



SHOES MADE IN EU – The European Shoemaker

Erasmus Plus Programme – KA2 Cooperation and Innovation for Good Practices

SHOES MADE IN EU Methodological framework

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Methodological Framework

EXECUTIVE SUMMARY

The aim of this document is to present the methodological framework to be used in the SHOES MADE IN EU project, for the development of the I.O.1 *“The European Shoemaker training course. New Profile, curriculum and relevant training content.”*

The methodological framework serves as a reference to the whole consortium for the following topic

- Understanding the context: background and context of the project
- Defining the scope: aims and objectives of the project and research to be undertaken as well as the target audience.
- General approach: structure and methodology of the I.O.1 (O1.A2 / O1.A3)
- Development of analysis tools for the adaptation and transfer of the professional profile.
- A template for the desktop research that aims to show new trends and external factors affecting the footwear sector, as well as skills needs and mismatches.
- A sample of the questionnaire addressed to SMEs to investigate which type of competences and skills are the most in need. The questionnaire will be revised and assessed by all partners before its release.
- A template to help the development of each partner’s regional report, where all the above mentioned points will converge.

Each of these steps is presented in more detail in this document.

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1 UNDERSTANDING THE CONTEXT

1.1 Project objectives and goals

The project objective is to foster FOOTWEAR VET in the footwear sector and to equip young people with the right skills and competences accountable at EU level in accordance with the EU Quality Framework and European Credit VET system (ECVET).

The aim is to develop a new curriculum of the “Shoemaker” at the level of the engineering and manufacturing process, starting from the experiences of those EU countries that have a long tradition in this industry, both at vocational and business level. To achieve this goal the project will develop the following actions:

- a) Define the new curriculum by sharing the experiences of Poland, Germany and Portugal, enhancing each other;
- b) Introduce training contents according to labour market needs and updated with the most innovative technological tools available
- c) Define a training model that will be recognized at EU level in accordance to ECVET principles and work-based learning practices

The project wants to overcome some particular sectorial challenges:

- Lack of vocational training on certain manufacturing processes, in particular in the Eastern and Central Countries where VET training schools are lacking despite the large number of employees.
- Skills mismatch between the education and business especially technology related competences.
- Lack of collaboration among private and public bodies engaged in the sector.

1.2 Project background

The project has its roots on the need to maintain and reinforce the know-how in the European footwear industry. This is particularly registered in Poland where positions involving manual skills are no popular among young people. (In-depth assessment of the situation of the European footwear sector and prospects for its future development. DG Enterprise&Industry 2012). Despite economic downturn EU counts among its countries the major exporters in footwear. Italy is the second exporter only after China, followed by Belgium, Germany, and The Netherlands. The EU27 countries exportations between 2009 and 2014 have increased by 42% in pairs (The European Footwear Sector Statistics from September 2015). These successful data are reflected also in employment trends especially in Italy, Romania, Portugal, Spain and Poland, countries, despite the decrease in the number of employees in other sectors, the footwear industry has no suffer major employment losses.

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Poland can count two main areas where footwear sector is concentrated: Malopolska and Silesia Region. The report published by DG Enterprise&Industry (2012 In-depth assessment), shows that the two regions have only two training institutions: the Leather Industry Institute (IPS) and the School of Art and Fashion Design in Krakow. Nevertheless, as described in the "In-depth Assessment", a specific training or education centres linked to footwear manufacturing ceased to exist in Silesi.

1.3 Baseline for the identification of the main constraints for the professional profile

The areas of competences where can be registered a major gap is digitization and CAD (Computer aided design in footwear) technologies, biomechanics, are becoming crucial for the footwear sector. Competition in the global market forces companies to detect very specialized market niches that allow them to maintain their competitiveness. Particularly this relates to the knowledge on innovation, styling and design, CAD/CAM technology, globalization and environment.

