and training in Europe – Poland - VET IN EUROPE REPORTS 2018, Instytut Badań Edukacyjnych, Agnieszka Chłoń-Domińczak, Dorota Holzer-Żelazewska i Anna Maliszewska.

Figure no. 1 Vocational education and training in Polish education and training system – as of 2018

Graduation from the second stage sectoral VET school follows after passing the vocational qualification examination in a given occupation, and it amounts to the completion of secondary sectoral education. Students who graduated from the second stage sectoral VET school and passed the secondary school examination (matura) can access higher education and choose any subject they want. The introduction of two stages of sectoral VET school increases the flexibility in education and enables the future graduates of first stage sectoral VET schools to continue education as well as to take up employment. Additionally, at any moment of their professional career, adults can improve their professional qualifications by completing a vocational skills course.



Source: Cedefop and ReferNet Lithuania

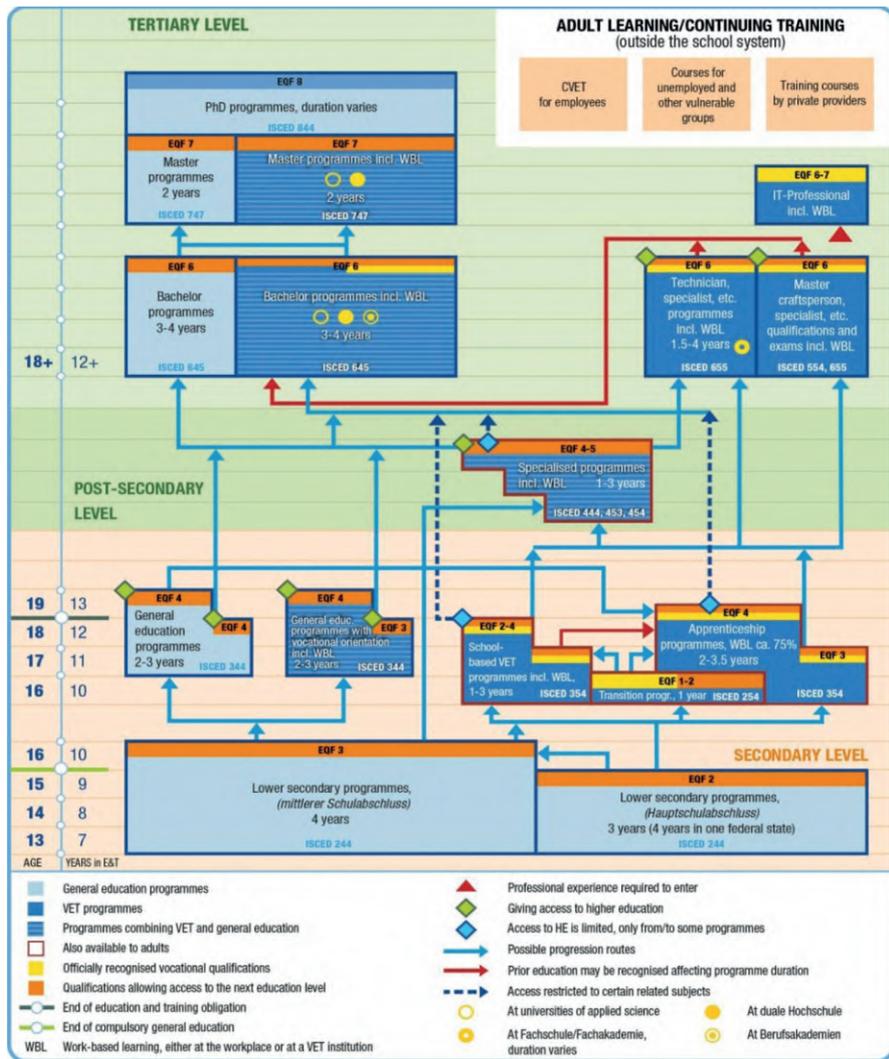
Figure no. 2 Vocational education and training in Lithuanian education and trainings system – as of 2018

In Lithuania vocational education involves secondary vocational schools (stage II). Graduation from vocational schools may follow after 2 or 3 years of learning, depending on one's educational background. After finishing education in the vocational school and passing their exams, students obtain secondary vocational education and can continue schooling in colleges or universities. Thanks to the professional experience gained already before graduation from the vocational school, candidates for studies receive additional points during recruitment process. The changing situation of vocational education in Lithuania introduces new possibilities of transition from learning based on school to education based on work and practical experience. The main task for Lithuania is to encourage more students to enter vocational education. It can be achieved by giving weight to vocational qualifications, adapting the education programmes to the needs of the labour market as well as by promoting cooperation between enterprises and vocational schools.

The German vocational education system is based, above all, on the dual learning system. The other system is the integrated school system which concerns nursing professions, healthcare professions, and social workers in a broad sense. When it comes to artisanal professions, the dual vocational education system prevails in Germany. In the dual system, both schools and companies are responsible for the education of young people. Therefore, the apprentices are both students and employees. The company is responsible for practical teaching and the school for theoretical knowledge. It may also happen that the theoretical knowledge is assimilated during practical training classes in companies and vice versa – schools organise practical classes in their training rooms. The apprentices, being both students and employees, can learn in schools once or twice a week and on the remaining days they undergo training in companies. Another model includes two weeks of learning at school and other two weeks of practical classes in the company. Offered models depend on schools and are the same for all students in a given school. In Germany vocational training usually lasts three years. During vocational education, more or less halfway, every student has to pass an examination confirming the training effects. Exit exams in artisanal professions are organised and supervised by competent Industrie- und Handelskammer (chambers of industry and commerce) and Handwerkskammer (Chambers of Handicraft). Examination requirements are normalised and, despite the federal structure of the country, unified. It is of importance due to the necessary comparability of obtained vocational qualifications.

A great advantage of the dual system is the fact that students can look for a company providing vocational training in their nearest neighbourhood. Besides, apprentices are in contact with the up-to-date technology and get acquainted with the company where they could take up employment in the future. There are, however, some disadvantages of this system: a considerable organisational effort is required to coordinate this vocational education model between three partners (school, company, chambers) because the programme of theoretical vocational training is established at state (Land)

level and is different in each state, however the practical vocational training programme is developed at federal level, therefore being identical throughout Germany. On this account many inconsistencies in the whole curriculum of a given occupation appear. Another not so positive aspect of the system is the fact that some companies had become too specialised and students can be in contact only with a limited range of tasks in their chosen profession.



Source: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.

Figure no. 3 Vocational education and training in German education and trainings system – as of 2018.

However, early information and occupational orientation system together with intensification of activities promoting vocational education are beneficial phenomena of German education system. In Germany, the decision on occupation and learning pathways is to be made quite early, at the end of primary school, so around the age of 10, which simplifies the adaptation of interests, predispositions, and abilities of the student to their future occupation. The curriculum of primary schools includes vocational practice lasting a few weeks which takes place before making the decision on the right secondary school. Students have the opportunity to become acquainted with how a regular work day looks, and to get to know a little closer a certain field or profession which they are interested in. Such a solution helps young people to make sure if a chosen occupation fulfils their expectations, it also makes it easier for them to find themselves in the professional reality, and enables verification of the chosen profession. Moreover, in Germany, from 2001, there is an annual nationwide campaign called “Future Day” which is aimed at presentation of various professions to young people. Visiting chosen companies or accompanying their parents in the workplace, young people can channel the decision about their future occupation. Both in Poland and Lithuania there is professional guidance included into the curriculum of primary school but it is mostly limited to general information about professions and theoretical classes, and not, as it is in Germany, to individual advice and certificates including recommendation about the student’s further education and professional preferences.

Analysing education systems in partner countries of the project, it seems that vocational training in Germany can be described as exemplificatory because of many years of experience in dual training, promotion of crafts, and effective system of occupational guidance from an early stage in school. German education system includes a broad spectrum of qualifications and is orientated to practical requirements. Respective stages of education are adapted to technological and social courses of action on an ongoing basis and offer many opportunities of personal development and advancement. In Germany, a very popular system of occupational learning is vocational training in the way of dual system, which is highly acclaimed in the EU countries. Thanks to the dual system, students gain not only theoretical knowledge but also direct contact with the labour market. Around two-thirds of young people in Germany receive education within the confines of the dual system. The practical occupational learning part is financed by employers and the theoretical one—by respective states. The entire education process is supervised by chambers of commerce. The apprenticeship can be undertaken by students above the age of 16, and there is no maximum age limit. The only condition is the need to find a company which would accept the apprentice. Almost two-thirds of students take up employment in the company in which they participated in an apprenticeship. There is also an increasing number of trades in which students who completed education in the dual training are hired instead of university graduates.

Thanks to the good reputation of vocational training system in Germany, almost two-thirds of all alumni seek vocational education at school or in a company, and one-third attends academic institutions. Abitur students often decide to start vocational training as well. Many occupations which require a specific higher degree in other countries are taught in Germany by the way of vocational training and professional development. Such a solution enables interpenetration of vocational and tertiary education.

## 2.2 Vocational training in terms of disappearing professions

Table no. 2 – comparison of artisanal professions in Poland, Lithuania, and Germany in terms of disappearing professions

	<b>Poland</b>	<b>Lithuania</b>	<b>Germany</b>
Artisanal professions in which in the recent years the most young people were educated	<ul style="list-style-type: none"> <li>- hairdresser<sup>1</sup></li> <li>- car mechanic</li> <li>- cook</li> <li>- confectioner</li> <li>- carpenter</li> <li>- electrician</li> <li>- fitter and finishing works technician in construction</li> <li>- sanitary system and equipment fitter</li> <li>- mason – plasterer</li> <li>- baker</li> </ul>	<ul style="list-style-type: none"> <li>- car mechanic<sup>2</sup></li> <li>- electromechanic</li> <li>- computer technician</li> <li>- building decorator</li> <li>- cook</li> <li>- building renovator</li> <li>- plumber</li> <li>- carpenter</li> <li>- furniture manufacturer</li> <li>- confectioner</li> <li>- tailor</li> <li>- welder</li> <li>- technical support employee</li> <li>- auto locksmith</li> <li>- florist</li> <li>- interior design staff</li> <li>- manufacturer of woven artistic products</li> </ul>	<ul style="list-style-type: none"> <li>- motor vehicle mechatronics technician<sup>3</sup></li> <li>- industrial mechanic</li> <li>- electronic engineer</li> <li>- sanitary system and heating network fitter</li> <li>- hairdresser</li> </ul>
Professions in which juvenile employees did not undergo professional training in the recent years	<ul style="list-style-type: none"> <li>- underwear manufacturer<sup>4</sup></li> <li>- amber artist</li> <li>- boot maker</li> <li>- knitter</li> <li>- pipe maker</li> <li>- skinner</li> <li>- graver</li> <li>- hatter</li> </ul>	<ul style="list-style-type: none"> <li>- saddler</li> <li>- wood products manufacturer</li> <li>- arts and crafts manufacturer</li> <li>- shoemaker</li> <li>- underwear manufacturer</li> <li>- amber artist</li> </ul>	<ul style="list-style-type: none"> <li>- cooper</li> <li>- typesetter</li> <li>- tanner</li> <li>- modiste</li> <li>- beekeeper</li> <li>- bellfounder</li> </ul>

	<ul style="list-style-type: none"> <li>- lace-maker</li> <li>- artist blacksmith</li> <li>- furrier</li> <li>- cooper</li> <li>- potter</li> <li>- furrier</li> <li>- miller</li> <li>- modiste</li> <li>- wood carver</li> <li>- glassman</li> <li>- stucco worker</li> <li>- weaver</li> <li>- wood turner</li> <li>- pottery decorator</li> <li>- glass decorator</li> </ul>	<ul style="list-style-type: none"> <li>- boot maker</li> <li>- knitter</li> <li>- pipe maker</li> <li>- skinner</li> <li>- graver</li> <li>- hatter</li> <li>- lace-maker</li> <li>- artist blacksmith</li> <li>- cooper</li> <li>- potter</li> <li>- furrier</li> <li>- miller</li> <li>- modiste</li> <li>- glassman</li> <li>- stucco worker</li> <li>- weaver</li> <li>- wood turner</li> <li>- pottery decorator</li> <li>- glass decorator</li> </ul>	
Shortage artisanal occupations in 2019	<ul style="list-style-type: none"> <li>- paver<sup>5</sup></li> <li>- joiner</li> <li>- confectioner</li> <li>- roofer</li> <li>- tailor and clothing manufacturing employees</li> <li>- cook</li> <li>- mason and plasterer</li> <li>- baker</li> <li>- welder</li> <li>- locksmith</li> </ul>	<ul style="list-style-type: none"> <li>- cook</li> <li>- confectioner</li> <li>- mason</li> <li>- plasterer</li> <li>- hairdresser</li> <li>- beautician</li> <li>- painter</li> <li>- concrete finisher</li> <li>- weaver</li> <li>- furrier</li> <li>- hatter</li> <li>- processing of furniture</li> <li>- carpenter</li> <li>- welder</li> <li>- construction worker</li> <li>- metal processing</li> </ul>	<ul style="list-style-type: none"> <li>- building electrician</li> <li>- plumber</li> <li>- mason</li> <li>- tiler</li> <li>- carpenter</li> <li>- panel beater</li> <li>- welder</li> <li>- butcher</li> <li>- roofer</li> <li>- carpenter</li> <li>- boatwright</li> <li>- interior decorator</li> </ul>

- 1 according to the data of chambers of crafts – January 2018, Polish Craft Association – Vocational Education and Social Issues Department
- 2 2 Data of Ministry of Education, Science and Sports of the Republic of Lithuania, 2018-2019 ([www.rsyvis.e-mokykla.lt](http://www.rsyvis.e-mokykla.lt)) and of Lithuanian Labour Exchange ([www.ldb.lt](http://www.ldb.lt))
- 3 Federal Statistical Yearbook 2017, Federal Employment Agency of Germany
- 4 data provided by Polish Craft Association
- 5 Occupational barometer 2019 – report summing up surveys in Poland. Study prepared in Regional Labour Office in Cracow within the nationwide survey Occupational barometer carried out on behalf of the Ministry of Family, Labour and Social Policy.

