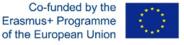


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Executive summery

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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