According to the report "Industria del calzado: Análisis de actuaciones y estrategias 2010-2011" (Footwear Industry: Analysis of actions and strategies 2010-2011) published by INESCOP "Technological Institute for Footwear and Related Industries", 61% of the surveyed footwear companies considered that in the future there will be a lack of specialized workers in the footwear sector, particularly in the closing stage (sewing the upper pieces of footwear).

External factors such as the need to contribute to palliate CO2 emissions and the climate change require footwear companies to consider energy efficiency and the environment in the manufacturing process. Technicians are required to make the best use of resources and expensive materials, and there is clear need of experienced and skilled staff capable to treat the material in a proper way, but also capable to adapt to use new materials.

Therefore the training will be based on a Work-Based Learning (WBL) approach in order to achieve at the end of the training a full preparation and employability of the young people, very close to SMEs' needs. Moreover, the project goal is to experiment and implement a course recognized at EU level, which responds to the EU quality framework, filling the gap in those countries where the training offer is not properly standardized.

As stated in the "WBL in Europe" Report issued by EU Commission in 2013, there is a lack of workplace experience and the related skills and competences is one of the factors contributing to the "skills gap" in the EU today. Work-based learning is a practice well established especially in European continental countries: Germany, France and United Kingdom have incorporated the various types of WBL in their vocational systems since long time.

The project objective is also to provide the necessary suggestions and guidelines on how to integrate the WBL technique, taking into consideration best practices, but also national the VET system, not to import a useless and non-transferable practice. In this sense, a roundtable of VET and business stakeholders will be established

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in IT, PO, PL, and DE in order to facilitate and find the best solution for the integration of the WBL system during the project activities.

2 DEFINING THE SCOPE

Category	Description
I.O. 1 Objectives	<p>The first project phase will start with adaptation and transfer of the existing training in partners' countries where footwear training is considered to have the longer tradition and best practices: P1-P2-P5-P6, will share their experiences in order to achieve a new model that will boost Poland footwear training as well as the European one.</p> <p>This action is foreseen to understand how to adapt the learning structure and outcomes.</p> <p>At the same time an in-depth assessment of SMEs will be carried out in Poland, Portugal, Germany and Italy to detect training gaps taking into account new external factors and needs.</p> <p>The first project phase will produce the basis for the conceptualization of the training path structure. Contents will be developed through partners' experiences and knowledge. Moreover alongside the training contents development, the ECVET principles will be implemented, defining the learning outcomes and credits attributed to each module. The training modules and all the related material will be uploaded in a platform online.</p>
I.O. 1 phases	<ol style="list-style-type: none"> 1. Methodology: to set up a common framework for the whole consortium 2. Adaptation & Transfer: <ol style="list-style-type: none"> 2.1 Analysis and adaptation of the professional profile existing in Poland, Germany, Portugal and Italy 2.2 Innovation in footwear industry: desktop research. 3. SMEs in-depth assessment: survey in all partners countries (except Greece and Belgium) to analyse footwear industry needs in terms of skills and competences 4. Training concept and development of modules: define the learning objectives and outcomes of the course, as well as development of contents. 5. ECVET: to set up a common agreement among partners about the recognition of learning outcomes, following the ECVET methodology and the allocation of credits points for the course that will be developed.
Target	<p>The project is addressed to different target groups:</p> <p>1) AT INSTITUTIONAL LEVEL</p>