In 2018 in Poland, there were 1504 first stage sectoral VET schools and 510 schools providing preparation for work, which 155 thousand students attend-

ed. Crafts Chambers conducted 28.5 thousand examinations for the journeyman's certificate and 2.5 thousand examinations for the master's certificate. At the same time, 500 thousand students attended technical secondary schools and 617 thousand students received education in general secondary schools. The number of junior employees hired in handicraft workshops for professional training totalled 57.5 thousand in 2018, whereas as far back as in 2009 the number was equal to 94 thousand people.

When it comes to education in traditional crafts, the situation is not too optimistic because in many professions there are shortages of candidates willing to continue multigenerational traditions, and some professions are even in danger of total extinction. However, a positive aspect of this situation is the fact that there are still opportunities in Poland to undergo training in disappearing or imperilled professions in vocational schools. It is possible mostly due to the creation of wide varieties of occupations offered in the recruitment process. Trying to attract as many students as possible, vocational schools offer training in innovative occupations, corresponding to the newest trends, as well as in traditional artisanal professions, even if there was no candidates in the previous years. Equally helpful is the possibility to learn in multi-sectoral classes in vocational schools. As a result, even if the school manages to recruit only one person interested in a disappearing profession, he or she can learn in a multi-sectoral class of a vocational school, and there is no need to recruit an entire form. Furthermore, young people can receive vocational training in those workshops of traditional handicrafts that still exist. For example, Polish youth can educate themselves in the professions of: tile-stove setter – in 39 schools, watchmaker – 43 schools, furrier – 24 schools, smith – 53 schools, and purse maker – 30 schools. However, comparing the data with statistics concerning conducted examinations for the journeyman's certificate in 2018 in Poland (tile-stove setter – 5 candidates, watchmaker – 3 candidates, furrier – none, smith – 2 candidates, purse maker – 5 candidates), it can be observed that there is a shortage of young people willing to undergo training in traditional artisanal professions as well as that schools do not recruit new candidates for artisans effectively. Moreover, it seems that there is a lack of consistent activities at local and national level which would enable training successors and promotion of pursuing artisanal professions.

Artisanal professions require a great deal of labour input, many operations have to be made by hand, which makes the professions labour-intensive and very time-consuming. Therefore, they become unattractive to young people. The work of a crafter has not been well-perceived in Polish society in the recent years, especially amongst the young. It is caused, among others, by insufficient promotion of artisanal professions and above all, by the lack of information about benefits resulting from having a journeyman's or master's certificate. Furthermore, many experienced craftsmen who could pass down their extensive knowledge to the young generation are unfortunately passing away, which concurs to the disappearing of many professions. According to the data of Polish Craft Association, in 2018, there were no examinations

either for the journeyman's certificate or master's certificate in 45 professions. Amongst those professions there are the ones for which there were no candidates willing to obtain professional qualifications, e.g. occupations of leather and clothing industries (furrier, hatter, underwear manufacturer, corsetiere, boot maker, shoemaker) or leather processing industry (saddler, tanner, skinner of fur skins and skins without hair on). Amongst professions in which there were no examinations in years there are: horseshoer, Tatra or Carpathian mountain senior shepherd (baca) and junior shepherd (juhas), boot maker, graver, bellfounder, miller, modiste, pianos and grand pianos fitter, fish processor, furrier, wood turner, wood carver, flooring contractor, glassman, pottery decorator, and glass decorator. When it comes to education in such professions as paver, tile layer, purse maker, smith, shoemaker, sawmiller, vulcaniser, tile-stove setter, and watchmaker, there are only single individuals in Poland who receive training in those professions.

For that reason, all initiatives upholding the continuity of old, traditional, appreciated branches of crafts are more than welcome, such as signing tripartite letter of intent between the President of the City of Łódź, Stowarzyszenie Promocji i Rozwoju Zegarmistrzostwa (Association of Promotion and Development of Watchmaking), and Zespół Szkół Rzemiosła (Handicrafts School Complex) in Łódź in order to create the first watchmaker class since 1989 in Poland, or resumption of teaching the profession of a boatwright (starting from 2019 this occupation is classified as a yacht and boat builder) in vocational schools in Gryfino, Goleniów, and Stargard. Apprenticeships in this profession take place in a production hall of a producer of luxurious yachts Technologie Tworzyw Sztucznych Sp. z o.o. (Plastic Technology Company Ltd.), the second largest producer of sail yacht in the world, which currently employs almost 700 people. Schools stopped educating students in the profession of a boatwright 40 years ago, then the occupation was acknowledged as extinct and crossed off the list of professional qualifications. Yacht companies provided training in the profession on their own. Recently, thanks to the school and yacht company, Ministry of Economy and Ministry of National Education put the profession back on the list.

When it comes to education in vanishing crafts in Germany, next to a shortage of candidates for little-known, disappearing professions, a very long distance between a potential school and practical learning institution and the student's home is another serious problem. Thus, many students do not choose education in a disappearing profession and opt for an occupation in which they can receive training close to their homes.

Moreover, some of disappearing professions in Germany had their names changed or were integrated with other occupations. Professions of a mechanic and an auto-electrician are the best example. Those were once popular occupations, however, their curricula started to lag behind the current state of automotive technology dominated by electrical appliances. To repair a vehicle, one needs to have broad knowledge of mechanics, diagnostics, electrical and electronic systems. For that reason, education in the professions of

a mechanic and auto-electrician was ceased a few years ago, and in return for that, new curricula were introduced. The new profession is now called motor vehicle mechatronics technician. Other professions that suffered similar fate are weaver, knitter, which do not exist in this form anymore – the new name sounds textile processing specialist, and young people learn on modern knitting machines. Further examples include wood turners, milling machine operators, grinders, locksmiths – in those professions there is no vocational education in Germany anymore, and therefore, they are disappearing. Their place was taken by a new training course of changed curriculum: metalworker. There is a yet another group of professions which were crossed off the list of professions, in which one cannot receive training in Germany anymore (year of crossing out is in brackets). They include, among others, wood turner (1972), tinker (1972), hatter (1972), umbrella manufacturer (2008), wheeler (2008), ship's carpenter (2009), film and photography laboratory technician (2014) and several dozen other professions.

During project meetings we analysed opportunities of education in disappearing professions. Comparing vocational education systems in Poland, Lithuania, and Germany, we noticed that in every partner country an increased emphasis is put on teaching of innovative professions using latest materials, high-tech equipment and technology. Simultaneously, methods, multigenerational traditions and experiences, often developed over centuries, are neglected, and natural materials of good quality are no longer used. Constituents of old-time, traditional professions are not included into the curricula. In spite of the fact that professions such as mason, roofer, baker, meat curer, and carpenter are still taught, they are oriented on, above all, modern production techniques and mass production. The main idea of modern production is to produce as many goods as possible at the lowest cost in the shortest time possible. For example, learning the profession of a baker or meat curer, students use artificial food additives such as flavour enhancers, raising agents, colourings, and preservatives which prolong the shelf-life of food, and they are not taught how to bake bread in traditional ways in a bread oven or how to smoke meat with wood; instead, they get acquainted with the substitute for smoking meat, i.e. liquid smoke. Young people learning the profession of a carpenter usually have practical classes in furniture companies in which, in most cases, chipboards and other wood-based materials are used for production. During the international project meeting in Germany, we could observe the presence of constituents of traditional modes and also the fact that students in vocational schools are taught traditional ways to process natural materials (laying fieldstone paths, working with natural, unprocessed wood).

In most cases, in all partner countries, we owe the presence of trainings in traditional crafts and handicrafts as well as maintaining multigenerational experience and skills not to formal education but to local and regional initiatives, to passionate people who want to uphold handicraft traditions, to young designers and artists who create artistic everyday objects, to various associations, centres, foundations, unions, and local governments which

organise courses, demonstration projects, and workshops on chosen skills. Moreover, during various fairs, sales, handicraft fairs, and festivals local residents can get acquainted with traditional handicrafts and craftsmen's work. In addition, craftsmen can promote their professions and skills as well as sell their products there. The biggest events of that kind in Poland are: St. Dominic's Fair in Gdańsk, the Jagiellonian Fair in Lublin, St. John's Fair in Cracow, International Artistic Handicrafts Exhibition CRAFTS in Kielce, Podlaskie Bread Festival. Every year in Lithuania, national heritage products are presented in Vilnius and Kaunas at the following fairs: "Kaziuko" street fair, "AgroBalt," at the Klaipėda Sea Festival, at the international festival of folk music "Skamba skamba kankliai," in traditional fair "Baltramėjaus" in Vilnius and other regions of Lithuania. In Germany, Christmas markets are very popular, for example the Nuremberg Christkindlesmarkt and the Dresden Striezelmarkt, there is also the internationally known Oktoberfest, beer and brewing festival.

Of course, such initiatives are very valuable, however, they do not increase the number of qualified craftsmen practising imperilled professions effectively enough nor do they solve the problem of the lack of young entrants to traditional crafts. Therefore, it is of crucial importance to promote the traditional crafts on a broad scale, to encourage young people to take part in trainings in disappearing professions, and to underline the benefits resulting from obtaining a certificate of an artisanal profession. We are aware of the fact how hard it is to encourage young people to learn within the confines of a traditional 2- or 3-year vocational education model in artisanal professions. What is more, a few hours of workshops in museums or community centres are not enough to develop passion for broadening the young people's knowledge of a given traditional craft or to pass down the basic knowledge of the craft. An optimal solution in this situation is to organise trainings in disappearing professions which, on the one hand, would show young people what the traditional crafts in fact are, and teach them fundamentals of a given profession, and on the other, provide them with essential knowledge and skills required to stand out on the labour market.

# CHAPTER 3

## Organising training in disappearing professions

One of the most important activities of the project “Disappearing professions on the European job market” was an international training in disappearing professions. It was directed to young people learning or finishing their education in vocational schools who wanted to gain or increase vocational qualifications in order to enter the labour market or start self-employment more easily as well as to partnership organisations staff who wanted to teach young people or to supervise trainings in disappearing professions.

The training took place from 31st March to 13th April 2019 in the Polish partnership organisation. 51 project participants, including 45 students learning in vocational schools and 6 employees from partnership organisations: Landkreis Oberhavel, Vilnius School of Technologies, Business and Agriculture, and European Centre of Education and Upbringing OHP (ECKiW OHP) in Roskosz took part in the training. After language and cultural preparation, meetings with career counsellors, and completion of entrepreneurship courses in their countries, young people came to the European Centre of Education and Upbringing OHP to be trained in one of the following disappearing professions in the Village of Disappearing Professions in Roskosz: weaver, smith, wheeler, baker/confectioner of traditional products.

The training was conducted by qualified craftsmen working in the disappearing professions. After the introduction and discussing the WHS, practical classes were realised on the basis of the training module which was developed during the project. The programme of the training was very diversified and intensive, overall 96 training hours were realised. The youth became acquainted with, among others, history of the chosen disappearing profession, machines and tools used in a specific workshop. Young weavers learnt how to put a warp, and how to weave using a loom. Wheelers produced elements of wooden wheels as well as everyday objects out of wood. Bakers and confectioners formed and kneaded the dough by hand, learnt to make a bread levain, and to light up a traditional bread oven, in which they baked various kinds of bread and rolls. Smiths forged different types of artistic goods, horse-shoes, and became acquainted with the rules of horseshoeing.

In the evening, the young took part in integration, recreational, sporting, and intercultural events. In their free time, participants got to know Polish culture and history, e.g. they managed to visit the Janów Podlaski Stud as well as the Baths Park, the Old Town, and Copernicus Science Centre in Warsaw.

Participants gained not only theoretical but also practical knowledge of the disappearing professions, which they could present along with their produced goods during “The Open Day of the Village of Disappearing Professions.” The training ended with passing an exam before the examinations

commission from the Craftsmen and Employers' Guild in Biała Podlaska. During an official conclusion of the training, the youth received from the ECKiW OHP director certificates confirming the participation in the training, and certificates of completion of the training. The last day of the stay, a final evaluation was made, during which the young enthusiastically talked about their participation in the project, about the organisation of and conducting classes, and declared their willingness to participate in similar activities in the future.

The training participants acquired additional competences in the disappearing profession, experience, and motivation to work, they learnt how to cooperate in an international environment and how to build intercultural dialogue, as well as strengthened their language and cultural skills, which made them more competitive on the labour market.

