

International VET Campus 2021

GENCAT

mobilitatfp

The Swedish apprenticeship system & learning mobility

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BUILDING A STRONGER WEST SWEDEN TOGETHER

EST. 1661

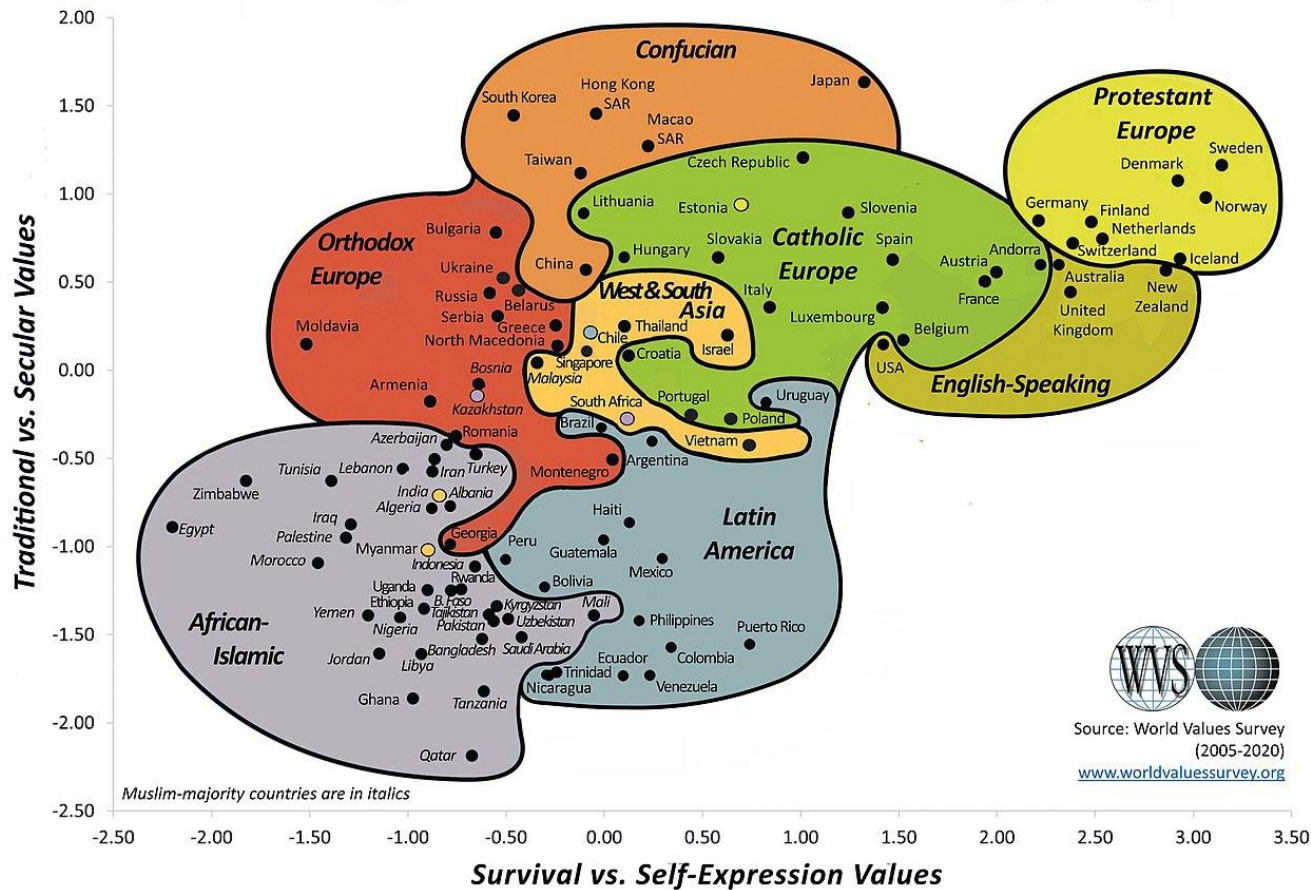


INFRASTRUCTURE • CITY DEVELOPMENT
TALENT ACQUISITION

WE SUPPORT THE BUSINESS SECTOR

INTERNATIONAL TRADE • NETWORKING AND TRAINING • BUSINESS LAW •
MEETING POINT

The Inglehart-Welzel World Cultural Map (2020)



