Integrating Companies in a Sustainable Apprenticeship System

Project 2017-1-DE02-KA202-004174

Intellectual Output 5

Experience report: Testing of ICSAS materials at Gabor in Germany

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Version: Final

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This project has been funded with support from the European Commission.

Contents

1. Introduction

In contrast to Romania and Portugal, where Work-Based Learning (WBL) is a real innovation in the industrial shoe production sector, dual training has been established in Germany for decades. This is also the case at Gabor's main plant in Rosenheim, where an average of five shoe-production apprentices are hired each year and trained in accordance with the relevant regulations, currently the "Ordinance on Vocational Training for Shoe Producers" („Verordnung über die Berufsausbildung zum Schuhfertiger und zur Schuhfertigerin“, BIBB 2017). Apprentices in shoe production spend around 4,500 hours in the company and 1,000 school hours (i.e. 750 hours, or only around 20 per cent of the training period) at vocational school during the three-year training period.

In the context of the ICSAS project, the training practice was accompanied for a good year to test and evaluate the developed manuals (IO3) and feedback matrices (IO4).

Gabor describes the range of training as follows: "Manual training as a shoe maker is the best basis for a professional career in the shoe industry. You will learn to produce fashionable shoes with the best wearing properties and in high quality. In addition to manual work, this also includes the use of machines and modern CAD technology. The work with the many different materials such as leather, high-tech and lining materials is particularly exciting. In our prototype production, the approximately 250 individual parts are assembled in 140 work steps to form a finished pair of shoes. After quality control and finishing, the shoes are prepared for shipping and sale."

2. Apprenticeship @Gabor

Trainees at Gabor pass through all departments, ideally according to the following internal training plan:

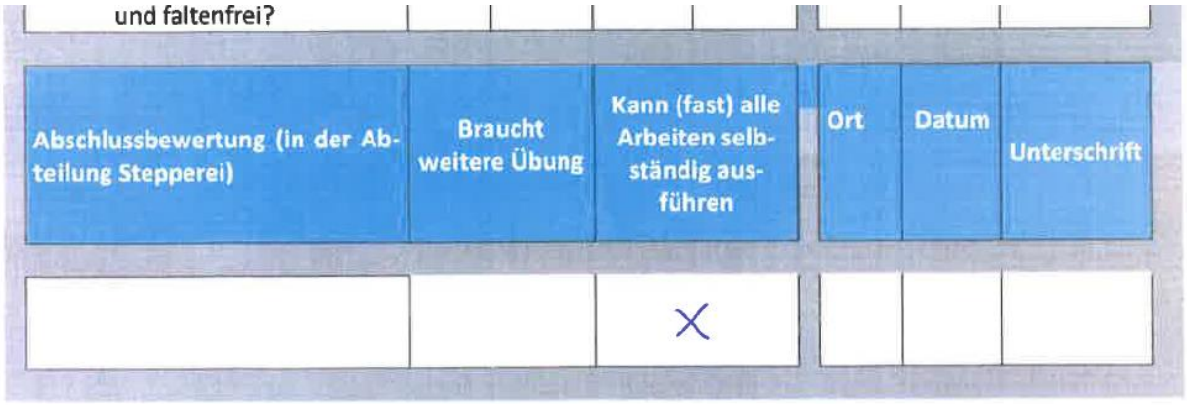
1. Year of training
    - 3 months cutting
    - 3 months stitching
    - 3 months gradation room
    - 3 months lasting
2. Year of training
    - 3 months assembly
    - 3 months finish
    - 3 months upper manufacturing
    - 3 months model department
3. Year of training
    - 3 months technical model department soles
    - 3 months technical model department CAD
    - 3 months - depending on requirements
    - 3 months exam preparation

The practical training follows the approach of internal flexibility, i.e. the outlined training plan is adapted individually as required and the apprentices are deployed where there is still a need to catch up. Particularly noteworthy is the fact that at Gabor in Rosenheim at least one colleague in each department has passed the Ordinance on Trainer Aptitude (AeVO 2009) and that apprentices have the opportunity to visit and get to know the production facilities in Slovakia and/or Portugal for a couple of weeks.