### 3.1 Realisation of international training in disappearing professions

No.	Information about training	Description
1.	Training duration	31.03 – 13.04.2019
2.	Training location	Village of Disappearing Professions on premises of the European Centre of Education and Upbringing OHP in Roskosz
3.	Disappearing professions taught within the scope of the training	baker/confectioner of traditional products, weaver, smith, and wheeler
4.	Participants	15 vocational school students/charges and 2 employees (instructors/people interested in overseeing education in disappearing professions) per partnership organisation, from Poland, Lithuania, and Germany, altogether 51 people
5.	The amount of training hours	96
6.	Instructors	Craftsman and folk artist with years of experience in disappearing professions and traditional crafts
7.	Form of classes	Theoretical introduction to the profession and practical classes
8.	Activities prior to the training realisation	<ul style="list-style-type: none"> <li>– recruitment of participants,</li> <li>– language and cultural preparation,</li> <li>– e-meetings preparing for the training,</li> <li>– preparatory and organisational meetings,</li> <li>– meetings with a career counsellor,</li> <li>– entrepreneurship course</li> </ul>

9.	Activities during the training realisation	<ul style="list-style-type: none"> <li>– organisational meeting,</li> <li>– tour of the Village,</li> <li>– integration activities,</li> <li>– initial evaluation,</li> <li>– distribution of training materials and workwear,</li> <li>– workplace health and safety training,</li> <li>– induction training,</li> <li>– vocational training,</li> <li>– sporting, recreational, and intercultural activities,</li> <li>– Open Day of the Village of Disappearing Professions,</li> <li>– interim and final evaluation,</li> <li>– summary and official certificates presentation</li> </ul>
10.	Activities after the end of the training	Meeting of the young in their partnership organisations, Euro-pass preparation and presentation
11.	Provided support	Accommodation, board, insurance, interpreter, workwear, training materials, supervision, care, and motivating
12.	Type of final examination	Exam confirming gained skills, passed before the examinations commission from the Craftsmen and Employers' Guild in Biała Podlaska
13.	Certification of obtained qualifications	<ul style="list-style-type: none"> <li>– certificates of completion of the training and passing the final examination, along with the list of training classes,</li> <li>– certificates confirming the participation in the training signed by people managing the partnership organisations,</li> <li>– Europass Mobility for participants from Lithuania and Germany</li> </ul>

## 3.2 The most important aspects of organising training in disappearing professions

### 3.2.1 The diagnosis of the training realisation needs

The identification and diagnosis of the problem you would like to handle by the training in disappearing professions will make your work on the concept development and training realisation significantly easier. The organisation of workshops for schoolchildren who simply want to get to know disappearing professions looks different than organising vocational trainings in disappearing professions for young people. A yet another story is the organisation of trainings for adults who already know a given profession but want to increase their competence or to be awarded an occupational title (journeyman, master).

The inspiration behind the idea and realisation of the project were conclusions drawn by the representatives of partnership organisations. They all declared that recently, in Poland, Germany as well as in Lithuania, an increasing

demand for original handicraft products is observed, and traditional craft-work is becoming more and more unique aspect of life. On the other hand, there is a shortage of young qualified craftsmen in disappearing professions, and it is quite hard to reach craftsmen with many years of experience. The changing labour market was therefore considered a chance for disappearing professions and people willing to revive them. The disproportion between the demand for traditional products and services and the lack of qualified craftsmen, together with the youth's reported willingness to learn disappearing professions signalled the need for reactivation of disappearing professions as an alternative to employment or self-employment in partner countries.

The international training in disappearing professions realised by us was directed to charges and employees of partnership organisations. The charges of partnership organisations are students from vocational schools having deficient professional qualifications, which could have hampered their entering on the labour market. Gaining knowledge about disappearing professions, increasing professional qualifications, and acquiring the ability of cooperation in an international environment provided the training participants with additional skills and made them more competitive than their peers on the labour market. Thanks to the training, project participants obtained new vocational qualifications, practical skills, and hands-on professional experience. Moreover, the young acquired language, personal, and social skills, increased their professional and educational ambitions as well as motivation to further education, gaining and increasing their qualifications. Participants also considerably developed their soft skills by increasing communication skills, learning greater openness towards others, better teamwork, social integration as well as how to overcome barriers in the contact with peers from different countries.

Furthermore, the training stipulated the participation of partnership organisations employees and people interested in providing or supervising training in disappearing professions who could organise similar trainings in their countries after finishing that training. By means of participation in the training, the staff acquired new qualifications, verified, broadened, and improved existing skills and working methods in an international environment. The newly acquired knowledge will be used to train young people and popularise disappearing professions in their countries.

### **3.2.2 The process of choosing disappearing professions taught during the training**

There is a wide range of disappearing professions and it can differ from country to country or even region to region. Generally, disappearing professions are of a handicraft nature, they use traditional skills and handicraft techniques which are known by decreasing number of people, and therefore, they disappear from the market.

Organising the international training in disappearing professions, we knew that it will take place in the Village of Disappearing Professions in the

European Centre of Education and Upbringing OHP in Roskosz, therefore, the choice of disappearing professions to the training was limited to workshops functioning on premises of the Village, so the following: smith, saddler, weaver, roofer/thatcher, wheeler, mason/paver, tile-stove setter, meat curer, and baker/confectioner.

On the basis of meetings with career counsellors who analysed professional predispositions of the participants, we chose four professions in which we organised the training: smith, wheeler, weaver, and baker/confectioner of traditional products. Although the latter profession is not disappearing, the technologies used within this profession are. Thus, our bakers and confectioners learnt how to use old-old-time, traditional recipes based on natural ingredients.

### **3.2.3 Duration of the training**

The duration of the training depends on many factors, such as: type of training, methodology, subject area, organisational possibilities, and available budget. Once we know our budget and economic possibilities, we establish goals which should be achieved during the training. In case of additional training courses, their duration time is defined by the scope of content. Depending on the material foreseen to realisation, the courses can last a few days or a few weeks, and end with an internal certificate confirming acquired skills. The duration of trainings ending with an achievement examination or a journeyman examination is stipulated in the applicable legal or regulatory provisions.

Determining the duration of the international training in disappearing professions, representatives of organisations taking part in the project came to a conclusion that a two-week long training would be an optimal solution. During that time, the young could get acquainted with the basics of a chosen disappearing profession so that they can develop acquired skills on their own or in a craftsman's workshop later on, or obtain additional qualifications in a neighbouring profession (e.g. smith – locksmith, wheeler – carpenter, tile-stove setter – mason, cook – baker/confectioner, etc.). The programme of the training included 96 training hours realised from Monday to Saturday, an average of nine hours a day.

### **3.2.4 Location of the training**

The international training within the project realisation was conducted in the Village of Disappearing Professions, located on premises of the European Centre of Education and Upbringing OHP in Roskosz, which includes well-equipped workshops used for training in the professions disappearing from the job market: weaver, tile-stove setter, roofer/thatcher, carpenter/wheeler, smith, paver, saddler, baker, and confectioner.

The Village buildings are maintained in the traditional rural architectural style, and were erected between 2014 and 2015 on the initiative of the Voluntary Labour Corps (OHP), within the project “Disappearing professions

- idea of the future” co-financed with the European Union subsidies within the European Social Fund. Currently, it is a place where young people from all over Poland can supplement their education with specialisations that due to their uniqueness become competitive and sought-after on the job market. The Village of Disappearing Professions is a facility in which traditional crafts combine with modernity in a natural way. Each workshop has the necessary traditional and modern amenities relevant to a given profession, social and sanitary facilities, and changing rooms. Due to the combination of traditional tools and machines with the modern ones, it is possible to realise training based on the heritage of vanishing professions, but simultaneously, to show how to obtain the traditional effect by using modern technologies. The workshops are adapted to the needs of disabled people. There are rooms in the attic of two buildings, where altogether 24 trainees can stay at once.

### **3.2.5 Definition of the training target group**

The determination of the target group results directly from diagnosed problems and needs. The right definition of the target group, i.e. people to whom we address the training, makes it easier to choose the training materials and type of classes.

The participants of the international training in disappearing professions were charges of partnership organisations from Poland, Germany, and Lithuania, learning or finishing their education in vocational schools, who can have difficulties with finding the right job, who want to gain or increase vocational qualifications in order to enter the labour market or start self-employment more easily as well as instructors of vocational training or staff interested in supervising training in disappearing professions in their countries who were at the same time counsellors taking care of the young, and took part in the training.

The participants of the project were chosen on the basis of decisions of selection committees who were called together for this purpose, with the observance of equal access and treatment for all people interested in participation in the project. The main criteria included interest in acquiring new skills in disappearing professions, strong motivation to take part in the training, conduct mark as well as school and extracurricular achievements.

### **3.2.6 Training instructors**

To find training instructors was a real challenge for us. We needed people who are not only passionate craftsmen with many years of experience in traditional crafts but also who have interpersonal skills allowing a very good communication with the young, since there are some really talented craftsmen with a few decades of experience who unfortunately, cannot pass on their knowledge to the next generation. It is because they lack certain skills in that regard, or they never had an opportunity to teach their profession to others. If there is no bond between an instructor and his or her students, effective passing on of the knowledge is impossible, and the whole educational pro-

cess defeats the purpose. Our training was conducted by qualified craftsmen and a vocational training instructor bearing an occupational title of a master of a disappearing profession. We also invited to the project experienced folk artists who are willing to pass on their knowledge and can enthuse others with their passion, so that the young can gain knowledge directly from craftsmen. The invited instructors willingly shared the secrets of their professions, such as original recipes for kvass or tips for making sękacz, Polish traditional spit cake. The trainers, real masters of their crafts, were exceptional, and significantly contributed to the success of the training and students satisfaction.

**Jan Golinowski** – man of many talents, instructor of vocational training with many years of experience, master of the disappearing profession of a smith. He is a truly passionate craftsman who immediately captivated the young, and effectively spread his passion and love for smithery during the two weeks of training. Thanks to his engagement, experience, personality, and approach to the youth, the aspiring young smiths spent every free moment in the smithy, and rhythmic hammering sounds were to be heard in Roskosz until late night hours.

**Krzysztof Frankowski** – wheeler, carpenter from Ciechanów with forty years of experience, he makes, renovates, and repairs wooden wheels for a living. The craftsman also has many years of experience in woodworking. He does different types of workshops, and demonstrations of old crafts practised with traditional carpentry tools. Moreover, the carpenter teaches others how to make wooden wheels, spoons, dishes, shauls, and dugouts in many cities and towns in Poland. He has received awards for the most interesting goods on fairs in Kutno and Poświętne.

**Irena Ignaciuk** – experienced, patient, and hard-working weaver from Lewkowo Stare, she learned how to weave already as a child from her mother, a weaver famous in the region. Years later, she came back to family traditions and started to recall all the weaving techniques. Currently, she manages an agritourism farm, and undertakes educational activities for youth and adults to teach them how to weave using a loom. In her free time, the craftswoman creates beautiful artworks: perebory (traditional Polish decorative weaving technique from Podlasie region), rugs, various two-, four-, and eight-harness weaves which are very rare nowadays – all maintaining the traditional ornamentation. Her works are marked by high technical level and shown and appreciated on exhibitions and expositions not only in Poland but also in Japan.

**Zofia Sacharczuk, Krystyna Krótkiewicz** – traditional bread baking has no secrets from the ladies. They have extensive knowledge and experience in baking of traditional delicious bread, rolls, blueberry buns, bread sticks, cebularz (traditional Polish onion pancake characteristic for Lublin cuisine), and a lot of other various types of breadstuff. The craftswomen uphold, revive, and cherish local Kodeń traditions by active participation in favour of their local community, and they pass on their comprehensive knowledge and long experience to others willingly and with great commitment. They use only natural, healthy, local products, and bake preferably in a traditional wood-

fired bread oven. The difference between their bread and the one generally available in shops is beyond description.

**Urszula Nowicka** – knows a countless amount of recipes for old-time, traditional sweet cakes and cookies. She prevents flavours of old-time regional bakes from sinking into oblivion by being active in the Culinary Delights of the Region Workshop (Pracownia Kulinariów Regionalnych) in Perkowice, and as a boss of the association “Flavours of Perkowice” (Smaki Perkowic). As an award winner of numerous culinary contests, the craftswoman actively acts in favour of putting local and regional products of the south of the Podlasie region on the List of Intangible Cultural Heritage.

### **3.2.7 Types of classes**

The training should start with an initial workplace health and safety training which aims at providing knowledge and skills crucial to working in consideration of provisions on health and safety protection, and at making participants aware of risks existing at concrete work stations.

A further important class type is induction training which is held at a work station, so in a given workshop. It aims at making participants aware of the risks resulting from working at this station, means of protection against those risks, and methods of working safely.

When it comes to trainings in disappearing professions, we reduced the theoretical part to the minimum and focused especially on practical classes. Within the scope of the theoretical part there was an introduction to a given profession including description of the profession, its brief history, amenities in the workshop, and tools and materials used in practice. Techniques for accomplishment of respective tasks were discussed during practical classes. We assumed that theory is best remembered when put into practice, therefore, some theoretical information was added to the process of creating pieces of work.

### **3.2.8 Additional activities**

Additional activities during trainings are equally important as the realisation of training programme itself.

Every training should start with an organisational meeting introducing participants into the subject and programme of the training, and enabling an introduction of participants and presentation of training location. Work in a harmonious team is much more effective and it favours achieving common goals. The ways of working, acquirement of knowledge, and communication of one participant affect the other, therefore, even in the case of one-day training, integration activities establishing relationships in the group are highly recommended. Training should serve the achievement of previously set goals, thus, it is crucial to carry out an evaluation. Depending on the type of training, it is recommended to make an initial, interim, and final evaluation.