Source: World Values Survey
(2005-2020)

www.worldvaluessurvey.org



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West Sweden and Gothenburg

"Home of the multinational industry", 1,8 million people.... 18% of Sweden's GDP....
Manufacturing region of Sweden.... Port of Scandinavia

Automotive industry – Aerospace – Engineering
LeanNova, Tooltech, GKN, Fazer Bröd, Petainer



Petro chemistry – Plastic/composite – Shipboard
Tourism
Preenraff, Borealis, Elitkomposit, Gullmarsstrand

UDDEVALLA

TROLLHÄTTAN

STOCKHOLM

Food – Furniture – Engineering – Sheet Metal
Cejn, Dafgårds, Kinnarps, Källbergs, Rotage



Digital trade/E-commerce – Logistics – Fashion – Textile – Design
Ardagh, Tranemo Workwear, Eton, Svebab



GÖTEBORG

BORÅS

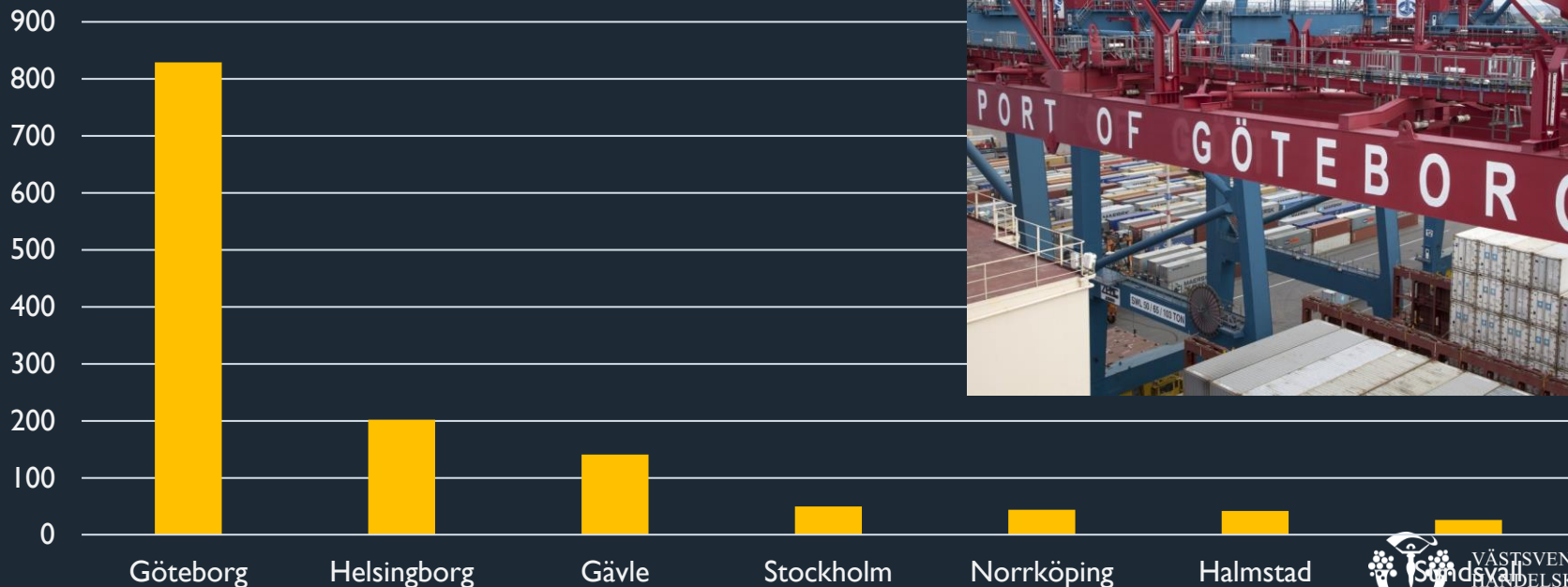
Automotive industry – Life Science – Shipping/Maritime – Trading – Creative industries
AB Volvo, Volvo Cars, SKF, Stena, Astra Zeneca, Vitrolife, Arcam, Nüdie, Forsman & Bodenfors, Ghost