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	<p>2) - VET providers and other educational institutions that have or want to deliver training for shoemakers</p> <ul style="list-style-type: none"> - SMEs, Public Institutions and Footwear Associations at national and European level. <p>2) AT BENEFICIARY LEVEL</p> <ul style="list-style-type: none"> - People already enrolled in training courses related to shoemaking or for future ones <p>1) AT ENTITY LEVEL</p> <ul style="list-style-type: none"> ✓ SMEs that will collaborate, answering to the questionnaire elaborated in order to identify the type of skills required by their workforce; ✓ Public Institutions that will participate in the roundtable activities in order to monitor project processes and exploit the potential of the new model, designed to be recognizable by the qualification system at national and European level ✓ VET providers and educational institutions willing to develop a footwear related curriculum. At the end of the project this target will mainly benefit of the project outcomes, not only for the profile but also for the ECVET and WBL tools assessed during the pilot test. <p>2) AT BENEFICIARY LEVEL: students will participate in the pilot test</p>
<p>Assessment quantitative standards</p>	<p>A. <u>VET providers and educational institutions</u></p> <p>(a) In-depth assessment of needs and study of the adaptation of existing training, to complement with the new content developed.</p> <p>(b) Roundtable activities</p> <p>(c) Multiplier events at mid-term and end of the project. Project partners will organize events with 30 to 75 attendees in each partner country, with a total of 300 as possible number foreseen by proposal budget. However partners will commit themselves to reach the highest possible number of participants with the same budget. It is expected that a total of 400 organizations will participate.</p> <p>B. <u>SMEs, Public Institutions and Footwear Associations at National and European level.</u></p> <p>(a) analysis of the skills needed</p> <p>(b) Round table activities</p> <p>A total of 4000 entities in this fields are foreseen</p> <p>C. <u>Students</u></p> <p>The pilot test will train 100 students in total.</p>

I.O.1/A2.1 – Adaptation and transfer

P1-P2-P3-P5-P6-P8 taking into consideration the training material they possess and their respective country situation are asked to fill in the following tables for the definition of the professional profile/s and the description of the training course/s. Each professional profile and training course will be recorded in a separate form. Key words are defined at the footer of the page.

2.1 DESCRIPTION OF PROFESSIONAL QUALIFICATION TEMPLATE

2.1.1 SUMMARY OF THE PROFESSIONAL QUALIFICATION (Brief description)

TITLE OF THE PROFESSIONAL QUALIFICATION¹	
Economic activities that refer to the qualification	
Brief description of the qualification	
List of competences² obtained at the end of the training path	

2.1.2 DETAILED DESCRIPTION OF THE COMPETENCES

(for each of the competences listed above please describe)

Competence n.1: Title.....	
Minimum skills³	Minimum knowledge⁴

¹ **Professional qualification**: defines the standard of knowledge, skills and competences obtained by a person after having undergone a specific training path. Is generally recognized by a competent entity entitled to certify if the standard outcomes were met, through an evaluation or the completion of the training path. The learning and evaluation can take place both through a training course or on the job. (OECD)

² **Competence** is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees. (OECD)

³ A **skill** is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words, the abilities that one possesses. (OECD)

⁴ **Knowledge** is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); it can be more or less formal or systematic. (OECD)

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2.2 DESCRIPTION OF THE TRAINING PATH TEMPLATE

2.2.1 SYNTHETIC DESCRIPTION OF THE TRAINING PATH

TITLE OF THE TRAINING PATH	ground "0", settlement of the level of knowledge
Training objectives ⁵	
Expected outcomes ⁶	
Level of learners addressed	
Admission requirements	
Duration in hours <i>(please specify how many hours are spent "in class" and "on-the-job")</i>	

⁵ **Learning Objectives** are brief and clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.

⁶ **Learning Outcomes** are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. Learning Outcomes identify what the learner will know and be able to do by the end of a course or program – the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a graduate of a course or program.

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2.2.2 ARTICULATION OF THE TRAINING PATH

(copy the table according to the number of unit of competency characterising the training path)

N. of the Unit of competency ⁷	Title of the Unit of competency	Hours (specify if in class or on the job)
1		
	Learning Objective of the unit:	
	Module 1: (insert the title)	Specify how many hours for each single module
	Module 2: (insert the title)	
	Module 3: (insert the title)	
	<i>Add as necessary</i>	

I.O.1/A 2.2 Forthcoming in footwear industry: desktop research

The desktop research has the aim to detect possible developments in the footwear industry at the level of the job market and the economic sector as a whole. Specifically partners are asked to detect possible update in line with the European and National initiatives and understand to what extent technology is used and in which way is going to develop the sector and consequently the skills needed.