Preparatory and organisational activities are a very helpful tool, especially

when it comes to the organisation of long-term trainings during which participants spend much time together exploring the matters of the training. Such activities enable participants to get to know each other, to get in touch with others over the Internet, to become acquainted with the goals and matters of the training, and moreover, to fulfil some of the tasks before coming to the training location. It is also recommended to plan some time for individual meetings with a career counsellor before the training realisation in order to successfully choose training module compliant with predispositions and interests of participants, and to supply participants with information regarding enterprise and self-employment. If the training is international or does not take place in the participants' homeland, it is advisable to organise a language and cultural preparation. On the one hand, it enables participants to learn a number of basic words and phrases in a foreign language, and on the other, it eliminates the cultural barrier by presenting countries, culture, and traditions of other training participants. In case of a lengthier training, recreational, sporting, and intercultural activities, planned for the free time, are worth considering. Such activities do not only fill spare time and establish bonds between participants but also favour getting familiar with the culture, history, monuments, and traditions of the region or country in which the training is organised.

### **3.2.9 Recognition and certification of training effects**

Choosing module of the final examination depends mostly on the training length and expectations concerning its usefulness on the labour market. Should the training serve the object of the validation of a profession learning, and if its duration can be longer, it might be worth considering to finish it with a journeyman examination or an achievement examination.

Shorter trainings might end with an exam passed before a chamber of crafts, or an internal examination confirmed with a certificate of the training completion, developed individually for the needs of a given training.

We wanted to give young people a certificate confirming all acquired skills in disappearing professions which would be recognised in all partner countries. Different options regarding the development of a uniform document allowing the young trained in disappearing professions to become more competitive on the labour market were considered.

Document confirming gained knowledge and skills in artisanal professions which enjoy the greatest recognition amongst employers in all partner countries are a journeyman and a master certificate recognised in the entire European Union. A relatively new type of vocational skills validation is an exam confirming professional qualifications passed before state examinations commissions. However, due to the too short duration of the training in disappearing professions in relation to the conditions for taking the examinations, participants would not be eligible to apply for any of them. Additionally, due to the lack of possibility to establish examinations commissions in some of the disappearing professions (e.g. wheeler), there is no possibility to

sit for journeyman and master examinations anymore.

An achievement examination testing chosen professional skills is an another type of validation of gained qualifications. However, when it comes to training in the professions of smith, weaver, baker, and confectioner, the minimum number of vocational training hours required for respective qualifications would manyfold exceed the time limit planned for the training. Therefore, due the character of those professions, this type of examination could not be conducted either. Regardless of the obstacles concerning the planned training duration, trainees in the professions of wheeler and baker/confectioner of traditional products would obtain qualifications not reflecting the character and uniqueness of the taught skills (qualifications to those professions include making simple carpentry products, and production of confectionery goods).

When we were thinking about the possibility to develop a pattern of a certificate confirming the acquired skills, our German partners pointed to the fact that in Germany certificates gained abroad are usually not considered “fully complete” trainings and therefore, it is required to run the procedure of recognition of the obtained professional qualifications. The recognition of the obtained professional qualifications shows the employer to which extent the professional qualifications are comparable with the German Berufsabschluss – professional qualification. It is legally documented with a decision on recognition of qualifications. Only the recognition or assessment of a certificate by the complement authorities make the Berufsabschluss directly comparable with professional qualifications of other people on the labour market.

There are no uniform rules regulating the recognition of diplomas and professional qualifications in the European Union, thus, each country formulates its own rules with regard to that matter. The international recognition of professional qualifications is not yet standardised in all countries. The problem shall be solved by the European Credit system for Vocational Education and Training (ECVET) which enables to start education in one country and to continue in other one, however, it is still under development.

Analysing the possibilities of making a uniform certificate confirming skills gained during the training in disappearing professions, the representatives of all partnership organisations arrived at a conclusion that the most recognisable and important tool used to document the professional experience and to authenticate professional qualifications obtained abroad in their countries is the Europass. The Europass presents the scope of knowledge and experience gained during education, training, practice or placement abroad and confirms their dates in a uniform way for all European countries. We decided that it would be well-based to stick to the certificate due to the fact that it is well-established and recognisable in all countries, and it allows the presentation of skills and professional qualifications in a clear and effective manner.

Moreover, when discussing the details of the international training in disappearing professions, we assumed that the training would end with an

examination testing gained skills, passed before the examinations commission from the Craftsmen and Employers' Guild in Biała Podlaska. Therefore, every training participant received, next to the Europass, the certificate of completion of the training and passing the final examination, along with the list of training classes. The certificate was issued on a suitable guilloche background compiled according to current regulations of the Polish Ministry of National Education and other applicable legal acts. We cared deeply about finding such a form of the certificate that would contain the name and duration of the training, the name of a disappearing profession in which the participant was trained along with the list of classes and topics covered by the training. Such a certificate presents the scope of obtained skills to employers, simultaneously increasing the competitiveness of the participant on the labour market.

Additionally, together with the partners we prepared a personal certificate confirming the participation in the project and the training signed by people managing the partnership organisations, visually consistent with the project.

The participants of the international training in disappearing professions received three certificates, i.e. certificate of completion of the training and passing the final examination, along with the list of training classes, personal internal certificate confirming participation in the project and training, and the Europass Mobility. The first two were handed in during an official dinner ending the training, and the latter was handed during an evaluation meeting after the end of the training in participants' partnership organisations.

# CHAPTER 4

## The Description of Professions, and Programmes of Training in Disappearing Professions

### 4.1. SMITH

The smith's work is to change metal's shape after heating it to forging temperature. Since time immemorial, smithery has been one of the most important professions in all cultures. Smiths used to make various useful items needed at home and for farming. With time, a few specialities emerged out of the profession, e.g. armoursmith who forged armours, swords, sabres, knives, horseshoer who forged horseshoes as well as shod horses and performed hoof maintenance, nailsmith who made nails, and tinsmith who made tinware.

As far back as 1937, there were over 30 thousand blacksmith's shops in Poland, and in every town and village there was a smithy in which various items were forged, including hand tools, sickles, scythes, ploughshares, scissors, needles, window grills, door fittings, hinges, chest fittings, cart fittings, grates, skewers, shafts of hand tools, wrought wheel rims, and clamping rings for barrels. After World War II, due to the technological progress and automation of manufacturing processes, smiths were in decline and the profession almost completely vanished over time. Nowadays, smiths make elements of artistic and regional smithery, interior design elements, iron fences and railings, decorative objects, and elements for use in historical re-enactments.

A smith uses different forging techniques. The basic forging techniques include:

- Drawing out – the forging operation in which the length of a processed element is increased at the expense of its cross section.
- Upsetting – the technique reverse to drawing out. Working iron to increase its initial cross-sectional area at the expense of its length. This technique is usually used on short sections, e.g. on the end of the rod.
- Bending – the forging operation to change the piece's shape.
- Sharpening – the forging operation to form the end of the rod or profile into a sharp edge.
- Slitting – cutting operation to separate one part of the material from the other.
- Punching – making holes with chisels.
- Flattening – the drawing process to lengthen the metal, reducing its depth but keeping its width consistent.
- Rolling – making a “snail,” rolling a profile on itself to create spirals and volutes.

- Riveting – the combining technique to inseparably combine two, usually flat, holed elements with a third one, so with a rivet.
- Welding – another metal combining technique that joins two pieces of metal by heating them to a high temperature and then hammering them together.

The process of heating metal causes changes in its colour, and the colours are helpful when it comes to telling the temperature. Brown means that the temperature is around 200 °C, faint red – 600 °C, and dull orange – 900 °C. Then, the metal becomes more and more yellow up until it gets white, which means its temperature is 1200 °C. It is a maximum forging temperature above which steel starts to melt. The optimum temperature of steel processing is a range of 850-1100 °C, so from the light red to light yellow colour.

### Exemplary training programme

No.	Goals, tasks, subjects of classes	Amount of training hours
1.	Workplace health and safety	4
2.	Induction training	4
3.	General information on the basics of work in the smithy	3
4.	Making various wrought elements with the techniques of drawing out, upsetting, hot punching	7
5.	Planishing and sanding of wrought elements	5
6.	Discussing flaws in wrought elements. Repairing wrought elements	5
7.	Forging of nails, rivets, leaves, axe wedges	8
8.	Forging of chain links, hooks	8
9.	Forging of horseshoes	7
10.	Technique of steel hardening and tempering. Types of oxidation, corrosion protection of steel	4
11.	Getting acquainted with techniques of bonding glass to metal. Making various elements of stained glass with the Tiffany technique	6
12.	Forging of door hinges, candlesticks	8
13.	Chiselling of product surfaces	3
14.	Thermochemical treatment	3
15.	Making convex elements	4
16.	Training in horseshoeing. Shoeing a horse	6
17.	Working together. Summary	8
18.	<b>Examination</b>	3
		<b>In total: 96 hours</b>

## Smith's workshop equipment

The size of a training workshop should be adjusted for the number of people taking part in classes. Primarily, only smith and sometimes his helper, who mostly dealt with the forge, worked in a smithy. Therefore, smithies were rather small rooms in which the forge took up most of the available space. If you plan to organise a training in the profession of smith, you need to find a room that is large enough to fit more participants. Obviously, more people need more space in order not to put co-workers at the risk of bodily harm. The trainees often go back and forth between the forge and anvil, carrying white-hot pieces of metal, therefore, they need to have enough free space. Moreover, appropriate ventilation system capable of evacuating smoke, as well as good lightning, fire protection, and social and sanitary facilities have to be provided.

In the smith's workshop in the Village of Disappearing Professions in European Centre of Education and Upbringing OHP in Roskosz we have two stationary hearths. One of them is equipped with traditional bellows, the other one with an electric fan. Additionally, the workshop is equipped with two portable forges with electric ventilators, which can be moved outside the building.

Ideally, there should be one forge per two or three people during the training, so that they could heat their workpieces and forge on the anvil face by turns. There should be an anvil in the close vicinity of each forge. For 10 trainees, 4 hearths and 4 anvils would be enough. Furthermore, each person should be provided with 3-4 types of hand hammers and 2-3 types of tongs with bits or jaws of various shapes to hold the workpiece firmly without slipping.

The most basic amenities in the smithy are a hearth and an anvil. The form and the design of a hearth depended on its purpose, on the era, and geographical region. Primarily, the hearth was in the form of a bonfire in which pieces of metal were heated. Then, hand-operated bellows were used, which were increasing the amount of air and thusly, the temperature in the bonfire was rising. Later on, more and more mechanised bellows were used, and the air was supplied from below. Nowadays, the bellows were replaced with electrically powered fans fitted with a setting regulating the amount of air fed to the fire. The air in the hearth is usually supplied from below which enables more effective heating of the workpieces. The right temperature can be recognised on the basis of the colour of metal.

The anvil, in turn, is a large block of cast steel that has been heat treated, of a specific form, upon which a piece of metal is struck. There are single-horn, double-horn, and hornless anvils, either straight or with tapered ends. An anvil should be heavy and stable, in Roskosz we have 6 anvils weighing from 30 to 100 kilograms. It should be placed upon a sturdy base, ideally made of wood. The correct working height for an anvil will depend on the height of the blacksmith, therefore, the anvil face should be knuckle-height when the smith stands by its side, so around 80 centimetres above the floor. A wooden

base dampens the vibration transferred through the anvil. Additionally, anvils in Roskosz are placed on crushed stone so that the vibration cannot be transferred from the anvil to the floor. To specialised operations tools placed in the square hole, called hardy tools, are used, e.g. forming swages, cutting hardies, bending forks, anvil horns, and cones.

Additional amenities in the smithy include: vice used to hold, secure and hot bend various elements, forging press, slack tub filled with water used by the blacksmith to quench hot metal, and wire brushes used to clean the workpiece once it is finished. Modernly, following mechanical appliances can be used to make the blacksmith's work easier and quicker: a drill, a grinder, or a welding machine.

Workwear protecting the smith's body includes, above all, leather blacksmith apron, gloves, and steel cap safety boots, as well as safety glasses to protect eyes and earmuffs or ear plugs.

### **Required tools and materials**

Various types of fuels are used to heat metal in the smithery. As far back as the first decade of the 20th century, smiths used mostly charcoal in their forges due to its easy availability. The smith bought it from coal men or made it by himself out of trunks or roots of oak or hornbeam trees. After World War II, the basic fuel used in the smithy has been coke allowing to reach higher temperatures. Currently, in many smithies technical gases are often used to heat the materials. Using bituminous coal in a hearth may result in carburising of the workpieces, which is inadvisable in a technological process, for the higher carbon content causes embrittlement of metals. Coke gives the possibility of reaching the temperature of 1200 °C. During a two-week training in the profession of smith the amount of coke used in the smithy is between 800 and 1000 kilograms.

The basic material used to be formed after heating in the hearth is steel. It should be easy to form with a hammer and amenable to drawing out, neither too soft nor too hard. The advisable carbon content is around 0.15%. In our smithy we usually use steel round rods with the radius from 0.3 to 2 centimetres, flat bars from 4x12 mm to 10x80 mm, and also metal sheets used to make convex and ornamental elements. Sometimes, various profiles, structural sections and pipes are used, too.