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Port of Gothenburg – hub for Swedish exports

Containers (1000-units)



Yearly CEO-survey: "Greatest challenge in my work"



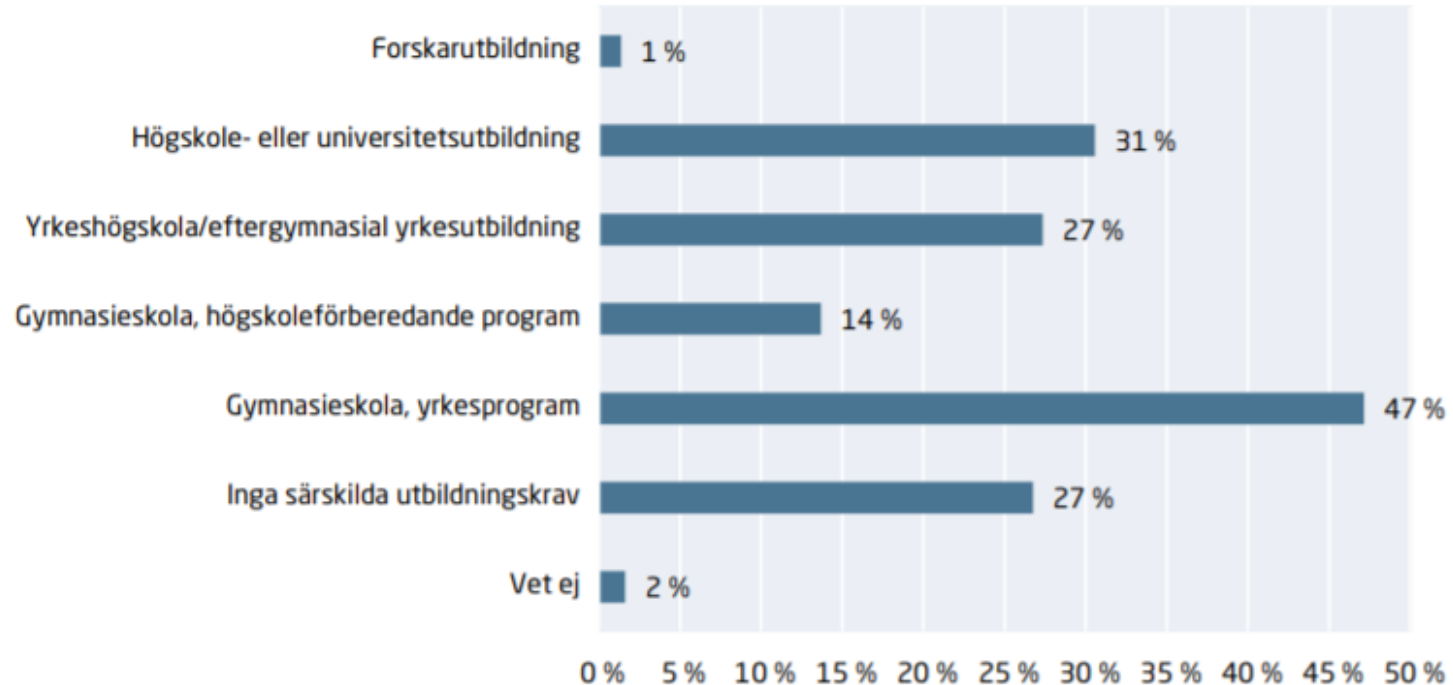
80%

**Attract and keep
competent co-workers**



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Diagram 6. Vilken eller vilka utbildningsnivåer ville ni att de medarbetare ni sökte skulle uppfylla?