3. Experience report and SWOT

The content and form of the documents to support company trainers, such as the 11 manuals (IO3), are highly valued and are partly used internally for trainers and apprentices. Even though a large portion of the content is of course implicitly known by colleagues, the documents represent a first-time explication.

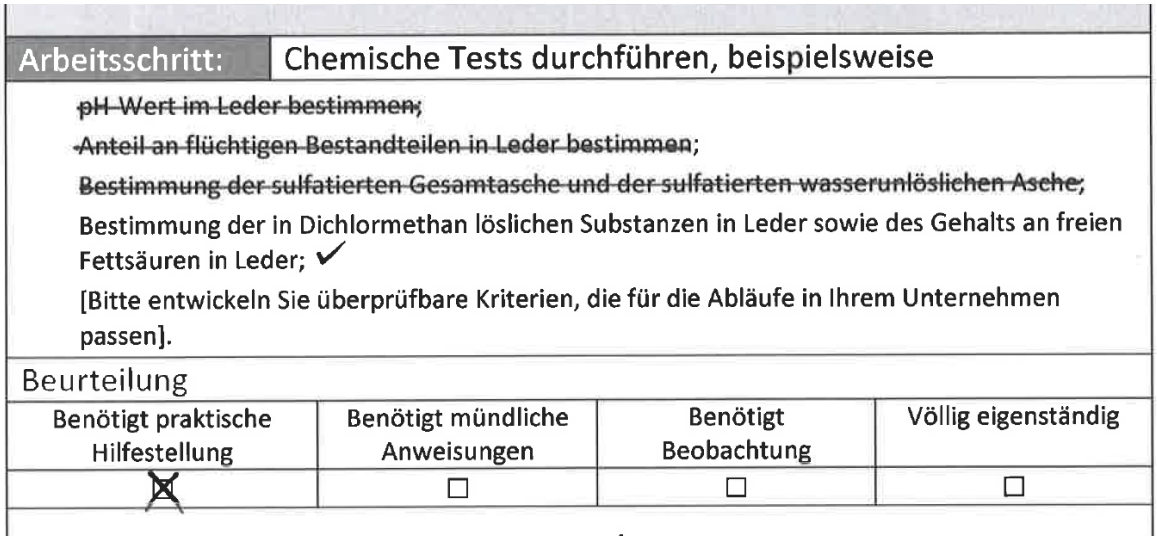
The matrices (IO4) are particularly useful for the production-relevant (core) "spheres of activity". An assessment is less important for the peripheral spheres. In quality assurance/research and development in particular, it could not be assumed that apprentices would be able to perform tasks independently at the end of their stay in the department. This evaluation is also consistent with the assessments that were submitted, Fig. 1 and Fig. 2 document two of these sheets:



und faltenfrei?

Abschlussbewertung (in der Abteilung Stepperei)	Braucht weitere Übung	Kann (fast) alle Arbeiten selbständig ausführen	Ort	Datum	Unterschrift
		X			

Fig. 2: Assessment of an apprentice at the end of the run through the core sphere of activity "Stitching"



Arbeitsschritt:	Chemische Tests durchführen, beispielsweise

~~pH-Wert im Leder bestimmen;~~

~~Anteil an flüchtigen Bestandteilen in Leder bestimmen~~;

~~Bestimmung der sulfatierten Gesamtasche und der sulfatierten wasserunlöslichen Asche;~~

Bestimmung der in Dichlormethan löslichen Substanzen in Leder sowie des Gehalts an freien Fettsäuren in Leder; ✓

[Bitte entwickeln Sie überprüfbare Kriterien, die für die Abläufe in Ihrem Unternehmen passen].

Beurteilung

Benötigt praktische Hilfestellung	Benötigt mündliche Anweisungen	Benötigt Beobachtung	Völlig eigenständig
X	☐	☐	☐

Fig. 1: Assessment of an apprentice at the end of the run through the peripheral sphere of activity quality assurance (already with the newly designed sheet)

These assessments made here in practice can also be seen as a further confirmation of the estimations of the coverage of the spheres of activity of the Sector Qualifications Framework (SQF) by the German occupational profile of the industrial shoe producer (vgl. IO6).