The most important tools used by the smith are hand hammers. The hammer is used to work the anteriorly heated piece of metal, e.g. for forging, bending, tapering, carving, planishing or chiselling of the material. There should be several types of hammers in the smithy. Due to the variety of techniques, hammers differ in size, shape, purpose and weight. The most often used hammers are the one-handed ones, which weigh from 0.5 to 2 kilograms. There are also hammers for use with two hands as well as various fuller hammers, ball-peen hammers, hammers in the shape of cones and horns, punches, and cutting hardies.

Tongs are used for holding the heated metal during forging. They come in

different shapes which enable one to hold various wrought elements more firmly. There are flat bit tongs, bolt tongs, bent knee tongs, hollow tongs, box jaw tongs, and dozens of other tongs. Unfortunately, tongs can be distorted under the influence of temperature, therefore, it is necessary to regularly cool them in water.

Furthermore, tape measures, dividers, builder's squares, tracers, centre punches are used for measuring, applying dimensions, adjusting and verifying angles. Equally important are additional small tools and devices used for metalworking, such as punches used for punching holes, bending and metal shaping tools, rasps, saws, chisels, engraving tools, sheet metal hand shears. Smiths are able to make most of additional tools according to their own needs. Some of the tools are used for forging of only one thing, whilst others, in turn, are used multiple times, e.g. bending forks and wrenches, which can be also used for folding and twisting, punches, cams, swage blocks, clinches and brackets.

### **Training activities**

- Workplace health and safety in the smithy;
- Preparation to work with the usage of an anvil, drill, angle grinder, bench grinder;
- Making wrought elements by forging;
- Hot punching;
- Planishing, sanding, chiselling of wrought elements;
- Repairing the wrought elements;
- Forging of nails, rivets, leaves, axe wedges;
- Forging of chain links, hooks;
- Forging of horseshoes;
- Bonding glass to metal using different techniques;
- Making various elements of stained glass;
- Forging of door hinges, candlesticks;
- Chiselling of the product surfaces;
- Thermochemical treatment;
- Making convex elements;
- Working alone and together with the usage of various forging techniques;
- Corrosion protection of steel.

### **Acquired professional skills and competences**

- Workplace health and safety in the smithy;
- Recognition of blacksmithing tools and ability to use them during work, ability to use an anvil, a drill, an angle grinder, a bench grinder in accordance with their intended use and safety rules;
- Knowledge of the basics of blacksmithing and work in the smithy, of goods produced by the smith in accordance with their intended purpose;
- Ability to forge various elements: nails, rivets, leaves, axe wedges, chain links, hooks, door hinges and fittings, candlesticks;

- Planishing, sanding, chiselling skills;
- Making convex elements;
- Knowledge of the following techniques: upsetting, drawing out, hot punching, sharpening, slitting, flattening, rolling, riveting, hardening and tempering of steel;
- Recognition of flaws in wrought elements;
- Repairing and preservation of wrought elements, knowledge of types of oxidation and corrosion protection of steel;
- Ability to bond glass to metal and to make various elements out of stained glass;
- Forging of horseshoes and knowledge of horseshoeing rules.

## **4.2. WHEELER**

Wheeler is a craftsman who primarily made and repaired wooden wheels. In the light of technological progress, the scope of wheeler's work broadened significantly. Wheelers had made the entire wooden constructions of horse-drawn wagons, buckboards, carriages, cabs, trailers, sleighs. As far back as the 1970s, the wheeler was an important member of rural communities, where the horse-drawn wagon constituted the main means of transport, and the production of carts was at a very high level. However, as horse-drawn transport was disappearing and mechanised agriculture was advancing, the profession started to vanish. Nowadays, not many people practise the profession of a wheeler. Modernly, wheelers make various carpentry products, such as shafts, kneading troughs, barrels, wooden dishes, spoons, decorations, regional souvenirs. They also maintain and restore old tools, devices, and wooden furniture.

The basic material used by the wheeler is wood. Wheelers work with non-coniferous wood, hardwood, because it is harder and more solid than coniferous wood. Each type of wood has its own mechanical properties such as elasticity, adaptability, rigidity, toughness, fissility, wear resistance, shock resistance as well as tensile, compressive, and bending strength. Toughness and elasticity of different woods are relevant to determination of their usefulness in making specified construction elements such as wheels or bodies.

Wheels are the most important parts of horse-drawn wagons. Over time, constructions of wagons have been improved, increasing the toughness of wheels and adapting them to road surfaces. Spoke wheel is made up of a nave, spokes, and a rim (felloe segments).

The nave is a basic construction element into which wooden spokes are set. Moreover, a metal bush is wedged into the nave, and later on, placed onto the wagon's axle. Naves should be made of green, knotless, clear, straight-grained oak, ash, elm or acacia wood, without any separations in the grain of the wood. In order to produce a nave, the wood has to be turned on a lathe. This way, the size of the nave can be adjusted to the wheel size. Subsequently, mortises for spokes are cut with a chisel. It is of crucial importance to accu-

rately measure the distance between the spokes in the nave. What is more, the spokes have to be fittingly angled. The mortises should be made around 2-4 mm smaller than the spoke tenons.

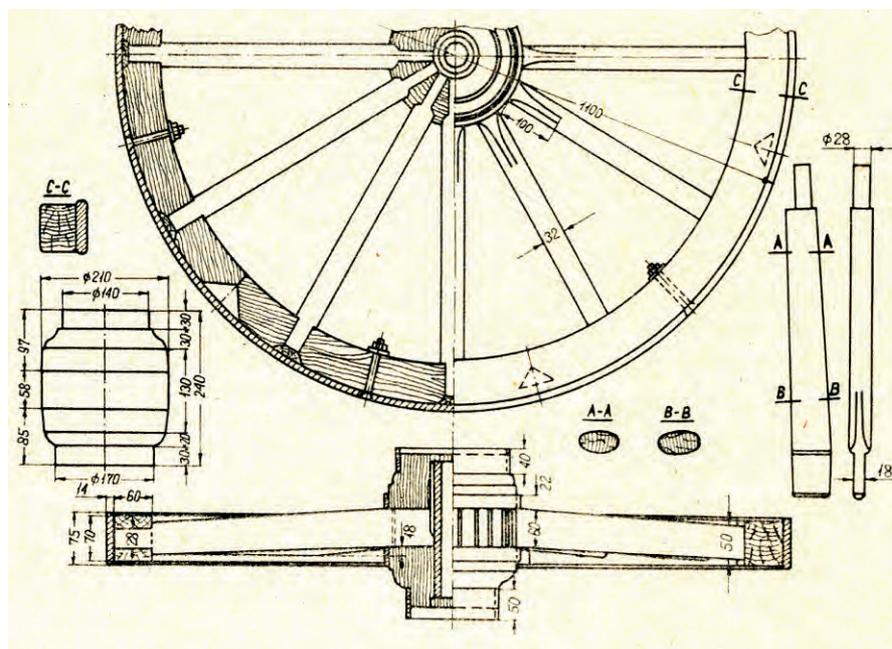


Figure no. 4 A wooden wheel with a metal tyre (Zbigniew Chruściel – „Kołodziejstwo – materiaoznawstwo i technologia wykonania wozów i sań”).

Spokes connect the nave with the rim (felloe), they are made of oak, ash or acacia, the wood should be straight-grained, knotless and without any separations in the grain. The material for spokes should be split along the tree's growing rings because cutting with a saw causes fibre breakages and leads to decrease in the toughness of the wheel. After pretreatment and shaping the elements for spokes, the wood is left to season, i.e. it is given the opportunity to dry. Then, the finishing touches are put and spokes are wedged into the nave. Spokes cannot be mounted perpendicularly to the nave, they have to be dished to the outside of the vehicle. Otherwise, they might crack during riding. The nave should be boiled before the spokes are mounted and at the moment of hammering the spokes in, it should still be hot. Thanks to it, the nave will shrink while drying and close the spokes, therefore, no glue is needed to combine those elements.

The rim constitutes the circumference of the wheel and it can either be bent to the right shape or, in case it is made up of felloe segments, cut out. The number of felloes is adjusted to the number of spokes and the wheel size. Usually, 5 to 7 felloes are used, with two mortises to take two spokes each. To

make a bent rim, oak, beech or ash wood is used, necessarily knotless and straight-grained. The outline of a felloe should be drawn on a piece of wood prepared for that purpose. Then, the felloes are cut out of timber with a band saw, which makes it easier to cut arcs in the elements, and subsequently, it is measured where the mortises should be and then drilled in the places where the oval tangs on the outer end of each spoke will be mounted. It is advisable to boil the finished felloes in water to prevent them from cracking and to increase their durability.

All elements are mounted on the wheeler's workbench; the bush is wedged into the nave, spokes are driven into the nave, and then, each felloe is carefully fitted on to its spokes. The felloes contacting with one another have to be bonded with metal pieces or wooden dowels. The final procedure is the fitting of iron hoops round the nave and the circumference of the wheel; this is the work of the smith.

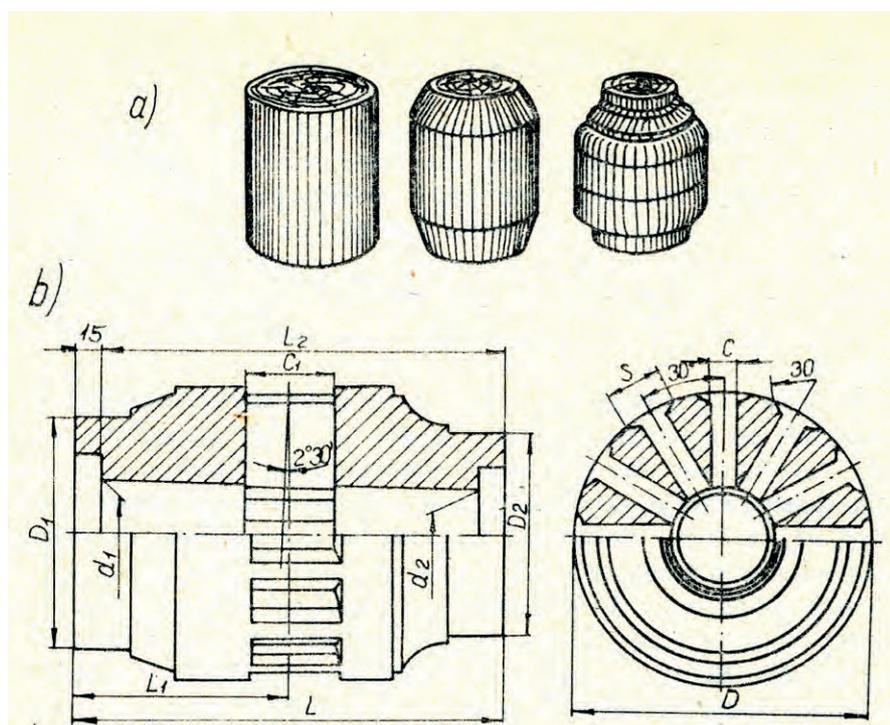


Figure no. 5 a) Nave making phases, b) finished nave for mounting angled spokes (Zbigniew Chruściel – „Kotodziejstwo – materiałoznawstwo i technologia wykonania wozów i sań”).

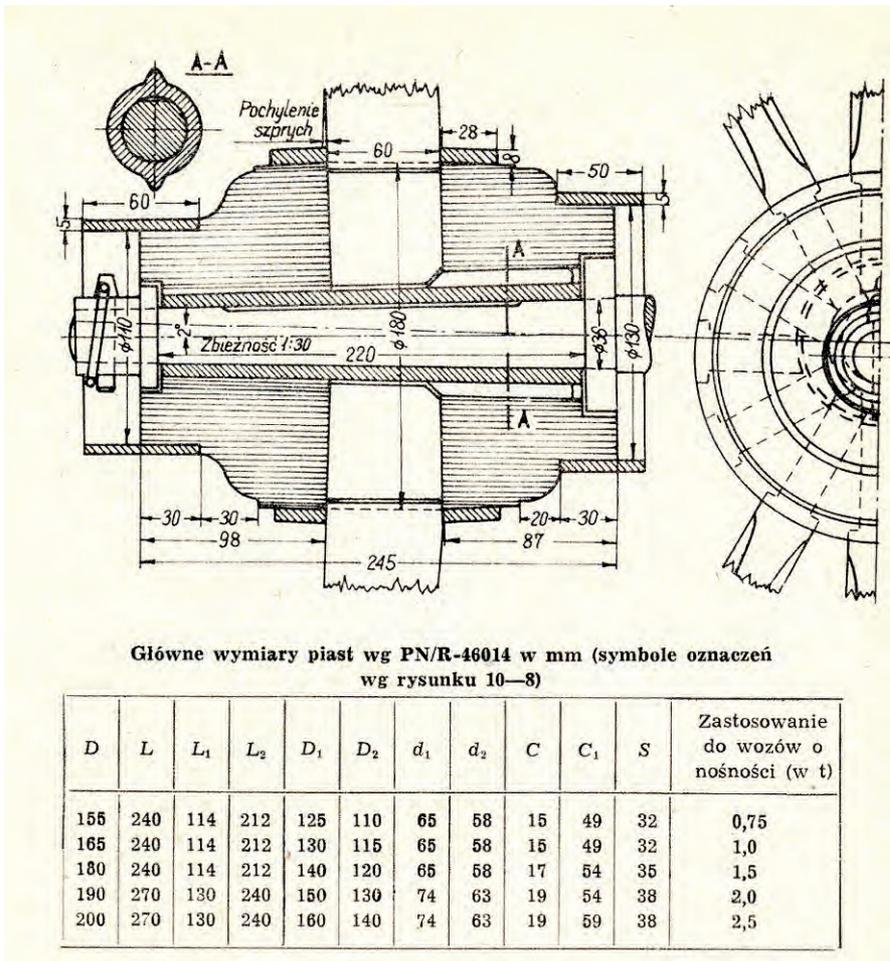


Figure no. 6 A cross-sectional view of the nave in the finished wheel (Zbigniew Chruściel „Kołodziejstwo – materiałoznawstwo i technologia wykonania wozów i sań”).

