

Developing Innovative and Attractive CVET programmes in industrial shoe production

Executive summary on comparable
findings from Task Analyses in CVET in
the industrial shoe manufacturing
sector

in Germany, Romania, and Portugal

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Executive summery

One of the basic assumptions of DIA-CVET project is: Each vocation, independently of being part of Initial Vocational Education and Training (IVET) or Continuous Vocational Education and Training (CVET) can be described by a series of “Spheres of Activity” (SoA). Our research in various sectors and countries showed that the number of “spheres of activities” varies between 8 and 20 (>20 only for researchers), depending on the concrete vocation and normative decisions of curriculum designers and other stakeholders involved; neither number nor differentiation between spheres are God-given.

Spheres of Activity describe the skilled labour on the respective European Qualification Framework (EQF) levels chosen – based on purposeful and meaningful work contexts. Spheres cover a complete vocation and are typical for a particular métier.

Our previous project ICSAS revealed that skilled work on EQF levels 3 and 4 in shoe manufacturing can be described by 9 spheres of activity, out of which 5 spheres (cutting, stitching, lasting, assembly, finishing) are core elements of the vocation, whereas the other 4 (design, technical development, production planning, quality assurance) are peripheral spheres:

Project ICSAS

Core spheres				
Cutting	Stitching	Lasting	Assembly	Finishing
Peripheral spheres				
Design	Technical development	Production planning	Quality assurance	

Tab. 1: Updated spheres of activity of industrial shoemakers according to findings of ICSAS-project

In the current project, “Developing Innovative and Attractive CVET programmes in industrial shoe production” (DIA-CVET), we aimed at comparable results for “more challenging” spheres, that are (or could be) part of CVET-qualifications like foreman or technician (EQF levels 5 or 6). Via expert interviews and sector surveys, 13 Spheres of Activity for CVET-qualified have been identified.

There was evidence from all 3 countries (Germany (DE), Portugal (PT), and Romania (RO)), where the Task Analyses (TA) were undertaken, that all these spheres are of (potential) relevance, but not equally in all companies/shoe competence centres. Unfortunately, this does not imply that national curricula on EQF levels 5 or 6 (if existing) are in-line with these findings and this tension between companies` needs and offered qualifications will be discussed again when analysing the results of IO6 (piloting).

Spheres of relevance were:

Sphere / Country	DE	PT	RO
Design / How to create a shoe collection	+	+	+
Shoe Technology - Production Planning	+	+	+
Technical Development	+	+	+
Training Management	+	-	+
Maintenance Management	-	+	+
Quality Management	+	+	+
New Materials	-	+	+
Supply Chain Management	-	+	+
Social Responsibility Management	+	+	+
Sustainability Management	Together with environmental management	-	+
Environmental Management	Together with sustainability management	+	+
STEM in the Footwear Industry	+	-	-
Health and Safety at Work	-	+	+

Tab. 2: Spheres of Activity (SoA) of CVET-qualified and their relevance in the participating companies / competence centres

It can be summarised that –as in IVET– learning potentials for blended approaches that include Worked Based Learning (WBL) in CVET are quite promising, as well – which of those will be exploited during the piloting (IO6) will be a result of IO4 (curriculum design(CD)).

For detailed descriptions of the Spheres of Activity, the method “Task Analyses” and the findings: Please refer to the respective results.

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