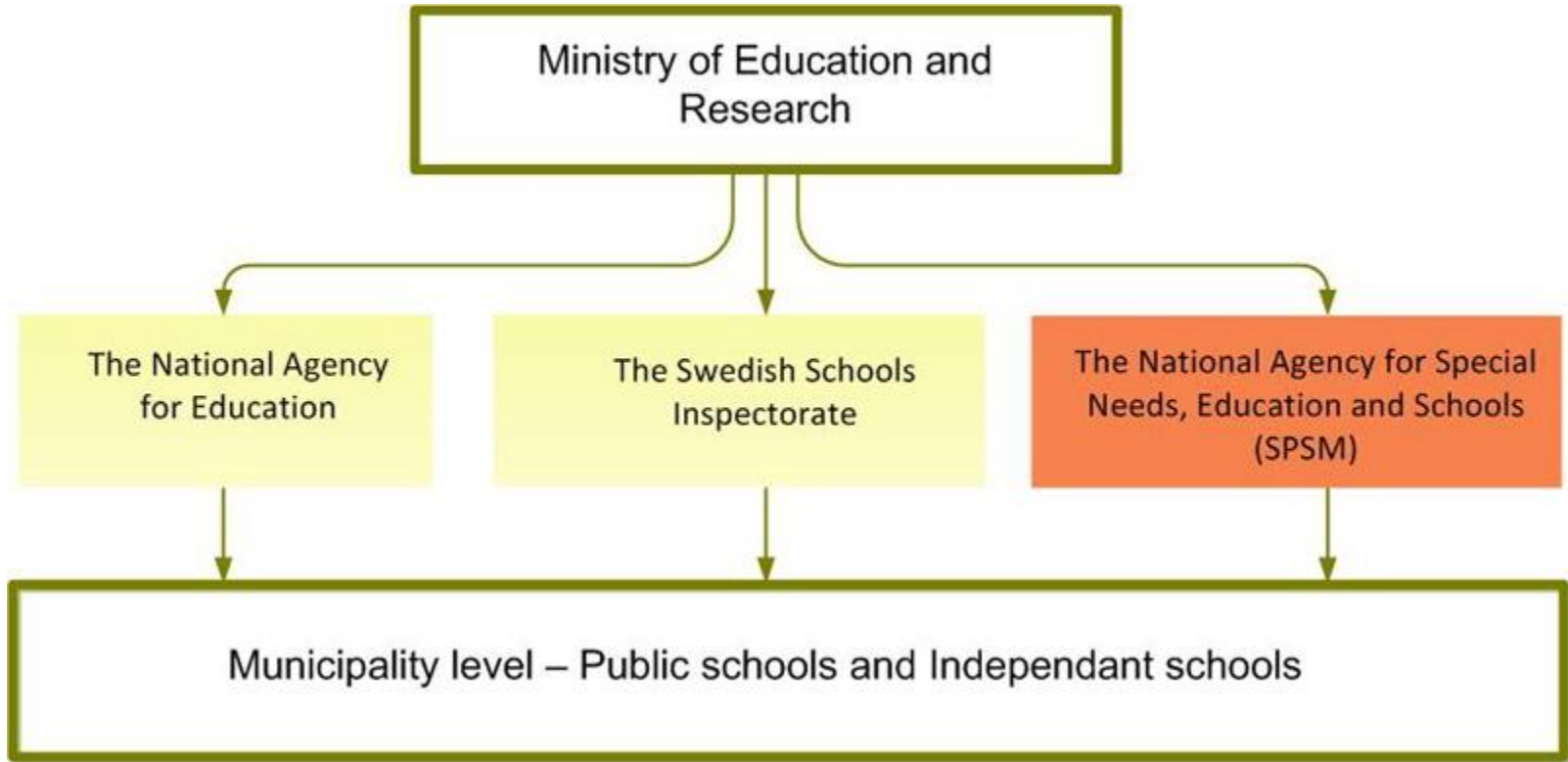


SVENSK GYMNASIELÄRLING



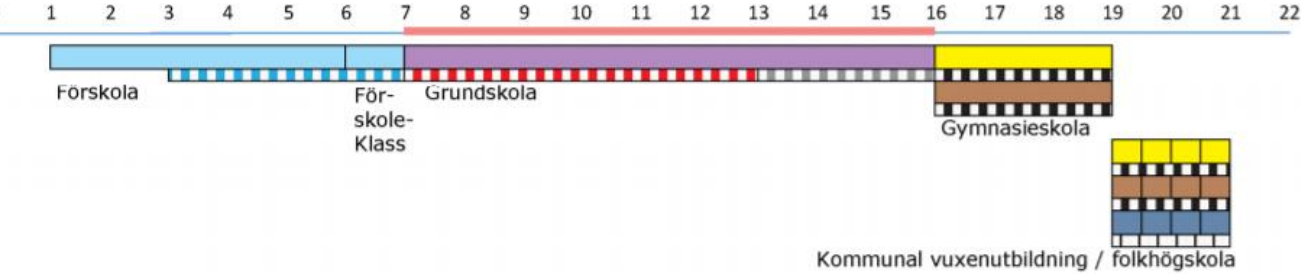
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The Swedish education system