### Exemplary training programme

No.	Goals, tasks, subjects of classes	Amount of training hours
1.	Workplace health and safety, general introduction. Induction training, preparation of work stations, getting acquainted with machines, their operation and purposes	10
2.	General activities in the wheeler's work; discussing the goods produced by the wheeler in accordance with their intended purpose	3

3.	Preparation of work stations: – discussing various types of wood and their use in wheelwright's work, – discussing wheelwright tools, – tools used to make wooden wheels and their sharpening	3
4.	Practical classes in using wood processing hand tools	8
5.	Practical classes in operating electrical appliances: milling machine, wood shaper, thicknesser, band saw	8
6.	Classes in learning how to turn elements on an electric lathe using carving chisels	8
7.	Cutting out semicircular felloes on a band saw, drilling mortises for spokes on a drill press	8
8.	Making elements of a wooden wheel: – preparation of materials, – turning on naves on a lathe by all training participants, fitting of an iron hoop round the nave, – drawing the outline of mortises on the nave according to the template, chiselling with firmer chisels, – boiling naves and fitting iron hoops round them, – cutting and hammering in the spokes with traditional tools – marking gauge, chisel, saw, hammer, – cutting felloes for wheels	10
9.	Making wooden everyday objects: spoons, bowls, cutting boards, stools, in various shapes and of various wood types	18
10.	Introduction to cooperage Making wooden buckets, bread troughs, and elements of barrels	12
11.	Classes in wood preservation and protection of finished goods made of wood	5
<b>12.</b>	<b>Examination</b>	<b>3</b>
<b>In total: 96 hours</b>		

### Wheeler's workshop equipment

Wheeler's workshop should be spacious, well-lit, equipped with an effective ventilation system and chip/dust collectors mounted on respective machines. Besides, there should be a place for wood storage preventing the wood from exposure to humidity, and sanitary facilities such as changing rooms and bathrooms. Due to the high risk of suffering serious bodily injury, it is of crucial importance to uphold health and safety at the workplace, to use and maintain machines and tools properly, to use the workwear which was provided, to keep the workplace clean and tidy, to observe workplace health and safety and fire regulations.

The very basic equipment of the wheeler's workshop are carpenter's and

wheeler's workbenches. The workshop should also be equipped with a lathe, a wheeler's woodworking vice called shaving horse used to shaving spokes, table saw used to cut the timber into elements of which spokes are made, band saw, drill press, wood shaper, thicknesser, and bottom spindle milling machine.

A classical carpenter's workbench is made of wood, has two, also wooden, vices, one at the front, the other one aside. It should be solid, withstand heavy load, and stand far from other objects and appliances so that it is easily accessible from each side. There should be holes for wooden, plastic or metal dowel pins both in the benchtop and the vices. Additionally, there is a storing surface ideal for placing tools temporarily on the benchtop, and below, a shelf for storing tools and materials can be found. Vices on the table are meant for holding the workpieces being processed. The necessary equipment of the wheeler's workshop includes wheeler's workbenches. They are constructed in such a way so that the nave could be mounted, to which subsequently the spokes are hammered in and then, the felloes on to their spokes. Lathe is used for turning on the nave, drill press – for drilling mortises for spokes, thicknesser – for making all felloes evenly thick, bottom spindle milling machine – for milling the surfaces of felloes.

Due to the progressing mechanisation of technological processes, also wheelers started to use mechanical tools in their work. For example, for making mortises for spokes wheelers would primarily use a gimlet which was then replaced by drills, and hand planers were replaced by thicknessers. All that has significantly simplified and expedited the wheeler's work. Thus, next to the basic equipment including shaving horse and hand tools for splitting and planing wood, it is advisable to equip the wheeler's workshop with mechanical appliances such as planers, drills, saws, mortisers, milling machines.

### **Required tools and materials**

The basic material used by the wheeler is high-quality knotless non-coniferous wood of appropriate rigidity and durability such as oak, acacia, ash, elm, or birch wood. For training purposes seasoned wood in the form of rough-sawn timber processed into logs, beams, battens, planks, and boards can be bought.

Due to the character of his job, the wheeler uses mostly hand tools:

- Measuring tools – used to measure length and angles. Above all, various types of carpenter's or builder's squares, straight edges, combination bevels, callipers, measuring tapes, and folding rules are useful.
- Marking-out instruments – scratch awls, carpenter pencils, marking and scratch gauges used for scribing parallel lines, dividers, woodworking compasses, snap gauges.
- Cutting and wasting tools – hand saws for making straight cuts and cutting curves, frame saws, crosscut saws, hole saws, gimlets, adjustable hacksaws with replaceable blades used for various purposes.
- Wood smoothing, combining, sanding tools as well as tools used for

finishing work – planers, ripping chisels, firmer chisels, carving chisels, straight “U” gouges, drill bits, gimlets, hammers, mallets, and woodworking joints.

- Fastening devices – various types of woodworking clamps, bar clamps, toggle clamps.
- Equally important are wood preservatives (oils, varnish, turpentine, wax, resins) and products providing workplace health and safety (workwear, dust-masks, earmuffs, and safety glasses).

Hand tools used according to the type of wood processing operations:

- debarking and logging – removing bark from wood and primary wood processing: axes, broadaxes, adzes, drove shaves. Those operations are conducted to completely debark wood surface, process an element foreseen for a nave and to cut it into a cylindrical shape using broadaxes or adzes;
- splitting – cleaving wood along the grain using wedges in order to obtain material for spokes: axes, broadaxes, wedges, mallets;
- sawing – dividing wood into smaller pieces, breaking it into cants, cutting bigger holes, notches, joints: frame saws (rip cut bow saws, crosscut bow saws, offset saws, tenon saws, turning bow saws), handsaws (panel saws, backsaws, keyhole saws), and two-man saws (crosscut saws, bow saws, dovetail saws);
- planing – shaping elements, truing and smoothing their surface: scrub planes, block planes, smoothing planes, scraper planes;
- chiselling – cutting holes and notches in wood with chisels: firmer chisels, mortise chisels, straight “U” gouges, corner chisels;
- drilling – making holes with gimlets or drill bits;
- smoothing – truing and smoothing elements: rasps, files, sandpapers, card scrapers.

### **Training activities**

- Workplace health and safety in the workshop of wheeler and carpenter;
- Preparation to work with wood; wood processing; operation of traditional tools and modern machines in the wheeler's and carpenter's work;
- Making a nave, spokes, felloes; combining all those elements to make wooden wheels ready to use;
- Making everyday objects out of wood;
- Repairing wooden workpieces, wood preservation.

### **Acquired professional skills and competences**

- Knowledge of workplace health and safety, work station, basic tools and machines used by the wheeler, their purposes and usage;
- Getting acquainted with the goods produced by the wheeler in accordance with their intended purpose;
- Knowledge of various types of wood and their use in wheeler's work;

- Knowledge of tools used for wood processing and wooden wheel making, recognition of their purposes, tool maintenance and sharpening;
- Ability to use hand wood processing tools;
- Ability to use electrical appliances: milling machine, wood shaper, thicknesser, band saw;
- Turning elements on an electric lathe using carving chisels;
- Cutting out semicircular felloes on a band saw;
- Drilling mortises for spokes on a drill press;
- Making and combining wooden wheel elements (turning wheel naves on a lathe, drawing the outline of mortises on the nave according to the template, chiselling with firmer chisels, boiling naves and fitting iron hoops round them, cutting and hammering in the spokes using traditional tools – marking gauge, chisel, saw, hammer, cutting felloes and fitting them on to the spokes);
- Making wooden everyday objects in various shapes and of various wood types: spoons, bowls, cutting boards, stools;
- Making wooden buckets, kneading troughs, and elements of barrels;
- Wood preservation and protection of finished goods made of wood.

### **4.3. BAKER/CONFECTIONER OF TRADITIONAL PRODUCTS**

Main tasks of bakers and confectioners include supplying the market with breadstuff and confectionery of high quality and possibly best health qualities. Before the production of breadstuff, high-quality ingredients should be gathered and stored under appropriate conditions. Then, the baker makes dough for various types of bread, shapes it, bakes bread with the observance of food safety as well as prepares products for sale.

Formerly, in the countryside bread making was considered one of the most important household chores. The dough was kneaded and shaped by hand. Primarily, it was made out of whole grain rye flour, then, also out of bolted flour. The bread making process started a few days earlier with grinding grain using quern-stones. Usually on Friday evenings, in a wooden kneading trough a leaven was made, out of leftover raw dough and water. Sometimes, whey or sour milk was also added. After adding the first ration of flour, the dough was kneaded and the leaven was let sit to ripen until the fermentation started. The next day, the rest of flour was added and the dough was kneaded and left to rise. After it had risen, the dough was shaped and once again left to rise. In the meantime, the bread oven was lighted up. Once it heated up, ash and ember were removed and the chamber was cleaned. The bread was baked for around two hours in moulds or on the leaves of horseradish, oak or water dock.

In the recent years, traditional breadstuff as well as confectionery have been more and more frequently appreciated as healthy, natural products which have later expiry date and contain no harmful, artificial raising agents, colourings, and preservatives. Increasing numbers of customers look for

products in which artificial additives are replaced by more healthy, natural ingredients. Old-time recipes for traditional bakes are in again. Various events, culinary contests, initiatives of local governments significantly contribute to the rediscovery of traditional bakes characteristic for a given region. In the south of the Podlasie region, where the European Centre of Education and Upbringing OHP in Roskosz is based, the canon of traditional bakes includes meticulously decorated wedding bread called korowaj (korovai), yeast-based kołacze (kolaches) with poppy seeds, quark, or apples, as well as sękacze, traditional spit cakes characteristic for the region. For Christmas, ginger cakes and strucle (strudels) with poppy seeds or dried fruits were baked, and for Easter – Polish Easter babka cakes, mazurek cakes, cake rolls and sękacze.

Sękacz is a very characteristic cake baked over an open fire on a rotating cylindrical or cone shaped wooden spit resistant to high temperature. The spit is broader at one end and thinner on the other so that it is easier to take off the cake after it is baked. The dough is slowly poured onto the rotating spit. As a result of this operation, there are visible layers of light dough divided by darker layers of baked dough. Sękacz is served sliced in rings that resemble tree rings. The excess dough flows down during baking and creates “spikes” which eventually look like tree knots (sęki). The finished sękacz resembles a felled tree trunk. The cake is characterised by its exceptionally fine texture and can be eaten within a month.

### **Traditional recipe for sękacz podlaski, traditional spit cake from the Podlasie region:**

- 30 eggs,
- 700 grams flour,
- 700 grams sugar,
- 700 grams butter,
- 3-4 lemons,
- pinch of salt.

### **Exemplary training programme**

<b>No.</b>	<b>Goals, tasks, subjects of classes</b>	<b>Amount of training hours</b>
1.	Workplace health and safety, induction training Introduction to the training.	10
2.	Baking of seeded rye bread Baking of whole grain leavened bread	9
3.	Kodeń-style whole grain rye bread Kodeń-style <i>szlachecki</i> (noble) rye bread Whole grain rolls	9

4.	Traditional whole grain bread baked on the core of a brick-built oven Traditional wheat bread baked on the core of a brick-built oven Graham rolls Rolls with sunflower seeds and linseed	9
5.	Flatbread a la honey rolls Flatbread – rolls Spicy flatbread Obwarzanki (braided ring-shaped bread rolls)	9
6.	Baking <i>cebularz</i> (traditional Polish onion pancake characteristic for Lublin cuisine) Baking of braided poppy seed <i>chętka</i> (challah)	9
7.	Baking of garlic and herb bread sticks Baking of bread sticks with poppy seeds and sesame seeds Baking of butter croissants	9
8.	Baking of yeast-based cakes including: – kolache with quark – kolache with poppy seeds – yeast-based cake “ <i>topielec</i> ,” Polish drowned cake – poppy seed cakes	9
9.	Baking of traditional cakes and cookies: – cheesecake – apple charlotte – ginger cake – classic cake with buttercream – Polish <i>faworki</i> (or <i>chruściki</i> – angel wings)	11
10.	Making <i>sękacz</i> in a traditional manner Baking of croissants out of puff pastry Baking of <i>kocie oczka</i> (cat’s eye) cookies	9
	<b>Examination</b>	<b>3</b>
		<b>In total: 96 hours</b>

### Workshop equipment

The place of training should be in compliance with the relevant sanitary rules stating the purpose of certain rooms used for production with the observance of communication lines, such as: stores for eggs, dry goods store-room, cold store, dishwashing area, finished goods storage area, social and sanitary facilities. The training workshop should be warm, so that the dough can rise properly, as well as sunny, spacious, and equipped with an effective ventilation system.