P1, P2, P6, P5 and P8 are responsible to develop this desktop research at the level of their country. P4 will provide a brief overview from a European perspective, which will be included in the report introduction.

⁷ A **unit of competency** is the specification of knowledge and skill, and the application of that knowledge and skill to the standard of performance expected in the workplace. A unit of competency is the smallest unit that can be assessed and recognised.

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3.1 Country report template

Profile of the region / country (up to 5 pages) – Desktop research

1. Overall trends in footwear industry (please use the most updated data available)
2. Analyse and comment existing research, if any, about the trends of competences and skills in footwear sector (please highlight, if possible, competences and skills gaps or mismatch)
3. Highlight and present relevant technological developments that can be crucial for SMEs in the coming years

To develop the desktop research you can use: surveys of the labour market, statistical data analysis and study of existing research and publications.

I.O.1/A.3 SMEs In-Depth Assessment

3.2 Questionnaire draft

Topic to be covered through the questionnaire

- a. Identification of the company (size, type of organization, production field and stage)
- b. Description of the employees (numbers, type, level of education, background)
- c. Employment trends in the last 3 years (how many IN/ OUT, for which functions, which qualifications)
- d. Recruitment procedures (job offer advertisement, scouting of student in VET center, spontaneous candidacy etc..)
- e. Presence of trainee or apprentices in the organization (particular way to monitor their performance and ways of retention)
- f. Identification of issues related to skills gaps (lack of qualified personnel and in which field or production stage)
- g. Technological improvement of the production process if any (new machines, new materials, new techniques etc.)

Please remember that the questions should be as direct as possible. The response structure should be “multiple choice”. The person answering the questionnaire should either choose from a list of options or answer Yes, No, Other. If the answer is “other”, provide the possibility to comment. We can have open questions but no more than two. People tend to skip those and if the open questions are compulsory fields, we risk that people will not finish the questionnaire.

Maximum number of questions: between 15 and 18.

See Annex 1 for the draft of the questionnaire.

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3.3 Survey report (up to 3 page)

1. Introduction (How was the survey carried out? How did you approach the respondents? What was the response rate?)
2. Describe the sample of participants
3. Briefly comment the responses, highlighting relevant results

To develop the survey report please analyse the statistical results gathered through the three different surveys collected in your country according to the assessment quantitative standards set at paragraph n. 2.

3.4 Comprehensive report

The Comprehensive report will gather the Country surveys' reports and the results made by each of the partners. P8 will develop an introduction, stating the main characteristics and constraints of the research, as well as final conclusions that will make up the basis for the development of the training plan. The conclusions should underline which knowledge, skills and competences are most in need in the sector.

Training Plan development and ECVET methodology

This part will be further developed after the final definition of the training plan, but the aim is to set the basis for the ECVET methodology and implementation.

ECVET is used in vocational education and training for the assessment, validation, recognition, transfer and accumulation of learning outcomes. With the ECVET methodology, a learner can acquire a qualification by studying and/or learning different units of learning outcomes in different places and learning settings, including non-formal and informal learning.

For the implementation of ECVET methodology in training programmes and in order to allow for the validation, transfer and accumulation of learning outcomes, there are some necessary conditions that have to be met.

Learning outcomes approach: The training course should use the learning outcomes approach, in order to facilitate mutual understanding of qualifications.

Units of learning outcomes: The course should be structured in units of learning outcomes. Each unit is a coherent set of learning outcomes that can be assessed independently, transferred and accumulated towards a qualification. As the proposed training course is short, we propose that it constitutes one single unit of learning outcomes.

Assessment of learning outcomes: A very important part of ECVET is the assessment of the learning outcomes. The quality and validity of the assessment procedure is the basis for building trust and allow the transfer of learning outcomes.

Qualifications: The ECVET methodology is used for acquiring qualifications through a transfer and accumulation process. Therefore the designed training programme should be a meaningful component of qualifications in the countries concerned. A learner that goes through the programme and gets some ECVET points can use the

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ECVET towards a qualification. The implication for our training programme is that it has to be a component of one or more qualifications.