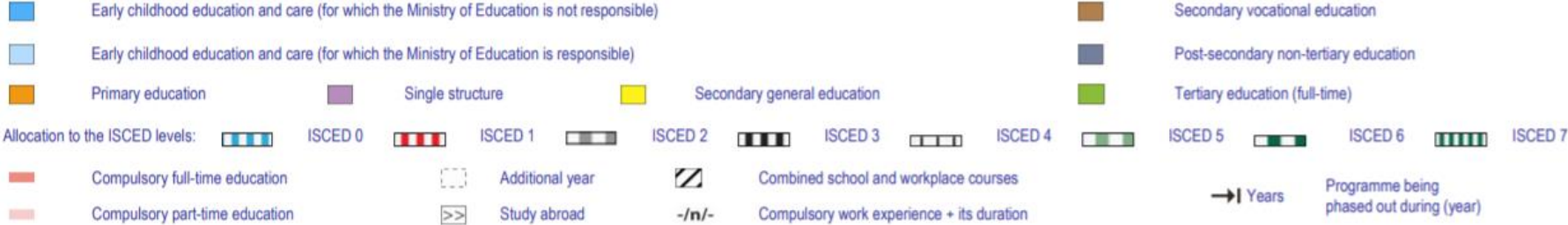
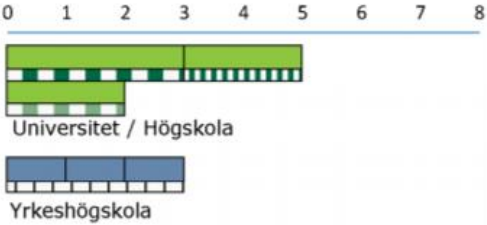


Sweden

Age of students



Programme duration (years)



