



Integrating Companies in a Sustainable Apprenticeship System

PROJECT 2017-1-DE02-KA202-004174

OUTPUT 1

Executive summary on comparable findings from Learning Station Analyses in the industrial shoe manufacturing sector

in Germany, Romania, and Portugal

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One of the basic assumptions of ICSAS project is:

Each vocation can be described by a series of “spheres of activity” – our research in various sectors and countries revealed that the number of “spheres of activities” varies between 8 and 16, depending on the concrete vocation and normative decisions of the researchers and other stakeholders involved; neither number nor differentiation between spheres are God-given.

Spheres of Activity describe the respective skilled labour on the basis of purposeful and meaningful work contexts. Spheres cover a complete vocation and are typical for a particular métier.

Prior (to ICSAS) studies suggested that skilled work in shoe manufacturing can be described by 9 spheres of activity, out of which 4 spheres (cutting, pre-stitching and stitching, assembly, finishing) were defined as core elements of the vocation, whereas the other 5 (design, technical modelling, production planning, materials and production processes, quality assurance) were defined as peripheral spheres.

These assumptions have been mainly confirmed; our proposal of describing skilled work in shoe manufacturing varies only on 2 spheres:

<i>Core spheres</i>					
<i>Previous</i>	Cutting	Pre-stitching and stitching		Assembly	Finishing
<i>ICSAS</i>	Cutting	Stitching	Lasting	Assembly	Finishing
<i>Peripheral spheres</i>					
<i>Previous</i>	Design	Technical development	Production planning	Materials and production organisation	Quality assurance
<i>ICSAS</i>	Design	Technical development	Production planning		Quality assurance

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

There was evidence from all 3 countries (Germany (DE), Portugal (PT), and Romania (RO)), where Learning Station Analyses (LSA) were undertaken, that it makes sense to sub-divide “Assembly” to “Lasting” and “Assembly” and to combine “Production planning” and “Materials and production processes”. These 9 ICSAS-spheres, (5 core and 4 peripheral) describe skilled work of industrial shoemakers on a transnational level.

This does neither imply that all participating production sites cover all these spheres (due to division of labour between different sites) respectively organise their work according to these spheres nor that national curricula are in-line with the findings.

For the Gabor factory in Rosenheim (Germany) the latter can clearly be answered with “yes”; spheres (world of work), learning stations (local options), and central 8 vocational positions (Part A of DE VET-curriculum) are almost identical, as the following table shows:

Core sphere	Learning station @Gabor	Main Vocational position	Peripheral Sphere	Learning station @Gabor	Main Vocational position
Cutting	Cutting	A 2. Cutting and clicking of materials for upper manufacturing	Design	Upper coordination	A 1 Assessment and use of raw and auxiliary materials for upper manufacturing
Stitching	Stitching	A 3. Preparation of upper parts A 4 Upper manufacturing	Technical development (I)	Technical bottoming	A 5. Assessment and preparation of bottom parts for production and further processing
Lasting	Lasting	A 6. Assembly preparation and assembly of shoe uppers and bottom parts	Technical development (II)	Technical pattern making (upper)	A 8. Detailing of models
Assembly	Assembly	A 6. Assembly preparation and assembly of shoe uppers and bottom parts	Production planning	Work preparation	A 1 Assessment and use of materials and auxiliary materials for upper manufacturing
Finishing	Finishing	A 7. Finishing of footwear and preparation for shipping and sale	Quality assurance	Research & development (R&D)	A 1 Assessment and use of materials and auxiliary materials for upper manufacturing

Tab. 2 Apprenticeship @Gabor (Rosenheim): Covering of both, spheres of activities and sector-specific vocational positions, via worked-based learning (WBL)

For Carité plant in Portugal a different organization of work can be reported; for example is the work on core sphere “cutting” divided into 2 departments; “automatic cutting” and “mechanical cutting”; but, as table 3 indicates, the plant offers a comparable learning potential as Gabor plant in Germany. Whether learning potentials are in-line with Portuguese curricula will be elaborated during actual work package IO2.

<i>Core sphere</i>	<i>Learning station @ Carité</i>	<i>Core sphere</i>	<i>Learning station @ Carité</i>	<i>Peripheral Sphere</i>	<i>Learning station @ Carité</i>	<i>Peripheral Sphere</i>	<i>Learning station @ Carité</i>
Cutting (I)	Automatic Cutting	Lasting (II)	Lasting	Design	Design	Production Planning (III)	Supply Chain Management
Cutting (II)	Mechanical Cutting	Assembly	Sole Attaching	Technical Development	Development	Quality Assurance (I)	Quality Control
Stitching (I)	Stitching Preparation	Finishing (I)	Finishing	Production Planning (I)	Planning	Quality Assurance (II)	Quality Management
Stitching (II)	Stitching	Finishing (II)	Packing	Production Planning (II)	Production Management		
Lasting (I)	Lasting Preparation						

Tab. 3 Learning potentials @Carité plant in Portugal

For Papucei plant in Romania the situation is very similar to the Portuguese; work share between departments is divided into smaller sections (compared to Germany); for example is the work on core sphere “cutting” divided into 3 departments; “manual cutting”, “press cutting”, and “automatic cutting”. But again, as table 4 indicates, the plant offers a comparable learning potential as Gabor plant in Germany. Whether learning potentials are in-line with Romanian curricula will be elaborated during actual work package IO2.

Core sphere	Learning station @ Papucei	Core sphere	Learning station @ Papucei	Peripheral Sphere	Learning station @ Papucei
Cutting (I)	Manual Cutting	Lasting (II)	Heat setting	Design	Design
Cutting (II)	Press Cutting	Assembly (I)	Pre-Assembly	Technical Development	Technical Drawing
Cutting (III)	Automatic Cutting	Assembly (II)	Sole Attaching	Production Planning (I)	Production Planning
Stitching (I)	Pre-stitching	Finishing (I)	Finishing	Production Planning (II)	Organizing the manufacturing process
Stitching (II)	Stitching	Finishing (II)	Quality control and packing	Quality Assurance	Quality Assurance
Lasting (I)	Lasting				

Tab. 4 Learning potentials @Papucei plant in Romania

For detailed descriptions of method “Learning Station Analysis” and the findings: Please refer to the respective national reports.



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