

THE CONTEXT IN ITALY

The apprenticeship system

Apprenticeship is **an instrument for managing the transition between school and work.**

The apprentice contract is **a work contract providing apprentices with vocational training in the framework of an employment relationship**

Regions have an important role regarding the training aspects of the contracts

HOW TO REENGINEER THE CAAP-PROCESS IN THIS CASE?

The CAAP-process

The CAAP-process is much focused on **the apprentices' needs and individual expectations** regarding their employment perspectives

It is **weakly supported by external actors**

THE STRATEGY

Motivating all categories of external actors

The reengineering process

starts by focusing on **CREATION**

passes through sustaining:

- A better knowledge (by the VET Tutors/Coordinators and Company Tutors) of the practical experience made by the apprentices "on the spot"
- The progressive involvement of company tutors in the learning/assessment process
- The progressive crossing of perspectives also with other actors of the process (families, program managing authorities...)

and relies on existing procedures and tools according to

The new approach and red line

IMPROVING THE VET UNIT INTERACTION WITH ALL EXTERNAL ACTORS

- Enabling tutors to better express their social and emotive experience during the learning and assessment process >>> **Case 7 / Tool 8**
- Developing pedagogical and assessment methods that enable the quality of exchange between apprentices, tutors & teachers >>> **Case 7**
- Developing information tools/methods making families & companies aware on apprenticeship's focus on professional achievements and employment perspectives >>> **Case 5**
- Developing participative interaction methods from creation to training that enable companies and also all other concerned actors concerned >>> **Case 3/ Tool 3**

From an "apprentice aimed" to a "company and other external actors focused" interaction process

THE ITALIAN CASE

THE IMPACTS

Direct & short term impacts

Company tutors

In their more proactive role and effective contribution to the learning process development and assessment

VET units staff

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

Apprentices

In their capacity to be more proactive and aware on their learning process progress

Direct and long term impacts

Companies

Enabling them to have a more aware and proactive role in the learning and assessment process and in the creation of new programs