Students in upper secondary education



300 000



200 000



100 000



15 000



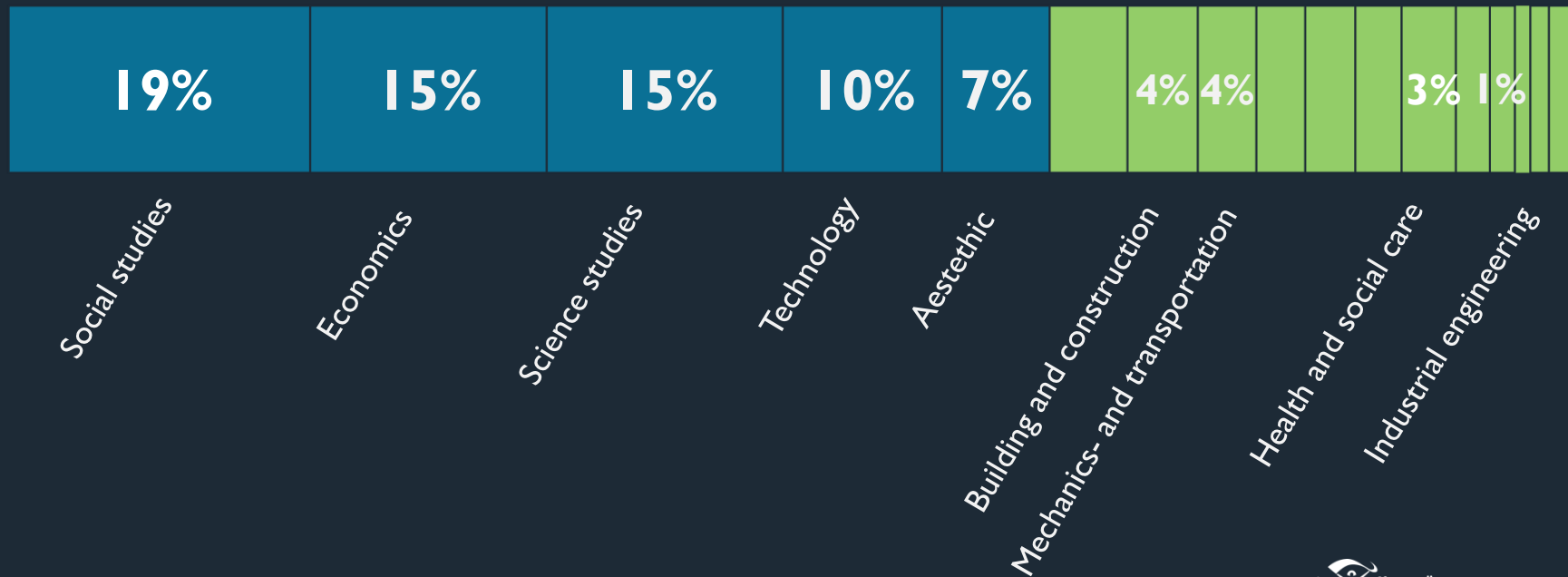
370



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Students in upper secondary education

National programs



History

- No apprenticeship tradition in Sweden
- Trial periods in the 80's, 90's and finally 2008-2011
- Incorporated in current reform *GY11*



Upper secondary level apprentice

- More than 50 percent must be work-based-learning
- A student can become an apprentice the first, second or third year
- Training contract
 - what courses is to be completed at the workplace?
 - how to split costs if damages should happen
 - contract period
 - responsible teacher/educator and supervisor
- State grant to participating workplaces



Why apprenticeships?

- Meets the students needs and wishes
- Good pedagogical model, beneficial for many students
- WBL is a great learning-environment
- Counteract youth-unemployment
- Facilitates the supply of skills for the business sector
- 87% are in employment one year after examination



Challenges

- Limited awareness and low attractiveness of the dual system
- Differences between school-based VET and apprenticeships is not clear to employers, students or parents
- The design and responsibility for the system



Best practice

- One principal for all apprentices
- Cohesive apprenticeship classes
- Apprenticeship coordinators
- Frequent follow-up from the teacher
- Training supervisors



Apprenticeship coordinator

Recruiting companies/ apprenticeships placements

Administering the grant to employers and training contracts

Workwear

Student compensation

Supervisor training

Counseling in labor law

Arranges special educations

Supports VET-educator/ Teacher

Marketing

Introducing new teachers

Program councils

Study visits



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The teachers role

- Visit and observe the apprentice during WBL
- Tripartie discussions – teacher, student and supervisor
- Frequent exchange with supervisor
- Translate curriculum to understandable tasks
- Document – make use of digital aid!



What is it that you need to do, to
learn what you should know?



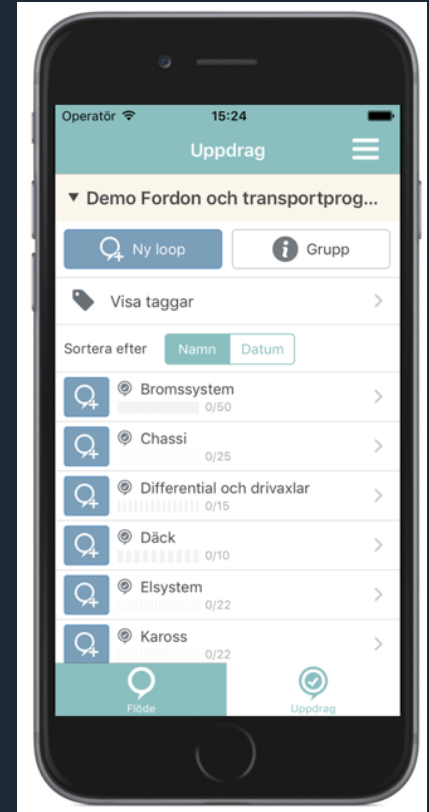
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- Teacher and supervisor together
- Common language
- Balance between school and workplace



Purpose

1. Direct communication
2. Transparent documentation
3. Makes learning development visible to student
4. New common language between school and workplace



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Mobility of learners

Why?

Increase attractiveness of VET

Strengthened European relations

Enrich youths

Challenges?

Different regulations and legislations



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Upcoming project

Objective:

Outline and map the different systems, to increase the understanding of the procedures and regulations, to draw up needed templates in regards to international apprenticeships and to gather all information onto a transparent and easily accessible platform.



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