THE FRENCH CASE

THE CONTEXT IN FRANCE

The apprenticeship system

The apprenticeship is **a fixed-term work contract**

The **French regions together with the professional branches** define and implement the regional policies on apprenticeship and vocational training

Apprenticeship programs are grounded on the main social and economic development issues of the different regions and **focus on the business needs regarding employment and vocational competences**

HOW TO REENGINEER THE CAAP-PROCESSIN THIS CASE?

The CAAP-process

The CAAP-process aims at fostering the success of the apprentices **in their social and professional integration**

It focuses on **the needs of the sectors** in terms of workforce and competences when creating programs and **the needs of the individual companies** in terms of **what to prepare apprentices to do at the workplace**

THE STRATEGY
Improving the accompaniment of the alternation school - company

The reengineering process

starts by focusing on

EDUCATION & TRAINING AT SCHOOL AND TRAINING AT THE WORK PLACE

passes through sustaining:
- the mutual knowledge of the learning programs (in terms of competences and contents)
- the development of the apprentices' autonomy
- the progressive involvement of company tutors in the learning/assessment process.

and relies on existing procedures and tools according to a new approach

The new approach and red line

DEVELOPING THE APPRENTICES' AUTONOMY

- Developing the apprentices' capabilities by reinforcing the use of professionnal technical vocabulary in their apprentices' activities >>> **Case 9 & Case 6**
- Developing pedagogical and assessment methods that enable the quality of exchange between apprentices and professionals (tutors and teachers) >>> **Case 9**
- Developing pedagogical methods and tools to better accompany the apprentices' progress assessment >>> **Case 9**

From a "company binding" to an "apprentice focused" interaction process

THE IMPACTS

Direct & short term impacts

Apprentices
Progressive and educational empowerment

Vet-unit staff
In their capacity to identify and matching apprentices with company needs, and to create necessary and effective accompaniment for apprentices

Direct & long term impacts

Companies
Enabling them to a more aware and proactive role in the learning and assessment process of the apprenticeship program