

THE CONTEXT IN SWEDEN

The apprenticeship system

Apprenticeship is a part of the national education and training system.

It is proposed as **a pedagogical alternative** to the traditional technical and vocational training. The apprenticeship contract is **a training contract**.

The apprenticeship units are attached to the high schools.

HOW TO REENGINEER THE CAAP-PROCESS IN THIS CASE?

The CAAP-process

The CAAP-process is **a pedagogical project** piloted as an internal matter for the education system.

It focuses on **the students' needs** and sets **great demands on hosting companies**.

THE STRATEGY

Enabling the VET unit to become the other key actors' voice

The reengineering process

starts by focusing on **ORIENTATION**

passes through sustaining:

- better understanding of companies contexts & needs
- more exchanges and more meaningful meetings between the three core parts of the learning path
- improvement of the tripartite perspective all along the path and especially in the professional assessment of competencies
- progressive involvement of tutors in the learning /assessment proces

and relies on existing and well experimented learning assessment tools according to a new approach

The new approach and its red thread

DEVELOPING COMMUNICATION AMONG THE THREE CORE ACTORS

- Developing/improving methods to present apprenticeship and programs focusing on occupations >>> **Case 4 / Tools 4 & 5 T**
- Developing methods enabling the VET unit to proactively interact and mobilise companies >>> **Case 1 / Tool 1 & Tool 6**
- Developing methods to make the tutor better understand his role in the apprentice's learning process >>> **Case 10 / Tool 9**
- Making the learning process tangible for the tutor and the teacher
- Improving the trainer's knowledge of work place/company
- Improving the tutor's understanding of the skills to be acquired
- Taking into account the social/emotional element expressed by the apprentice in learning/professional assessment
- Making the apprentice be a more proactive actor of the learning process and of its assessment >>> **Case 8 / Tool 7**

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

THE SWEDISH 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 & 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