The gastronomy workshop in the Village of Disappearing Professions in Roskosz is divided into two fully-equipped workrooms. The first, traditional, workroom is equipped with bread oven, formerly used utensils and instru-

ments such as quern-stones, butter churns, kneading troughs, shauls, device to make sękacz, and furnished with second-hand equipment dating back to the beginning of the 20th century, the majority of which was obtained from a former bakeshop. The other one is furnished in a fully modern way and equipped with modern cooking appliances. The entire equipment in this workroom is made of stainless steel. Training participants working in both workrooms observe how modernity and tradition can combine in the kitchen.

In the workshop of baker/confectioner of traditional products, a traditional bread oven is the most important facility. It has to be wood-fired with non-coniferous wood inside the baking chamber. A traditional bread oven heats up to the temperature of 230 °C. It is crucial to try repeatedly before one learns how to use the oven, how many firewood logs are necessary for the oven to heat up properly, and when the oven reaches just the right temperature to put bread into it. Once the oven heats up, ash and ember are removed and the chamber is cleaned with a scovel. To check whether the oven has reached proper temperature, one can throw a handful of flour into the baking chamber. If the flour starts to smoulder, it means that the temperature of the oven is too high. If the flour becomes golden, it means that the temperature is appropriate for baking. Above the bread oven an extractor hood, vented into a chimney, has to be mounted so that the smoke can be effectively removed. Next to the bread oven in the European Centre of Education and Upbringing OHP in Roskosz, there is a device to bake sękacz in a traditional way, so over an open fire. It consists of a grate and a spit to which a hand crank is attached. The anteriorly prepared dough is poured onto the wooden spit which is rotated during baking with the crank. Due to the high temperature and smokiness it causes, the device can be moved outside. Traditional dough is kneaded in wooden bread troughs. Moreover, there should be wooden production tables in the workshop on which the dough could be shaped before being put into oven.

### **Required products, implements, and utensils**

Baker of traditional products needs various types of flour: rye, bolted, mixed, wheat, oat, and buckwheat flour as well as herbs, flax, nigella seeds, dried fruits, whey, milk. Basic ingredients used by the confectioner include flour, eggs, sugar, butter, milk, quark, poppy seeds, honey, and jams.

The following implements are necessary for the work of both baker and confectioner: scales, measuring jugs, sieves used for sifting flour, utensils for mixing and kneading dough, pastry boards, rolling pins, makitras, baking trays of different sizes, knives, spoons, dough scrapers, egg whisks, cutting boards. In the modern workroom of the workshop there are electrical appliances useful especially for confectioners, such as mixers, blenders, mixing machines, electric cookers, gas stoves, electric oven, and combi steamer.

### **Training activities**

- Preparing ingredients for the production of bakery and confectionery goods;
- Preparing intermediate traditional bakery and confectionery products;
- Dividing the dough into pieces and shaping them into bakery goods;
- Controlling the dough increase, baking breadstuff;
- Handling of the bread oven and appliances used in the production of bakery and confectionery goods;
- Preparing finished traditional bakery and confectionery goods.

### **Acquired professional skills and competences**

- Knowledge of workplace health and safety, work station, basic equipment and appliances used by the baker and confectioner, their purposes and usage in both traditional and modern kitchen;
- Ability to bake various types of bread according to traditional recipes and out of natural ingredients in bread and convection oven: baking of whole grain leavened bread, rye bread with sunflower seeds, traditional and gluten-free buckwheat bread, Kodeń-style szlachecki (noble) rye bread, sunflower seed bread, Kodeń-style whole grain rye bread in baking trays, traditional whole grain bread and wheat bread baked on the core of a brick-built oven (making levain, kneading dough, proofing, preparation of baking trays, shaping bread loaves, baking bread).
- Ability to properly knead bread dough, to observe rising leaven, to make bread out of various types of flour, to shape bread and rolls, to bake bread in bread oven;
- Knowledge of convection oven, proofer, mixing machine, gas oven and bread oven usage;
- Ability to bake Polish yeast cake, sweet bread with seeds, pizza, graham rolls, croissants, rolls with sunflower seeds and linseed, bread rolls, bread sticks, baguettes, kaiser rolls, Roskosz rolls, flatbread, cebularz, challahs, fajercarze (Polish soda bread) baked on the stovetop;
- Ability to distinguish various types of flour, grain, to use hand mill to grind grain in a traditional way;
- Baking of bread sticks with sesame and poppy seeds, garlic-herb bread sticks, pluszki (yeast buns), sugar crescent rolls, yeast-based rolls with quark and with jam;
- Ability to bake traditional cakes: sernik królewski (royal cheesecake), apple charlotte, cat's eye cookies, mayonnaise Easter cake, "sand" Easter cake, kołaczyki (filled cookies) with cream cheese and jam, yeast-based babka zaparzana (Easter cake), topielec - Polish drowned cake, poppy seed cake with buttercream, kolache with poppy seed filling, with jam and with quark, Lithuanian ginger cake, faworki - angel wings, fruitcake;
- Baking of sękacz over an open fire using a hand-operated device, taking the cake off the spit.

### **Kodeń-style whole grain bread**

#### First leaven:

- 0.5 litre warm water,
- around 500 grams rye flour

Mix the ingredients, then add a little bit of water and flour every day, stir, and leave for 3 up to 5 days.

- 200 grams leaven,
- 200 grams wheatmeal type 1850,
- 200 grams whole grain rye flour type 2000,
- around 3/4 cup warm water,
- 1.5 teaspoon salt,
- 1 tablespoon honey,
- 1 teaspoon linseed.

Mix both flours together, add leaven and salt. Knead the bread dough with a robot and then leave for 4 hours. Next, put the dough into a greased bread pan. Even the dough, spray with water, cover with a cloth, and leave it to rise. Once the dough has risen, put it into the heated and cleaned bread oven and leave there until baked.

### **Recipe for a yeast cake with a crumble topping**

#### Ingredients:

- 2 cups coarse-grained flour
- 2 cups wheat flour
- 200 grams butter
- 4 eggs
- 1 cup sugar
- 600 grams yeast
- 1 cup milk

#### Directions:

Put flour and pre-sliced butter into a bowl. Crack the eggs into a different bowl, add sugar and yeast and pour over warm milk. Next, pour the mixture into the bowl containing flour. Do not stir, leave for 8 hours. It is advisable to prepare the mixture in the evening, then stir it in the morning and leave it to rise. Next, put the dough into a baking tin and sprinkle with crumble topping. Bake at 180 °C for about 40 minutes.

#### Crumble topping directions:

2 tablespoons flour, 2 tablespoons sugar and 2 tablespoons butter

Rub the butter into the flour and sugar until it resembles breadcrumbs. Sprinkle it on raw dough before putting into the oven.

#### 4.4. WEAVER

Weaving is acknowledged as one of the oldest surviving crafts in the world. The oldest artefacts indicating weaving found during excavations date back to 8000 BC. Weaving involves interlinking the longitudinal warp thread with the lateral weft threads in a specific way, which is called the weave, in order to receive a textile. Out of the woven fabric clothes, belts, throws, tablecloths, towels, undergarments, cloths, and sacks have been made. Over the centuries, weaving techniques had been improved and looms mechanised. Primarily, fibres used for weaving had been derived from fibre crops such as common nettle. Then, people started to grow flax, hemp, and cotton as well as raise animals such as sheep and goats for the purpose of obtaining fibres and wool. With time, people also learnt to produce silk. Synthetic fibres were devised only in the 20th century. In Poland, as far back as in the 1980s, wooden looms were used in many homes in the countryside to produce textiles either for their own needs or for sale. Each and every region in Poland, Europe, and the world has had its own unique patterns and methods of weaving, therefore, it is quite easy to recognise the cultural origins of a given textile. The training programme was developed on the basis of weaving methods used in the Podlasie region. Not only weaving patterns but also techniques were discussed during classes and then translated to the looms.

Formerly, people in the countryside wove in winter up to the first spring works in the field. In autumn, weaving materials were prepared. Once the flax and hemp were cut or pulled and brought in to the farm, they had to be deseeded with wooden or metal rippling combs – usually nails hammered into a board. Next, the fibres suitable for weaving were separated from the straw by retting – either by leaving the fibre on the ground or pond retting, then broken and scutched out with the use of scutching boards and scutching knives. During breaking, scutching and hackling, the shives (paździerz) were pulled away from the fibre. The operations were usually conducted in October and thus the Polish name of the month: październik. When it comes to wool, sheep were shorn, and the wool was washed and spun or carded and spun. For spinning, a spinning wheel was used. The produced threads were coiled into skeins, dyed, washed, rinsed, and dried.

The weaving process starts with the operation of counting and calculating how many threads are needed and how long they should be. The number of threads can vary depending on the pattern, colour scheme and technique. Next, thread by thread, the loom has to be warped by threading the warp through heddles, reed, and other elements of the loom. The process of preparation and warping the loom often lasts more than a half of the time needed to weave a workpiece.

The process of weaving includes following operations:

1. Preparation of weaving tools, materials (threads, wool yarn, fabric scraps), and loom to work;

2. Design of the woven fabric—planning of the used material, thickness, colour of the textile, drawing the pattern, choosing the weaving technique;
3. Preparation of the warp—winding the calculated number of warp threads on the warping board or warping reel, taking the warp off the warping board by chaining it, sleying the reed, transferring the warp onto the loom, winding the warp threads onto the warp beam, removing the reed, inserting the rods, threading the warp threads through the heddles and reed dents, tensioning and tying the warp onto the cloth beam;
4. Winding the weft thread onto the shuttle and weaving according to the designed pattern;
5. Taking the textile off the loom by cutting the warp and securing the edges. The warp strings at the edges of the textile can be tied in a decorative way, or the edges can be finished off with an embroidery, lace, or fringes.

### **Exemplary training programme within 96 hours**

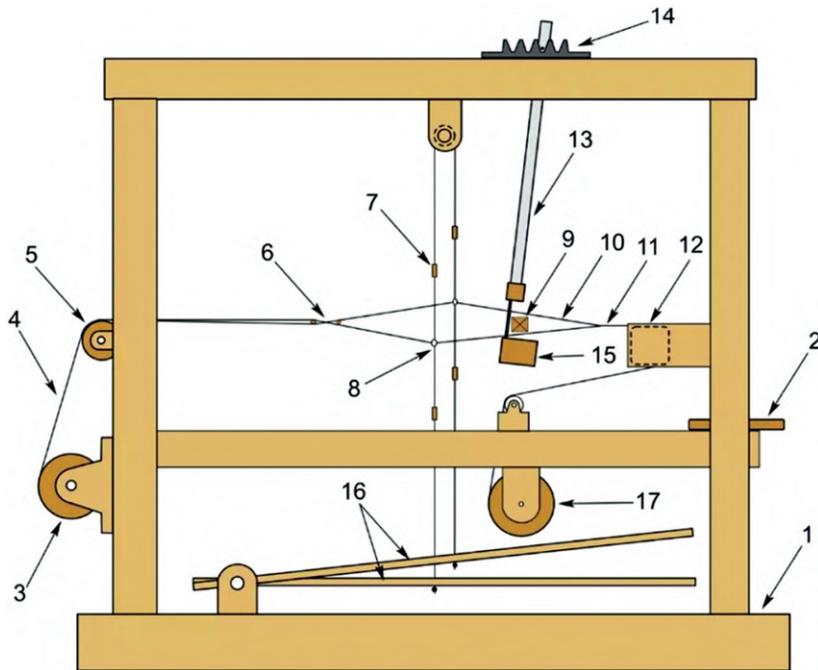
<b>No.</b>	<b>Goals, tasks, subjects of classes</b>	<b>Amount of training hours</b>
1.	Workplace health and safety, induction training Introduction to the training: tools, materials and equipment used in the weaver's work and risks they involve	8
2.	Outline of weaving history and regional traditions	2
3.	Discussing the machines and tools concerning their use and purpose, and discussing goods produced by the weaver in accordance with their intended purpose Presentation of procedures and equipment (spinning wheel, loom) used in weaving Woven fabric—characteristic, function and intended use. Talk about and presentation of characteristic types of fabrics Contemporary textile art (unique textiles) and utility textiles Presentation and demonstration of the use of materials and tools helpful in designing and making unique textiles Exercises explaining the essence and the need to design one's operations by artistic media of expression Presentation of and exercises in basic techniques and weaves Practical exercises—finishing off the textile, passing the wool threads with a crochet hook Practical exercises—hemming, tacking, or gluing the edges of textiles Practical exercises—finishing a project on an assigned topic Quality assessment of a finished workpiece Summary	40

4.	<p>Practical classes:</p> <ul style="list-style-type: none"> <li>– preparation and warping the loom, loom setting,</li> <li>– weaving using a loom (rag rugs, table mats),</li> <li>– controlling the weaving process, correcting mistakes,</li> <li>– weaving colourful selvages,</li> <li>– making weaves and combining workpieces;</li> <li>– choosing the right techniques to finish off weaving products and finishing techniques,</li> <li>– techniques to prevent the textile from fraying,</li> <li>– finishing the edges off in decorative ways, e.g. with lace,</li> <li>– finishing off, repairing and preserving weaving products (washing, fulling, ironing),</li> <li>– maintenance of machines and devices</li> </ul> <p>Quality assessment of workpieces Exposition of finished workpieces Summary</p>	43
	<b>Examination</b>	<b>3</b>
<b>In total: 96 hours</b>		

### Workshop equipment

The weaver's workshop does not, in fact, have to satisfy any specific technical or sanitary conditions, the basic requirements are large space for the looms (one loom per training participant) and good lighting. It would be of benefit to plan one additional room for threads and other materials as well as enough space to move freely between the looms, taking into account that one loom takes up about 3 square metres of space (1.5 x 2 m).