The design of the matrices, on the other hand, was criticised; the original design of the matrices suggested that the degree of independence of an apprentice had to be ticked in all sub-items, which is not intended. In fact, assessment crosses should only be placed in the bolded line of the criteria. This feedback led (among other things) to a redesign of the matrices (cp. IO4).

An added value of the matrices was seen particularly in the possibility of using them for communication after the apprentices' stays abroad.

Another example of apparent good practice is that the formative interviews after an assignment in a department were not only used to review the past, but also to agree on development goals, both professional and social, for the coming months, as shown in Fig. 3 (eating out more often with colleagues):

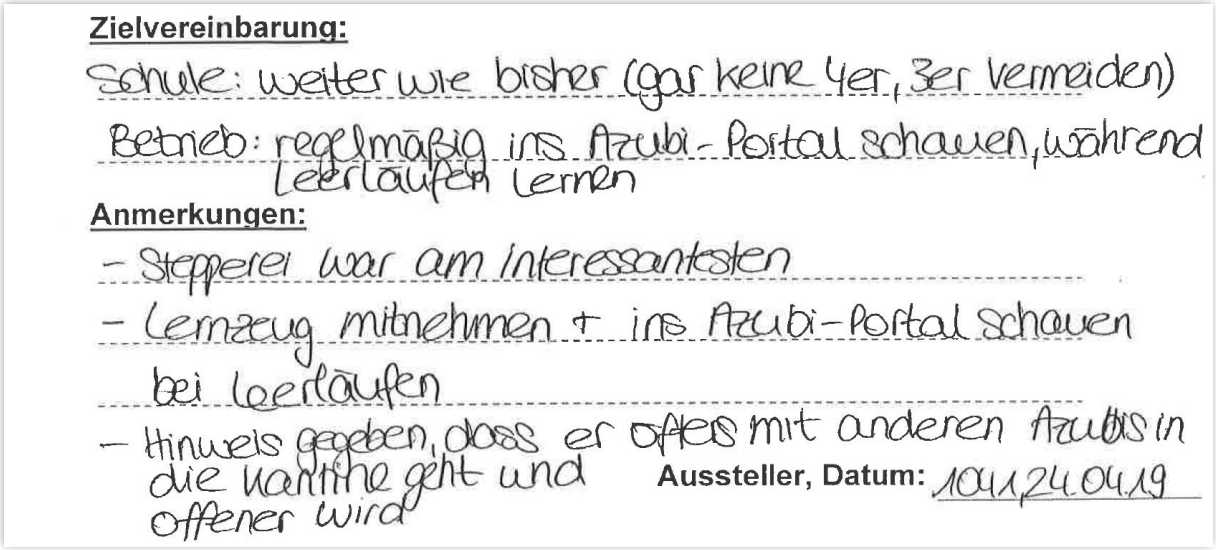


Fig. 3: Development goals from one of the feedback interviews

3.1. SWOT analysis of apprenticeship in Germany and the special features at Gabor

STRENGTH	**WEAKNESSES**
• Vocational principle: qualifications recognised throughout Germany • The dual system as such, it ensures the commitment of companies and provides a good balance between specific and general learning outcomes • The good image of vocational education and training • Participation of many stakeholders • A strong CVET system • Lived internal flexibility of curricula • Trainers in all departments • collegial atmosphere • Possibility of deployment abroad	• Training is organised by the private sector: In times of economic risk, there is a danger that the number of apprentices will be reduced • Cooperation with vocational school can be expanded • Low permeability to academic training (HE) • Many school-leavers do not know that training in this sector is possible
OPPORTUNITIES	**THREATS**
• Improving cooperation with the school • Integration of new requirements/technologies into existing job profiles • Digital media enable new learning environments	• Trend towards academic education • Unclear effects of digitization, risk of scissors opening: More demanding, but also more undemanding jobs • Economic situation: Lloyd in Suhlingen, a shoe producer of comparable size, has just closed down its German site

4. References

AeVO (2009): Ausbildereignungsverordnung.
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5. List of figures