



CASE STUDY SUMMARY: SWEDEN

Number	SUMMARY	SECTOR
CS 1	<p>CS1: Vetlanda Learning Centre: this is a municipal adult education meeting place which also offers vocational training in catering. It concerns an individual, needing to complement her vocational qualifications in order to obtain full-time employment but who also has long term goals (going to university). The CS elaborates on the stages this candidate goes through, and on each actor's points of view. It highlights the importance of a careers guidance adviser in defining the candidate's goals and in working in full collaboration with the teachers/ assessors, and the teachers/ assessors' willingness to consider each case individually, and in finding flexible ways of assessing this person's competences while complementing her training.</p>	VET Xref to 3 rd sector/AE
CS2	<p>CS2 relates to an employer led process of auditing competences of staff in the foundry and casting industry, with the full collaboration of the Trade Union involved; or rather, as is highlighted, it is about finding out the employees' "missing competences" or "hidden gaps" through a structured process carried out independently from the employers themselves by the industry Foundation. The evaluation is carried out against standards developed by industry's experts. The aims, from the employer's point of view, are to check employees' competences, increase their efficiency through competence development plans, and use the process as a quality assurance mechanism, a recruitment tool as well as a means for reward (salary increase). The approach described is becoming a model for other industries.</p>	WBL
CS3	<p>CS3 Municipality Örebro- competence development : The CS is about the competence mapping of a group of administrators at the Municipality of Örebro, as part of a reorganisation within the Municipality. The exercise aimed to raise the level of competence among administrative staff and to increase the quality of public services. The competence validation also aimed to enable accreditation towards HE courses, or/ and for the staff to retain their posts. The CS describes a successful and very well thought out partnership between the Municipality' and its newly</p>	WBL cross ref to HE

	<p>created learning Centre “the City Academy”, which includes a careers guidance and validation centre, the Örebro University and all the educational institutions in the city.</p> <p>The CS also explains the way in which the process of guidance and validation took place, focusing on the actors involved from the City Academy and the University, and on the methodology they developed. This includes what was called E-government, an added custom-made educational programme offered to the administrators concerned. Altogether the CS demonstrate what can be achieved in terms of competence recognition and accreditation when there is a well planned strategy to engage in staff development and in collaborative initiatives at local or regional level.</p>	
CS4	<p>CS4 Validus II: TU occupational knowledge: This case study describes the processes and results from a validation project, initiated and financed by the Swedish authority for validation (2004 to 2007).</p> <p>It describes a collaborative project concerning validation of trade union occupational knowledge acquired through work-based learning”, between Linköping University, Lund University and a national trade union of Civil Servants, the validation taking place at Linköping University. Its purpose was to develop a general model with flexible solutions for validating knowledge acquired at work, in order for that knowledge and competences to be accredited toward higher education studies.</p> <p>It describes how models were developed and tested, the methodology used, with a focus on self-reflection. It highlights the role of the advisers/tutors (authors of the report), and the importance of personal interaction in trust building between candidates and the tutors. The CS provides interesting evaluative comments as to the success of the process, and raises questions about tutors’ understanding of other cultures’ conception of knowledge, such a s the meeting of the world of work and HE, and the impact validation has, even when partial, on the individual concerned.</p>	WBL cross ref to 3 rd Sector/HE