

**“INITIATIVE CAP Agricole”**  
**PEDAGOGICAL RE-ENGINEERING OF A PROGRAM**  
**INVOLVING THE THREE CORE PARTS OF THE TRAINING**

<b>Main objective</b>	Accompany apprentices towards success at the exam while promoting professional integration or the pursuit of studies.
<b>Desired outcomes</b>	<ul style="list-style-type: none"><li>* Reaffirm the programme attractiveness for professionals and companies by reinforcing its professional dimension,</li><li>* Foster apprentices’ success in their social and professional integration,</li><li>* Consolidate fundamental learning and develop new skills.</li></ul>
<b>Target groups</b>	<ul style="list-style-type: none"><li>* Apprentices (youngsters between 16 and 25 years often with school failure)</li><li>* Professional and companies</li><li>* Teachers at the VET-centre</li></ul>
<b>Persons involved</b>	<ul style="list-style-type: none"><li>* A project group with: The VET-unit director Teachers in professional topics Teachers in general topics Pedagogical coordinator</li><li>* Other internal youth coaching staff (librarian, senior education advisor, social worker,..)</li><li>* Apprentices following the program</li><li>* Companies</li></ul>
<b>Targeted improvements</b>	<ul style="list-style-type: none"><li>* Adapt the teaching to the needs of the profession</li><li>* Better take into account the acquired skills in the company</li><li>* Better take in account the social/behaviour dimensions in the training</li><li>* Make teachers accompany each apprentice’s professional project</li><li>* Make apprentices more autonomous in their learning process</li></ul>
<b>Deliverable</b>	A new 2 years training program New tools and new pedagogical moments in the program

## **The story**

The initiative was launched following the CAPA diploma renovation in France. The objective of the direction was to take the opportunity of the reform, to better insure the professionalization of the apprentices, taking also in account the social/behavioral aspects of this integration (as the public concerned by the CAPA is in its large majority youngsters having previously failed at school).

### *A project group*

For re-engineering the all program, a project group has been set up, which associated the different kinds of internal staff working as well on the professional as the social area. The mission given to the project group in framing the program was to:

- build transversal pedagogical progressions between general and professional topics.
- make the apprentices work more on concrete projects by exploiting the resources of the centre.
- take advantage of the mix of audiences (apprentices supported by more experienced learners in the field, projects with apprentices on higher level programs).
- take into account what has been learned in the company to develop the training plan and the pedagogical project.
- involve the tutors in the preparation the learning at work place and the educational projects.

### *Involving the three core actors of the path*

To fulfill the mission, the project team:

- distributed a questionnaire for trainers to learn about their expectations, ideas and impressions of the CAPA-reform.
- conducted interviews with future CAPA students to know their expectations on the training and with the CAPA 2<sup>nd</sup> year students to make a review of their training.

In order to better take in account learning at the workplace, the trainers (in pairs consisting of a technician and a general trainer) conducted interviews with professionals in private and public companies. The goal was to identify, list and understand the expectations and requirements of professionals hosting CAPA apprentices in first and second year but also to roll out the calendar of activities carried out in companies over two years.

### *The deliverables*

The synthesis of all this work helped to build a 2 years training plan. The new elements of the program are:

- a week of integration fostering links between apprentices, the teachers the centre and its local environment
- multidisciplinary times , to create the links between different teachers
- *a shuttle form and feedback times on experience at the work place (RETEX)*, to promote interaction between the centre and the hosting company and enable the exploitation of apprentice's experience in the company.
- Exchanges between apprentices of different levels.

## **In conclusion**

By deciding to involve the three core actors of apprenticeship (teachers, companies and apprentices) in re-engineering the CAPA-program,

- the training became more professional than in previous years by taking into account the experiences at the work place and by the use of a more technical vocabulary.
- the participation and involvement of the apprentices in their learning has become more active.
- the centre has launched a dynamic of interaction with local companies even if the communication still is fragile with some of them.