Title of the training programme	
Objectives	[the general objectives of the training course] with emphasis on the impact on the workplace
Qualifications	[qualifications in the countries involved that can potentially recognize the ECVET points of the present programme]
EQF/NQF level	[that depends also on the qualifications that will be identified]
ECVET points	[ecvet points will be calculated after the learning outcomes are defined]
Target groups	
Prerequisites	[entry requirements for the trainees, requirements on language skills, ICT skills and equipment, specific knowledge etc,]
Learning outcomes	<p>At the end of the training programme the learner should be able to:</p> <ul style="list-style-type: none"> ● LO1 ● LO2 ● LO3 ● LO4 <p>[Each learning outcome should be further described in terms of knowledge, skills and competences, using active verbs of Bloom taxonomy, see below.</p> <p>Learning outcomes should be defined according to the length of the course]</p>
Learning units	<p>Learning Unit 0:</p> <p>Learning Unit 1:</p> <p>Learning Unit 2:</p>

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	<p>Learning Unit 3:</p> <p>Learning Unit 4:</p> <p>Learning Unit 5:</p>
Methodology	[specify if the e-learning is synchronous, asynchronous, guided, self learning, blended etc]
Learning material	[list the type of learning resources that you intend to use, e.g. videos, presentations, text files, photographs, audio files, glossary, assignments etc. The learning material should be further described in learning objects]
Assessment	Standardized quiz
Trainers	Details for the identification of the learners
Duration of learning	[estimated time that an average learner needs to complete the training programme]

When developing the syllabus P5 should provide a list of Learning Units, describing the learning objectives and outcomes to be achieved. This will help partners in the development of the contents and the single ECVET table related to each unit.

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ANNEX 1: QUESTIONNAIRE

1. What is the objective of the company activities?

- Production
- Service
- Commercial
- Other – please specify

2. Which is the specialization of your company (type of shoes produced)?

.....
3. If you are a supplier, which type of product do you sell?

.....
4. Please specify the size of your company (number of employees)

- From 1 to 15
- From 15 to 50
- From 50 to 80
- From 80 to 100
- More than 100

5. Please specify in % the rate of men and women employed in your company

- Men%
- Women%

6. Please specify in % the age range of your employees

- Less than 25%
- Between 26 and 35%
- Between 35 and 50%
- Between 50 and 63%
- Over 63%

7. Specify the type of education in % of your employees (here I suggest partners to adapt the definition according to national organization)

- Basic vocational education
- Secondary education
- Post-secondary education
- First level university degree
- Higher

8. How do you usually recruit employee? (you can choose more than option)

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- Online portal/services for job seekers
- Notice on newspaper or dedicated magazine
- Personal network
- Public Employment Services /Career services
- Vocational Schools or training centers
- Spontaneous applications
- Other, please specify

9. Does your company have a apprentice/trainee programme?

- Yes
- No

10. How many apprentice/trainee you have at the moment?

.....

11. Do you need any type of employee at the moment?

- Yes
- No

12. If yes, specify the profile

.....

13. Currently your employees possess the type of skills you need to run your activities?

- Yes
- No

14. If no, which lack of experiences/skills you can register among your employees

.....

15. Which skills do you exactly require to improve your company

- Cutting
- Stitching preparation
- Stitching
- Lasting/assembly
- Finish

16. Is your company introducing, or recently introduced, any type of innovation? (new products, services, new production, R&D, innovative materials etc....)

- Yes
- No

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17. If yes, describe which one

.....

18. Which of the following systems do you think should be improved in your company? (you can choose more than one option)

- Records of designs and models of shoes;
- Supports sets of shoes;
- Possibility to define a recipe for a given pattern (the recipe can be assigned to a specific design and size, or selected dynamically based on sizes);
- Production planning based on ordered sets;
- Receiving and handling orders for sets;
- Calculation of demand for raw at the planned production;
- Tools for simple assembling and dismantling existing sets;
- Reporting the end of the production process (sets coming down from production are scanned and marked as completed);