In addition to wooden looms, warping boards or reels together with tables for placing boards to prepare the warp are also required, as well as comfortable chairs or loom benches featuring tool boxes for convenient storage of shuttles and other weaving supplies, and blackboards to plan weaving patterns. Moreover, there should be rods used to make a shed, reeds, additional harnesses, and flat wooden boards for each loom. A sewing machine might also be of use to make products out the woven fabrics (clothes, bags, pillow-cases, spectacle or phone cases, etc).



**Figure no. 7** 1. wood frame of the loom, 2. seat for weaver, 3. warp beam, 4. warp threads, 5. back beam (platen), 6. rods used to make a shed, 7. harness, 8. heddle, 9. shuttle, 10. shed, 11. textile, 12. breast beam, 13. beater with reed for pushing the weft yarn securely into place, 14. beater adjustment, 15. lathe, 16. treadles, 17. cloth beam (source: Wikipedia)

### Required tools and materials

Materials used in the weaver's workshop include, above all, linen, wool, linen/wool blend, hempen yarns, cotton threads, silk threads – all of them in various colours and of different thickness. Depending on the weaver's imagination and needs, scraps of dispensable fabrics, furs, and even straw or cane can be used as the weft.

Moreover, sewing accessories such as scissors, threads, needles, buttons, zip fastener, pins, crochet hooks to wind the warp are also of use in the weaver's workshop.

### Training activities

- Workplace health and safety, induction training;
- Design of planned woven fabrics, weaves, patterns, colours, size of the fabric;
- Preparation and warping the loom;
- Loom setting;
- Using the basic techniques to make various weaves, weaving using a loom;
- Controlling the weaving process, correcting mistakes;
- Weaving colourful selvages;

- Making weaves and combining workpieces;
- Choosing the right techniques to finish off weaving products, finishing techniques;
- Taking the textile off the loom, finishing it off;
- Techniques to prevent the textile from fraying;
- Decorating finished edges;
- Finishing off, repairing and preserving weaving products;
- Hemming, gluing, tacking of the textile;
- Making projects on the assigned topic;
- Quality assessment of a finished workpiece.

### **Acquired professional skills and competences**

- Workplace health and safety in the weaver's workshop;
- Ability to distinguish the tools, materials and equipment required in the weaver's work concerning their use and purpose;
  - Knowledge of weaving history and regional weaving traditions;
  - Knowledge of goods produced by the weaver in accordance with their intended purpose;
  - Knowledge of procedures and elements of weaving devices (spinning wheel, loom);
  - Knowledge of traditional and modern machines used in weaving;
  - Ability to design workpieces;
  - Preparation and putting the warp on one harness or two harnesses of the loom;
  - Ability to make plain weave using a thin and thick weft on various unicoloured or bicolour warps;
  - Making weaves and combining pieces of work with two harness weaving technique;
  - Weaving double cloth;
  - Controlling the weaving process;
  - Keeping the selvages even in various ways during weaving;
  - Preparation and putting the warp on more than one harness of the loom, also to make perebory (traditional Polish decorative weaving technique from Podlasie region);
  - Ability to make Panama weave and rep weave;
  - Ability to make plain weave and twill;
  - Finishing the textile edges off in decorative ways;
  - Making weaves and combining pieces of work by weaving additional threads into them;
  - Knowledge of the technique of making perebory;
  - Ability to finish off and repair weaving products;
  - Maintenance and protection of machines and devices.

# CONCLUSION

Traditional and disappearing crafts constitute an integral and unique part of every country's culture and simultaneously, they are a source of profit for local communities and regions. Nowadays, crafts and artisanal products are presented mostly during fairs and regional festivals. It is of importance to prevent traditional crafts from sinking into oblivion and to make them visible, attractive, and popular. We have to seek ways to present them to possibly broad audiences and to create a positive image of the crafts. It is therefore particularly important to develop an effective education system in disappearing professions in order to preserve imperilled crafts for future generations.

The project "Disappearing professions on the European job market" confirmed the opinions that reactivation of vanishing crafts is a very attractive activity which can contribute not only to the promotion of cultural tourism or enterprise of the craftsmen but also to enhancement of their competitiveness and visibility in Europe. Project activities showed that disappearing professions are a subject of research in numerous theses, and historians, ethnologists as well as folk artists pay much attention to them.

One of the most important tasks during the project's realisation was to carry out an analysis of the situation of craftsmen working in disappearing professions in Lithuania, Poland, and Germany. However, the most important task and simultaneously the result of combined operations was the fact that a group of young people from partner countries underwent training in disappearing professions, broadened their knowledge, and obtained new professional competences. Project participants from Poland, Lithuania, and Germany gained knowledge of disappearing professions in workshops in Roskosz. They watched masters at work and created their own artisanal products.

Another important result of the project was the creation of database of craftsmen and their goods containing their contact information. It will certainly simplify cooperation between them and improve sharing professional experience with other craftsmen.

During the project actions, the need for seeking new ways of presenting crafts to communities emerged.

Thanks to the participation in this project, the Vilnius School of Technologies, Business and Agriculture as an educational institution gained much experience in popularisation and promotion of disappearing professions, education, and adapting traditional crafts to modern vocational education curricula. Participants of the project, both students and teachers, got much professional experience.

The Vilnius School of Technologies, Business and Agriculture together with the local community will uphold the achieved results and create innovative vocational education curricula containing integrated training in traditional crafts. The present compendium on organisation of trainings will

surely be a very useful tool in all those activities.

Next to achieving its objectives, the project “Disappearing professions on the European job market” encourages the society to be more responsible for as well as to support and preserve traditions, cultural heritage and national identity of their motherland.

**Valdas Kazlauskas**

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Modernly, people have to be prepared for various rapid changes. Due to globalisation processes social, economic, and cultural realities are constantly changing. The development of our civilisation, demographic changes as well as scientific and technological advance result in the fact that practical requirements concerning specific jobs are growing. Ability to adapt to the circumstances and to undertake one's own initiatives as well as creativity—these are characteristics which, parallel to relevant vocational education, are nowadays sought-after on the labour market. Coming up with solutions for finding the first job, encouraging to training in disappearing professions, increasing access to and promoting trainings, traditional crafts and regional culture at the international level – these were the goals of the project “Disappearing professions on the European job market,” which we carried out with our partners from Lithuania and Germany. The innovativeness of our project resulted from comprehensiveness and performing multiple actions connected with reactivation and popularisation of disappearing professions in the EU countries along with searching for solutions in favour of improvement of young people's situation on the labour market.

Each action we performed confirmed our conviction about the legitimacy of the project realisation. International training in disappearing professions organised within the project was a valuable alternative for young people, who could improve their professional qualifications, gain experience and motivation to work, which eventually made them more attractive to potential employers. During the training, we observed with satisfaction how the young developed passion for disappearing professions, we admired their enthusiasm, interest, and willingness to create products using traditional methods. Recently, an increasing demand for original handicraft products is observed, simultaneously, however, there is a shortage of young qualified craftsmen working in disappearing professions. That results in creation of a market niche for products and services offered by artisans practising disappearing professions which is to be filled by the qualified young craftsmen trained during the project.

Carrying out this project, we spotted an urgent need to create a transparent system of professional skills and recognition of qualifications within the

structures of the European Union. All partnership organisations of the project deal with vocational training of the young. Cooperation with our partners enabled the development of a new, more effective approach to vocational education, especially in the context of training in disappearing professions and actions which make the transition from educational system to the labour market easier for young people.

Getting to know how vocational training systems and possibilities to educate young people in the field of disappearing professions look in other countries conduces the improvement of vocational education quality and effectiveness. It also helps transfer the most interesting practises and solutions to our organisation. Thanks to the mutual analysis of vocational training process, we can conclude that education in disappearing professions in the form of workshops is an effective way to improve qualifications and to obtain new skills by young people. It seems to be of importance to establish a more extensive cooperation network in the field of vocational education, to strengthen social dialogue between employees and entrepreneurs as well as to carry out research and analysis in development trends and to forecast changes occurring in a given region.

Moreover, we detected a significant intercultural and culture-making aspect. The workshops in which young people from three countries took part were a great opportunity to get to know the culture of their partners as well as to enhance their own identity. We could observe it on the example of practical classes as well as during free time activities. Taking part in training and spending time in an international environment, the young could become acquainted with language, history, and culture of their friends which surely did enrich them inwardly and opened them up to the world by teaching them acceptance and tolerance towards diversity. The development of linguistic competences of students and their teachers is also not without significance. The first meetings and conversations were uneasy and full of fear, but at the end of the project youngsters already formed a good team who eagerly worked and played together.

Taking part in the strategic partnership, we could share experiences and good practises in the field of disappearing professions, vocational education as well as initiating and supporting activities in favour of increasing young people's chances for good functioning on the labour market, increasing their attractiveness as a partner by gaining a greater sense of Europeanness and experience in realisation of such projects, and understanding the context of functioning on the European labour market.

The results of the project involve the development and implementation of new methods and training materials, improvement of educational activity and adapting it to the needs of vocational education. We will use all the experiences we gathered as well as all the materials we compiled in our future work. Popularisation of and implementing trainings amongst possibly largest social group in all countries will be an additional value of the finished project. The present compendium on organisation of trainings in disappear-

ing professions is surely a very useful tool which will significantly simplify the completion of this tasks.

Taking part in such a valuable project convinced me that it is truly worth it to educate the young generation of Europeans, but above all, it offered me an opportunity to get to know and grow together with so many wonderful people, who want to develop and indulge their passions.

I want to thank my partners for their engagement and effort put into our common actions, and all those people who contributed to the successful realisation of the project.

**Karol Sudewicz**

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Does anyone know nowadays who are whalebone cleaners and caulkers? Or what did once pyrobolists do? Whilst the whalebone cleaners divided baleen (also called whalebone), so the six-feet comb-like structure that hangs in transverse plates from the upper jaw used by baleen whales, into smaller parts in order to sell them for the production of clothing and haberdashery, caulkers working in the shipbuilding dealt with caulking – sealing seams between planks with tows or cotton and covering them over with pine tar, coal-tar pitch or gum. Pyrobolists, in turn, entertained the audience gathered on the occasion of birthday, christening or wedding using whirling fire wheels, tremendous fireworks, loud cannon shots and exploding fireballs.

Those and many other professions disappeared long time ago. Professions such as weaver, baker/confectioner, meat curer, mason, saddler, wheeler, tile-stove setter, smith, and thatcher are modernly imperilled – not only in Germany but in the whole of Europe. Therefore, we decided to prevent those profession from sinking into oblivion within the action Strategic partnerships of the Erasmus+ Vocational education and training sector. Starting from 2017, Oberhavel County cooperated the realisation of those activities together with partnership organisations from Poland and Lithuania. The goals of the project included passing down the knowledge of traditional crafts to younger generation as well as the creation of an international network of young people interested in disappearing professions.

At the end of the project, I had an occasion to hand 15 young people, women and men who receive education in artisanal professions in our region, Europasses confirming their participation in the training, which they can use when applying for a job in the future.

Thanks to the training in Roskosz, the young gained additional qualifications and competences which will simplify the process of entering the labour market. When it comes to our project partners, they visited various educational establishments such as Eduard-Maurer-Oberstufenzentrum in

Hennigsdorf, Vocational Training Centre Lehrbauhof, and TÜV Rheinland Akademie, training and schooling centre for youth and adults, where they became acquainted with educational opportunities in the Oberhavel County. Furthermore, they saw around businesses cultivating traditional artisanal professions, among others a family-run bakery “Bäckerei & Konditorei Plentz” in Schwante as well as Olaf Peter Scholz’s smithy in Gransee where they could hear about the current situation concerning education in those professions and recruiting young employees.

Young people from Germany took part in the training in Roskosz together with their friends from Poland and Lithuania. Eight people from the German group were trained in the profession of a smith and the other seven got acquainted with the craft of traditional baking. In total, 45 students underwent the training. They got to know some of the old-time techniques in the professions of smith, wheeler, weaver and baker/confectioner of traditional products.

The majority of our ancestors spent their whole lives practising professions that no one even remembers nowadays. Dynamic changes on the labour market resulted in the extinction of hundreds of professions. It would be hard to even estimate how much specialized knowledge sank into oblivion due to those transitions. Professions in which the young received training are very important, thus, they must not be forgotten under no circumstances.

As we all know, a roll kneaded and prepared by hand tastes much better than a mass-produced one. I hope that all training participants will contribute significantly to preventing those profession from sinking into oblivion thanks to their curiosity, enjoying their work, and experience they acquired. I wish them luck and all the best for their future career and I hope that they will benefit enormously from the competences their obtained during the training in disappearing professions. At the same time, I would like to thank all companies for taking part in this project and their engagement, the ones which presented themselves as well as the ones which enabled their employees to take part in the training.

***Egmont Hamelow***

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## Project „Disappearing professions on the European job market”

Programme Erasmus +

Action 2. Strategic Partnerships for Vocational Education and Training Cooperation  
for innovation and the exchange of good practices

Project realization: 01.10.2017 – 30.09.2019

International training in disappearing professions: 31.03 – 13.04.2019,

ECKiW OHP in Roskosz, Poland



Partner Organizations:

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