

Innovative Apprenticeships: Promoting Successful School-to-Work Transitions – the Example of Switzerland

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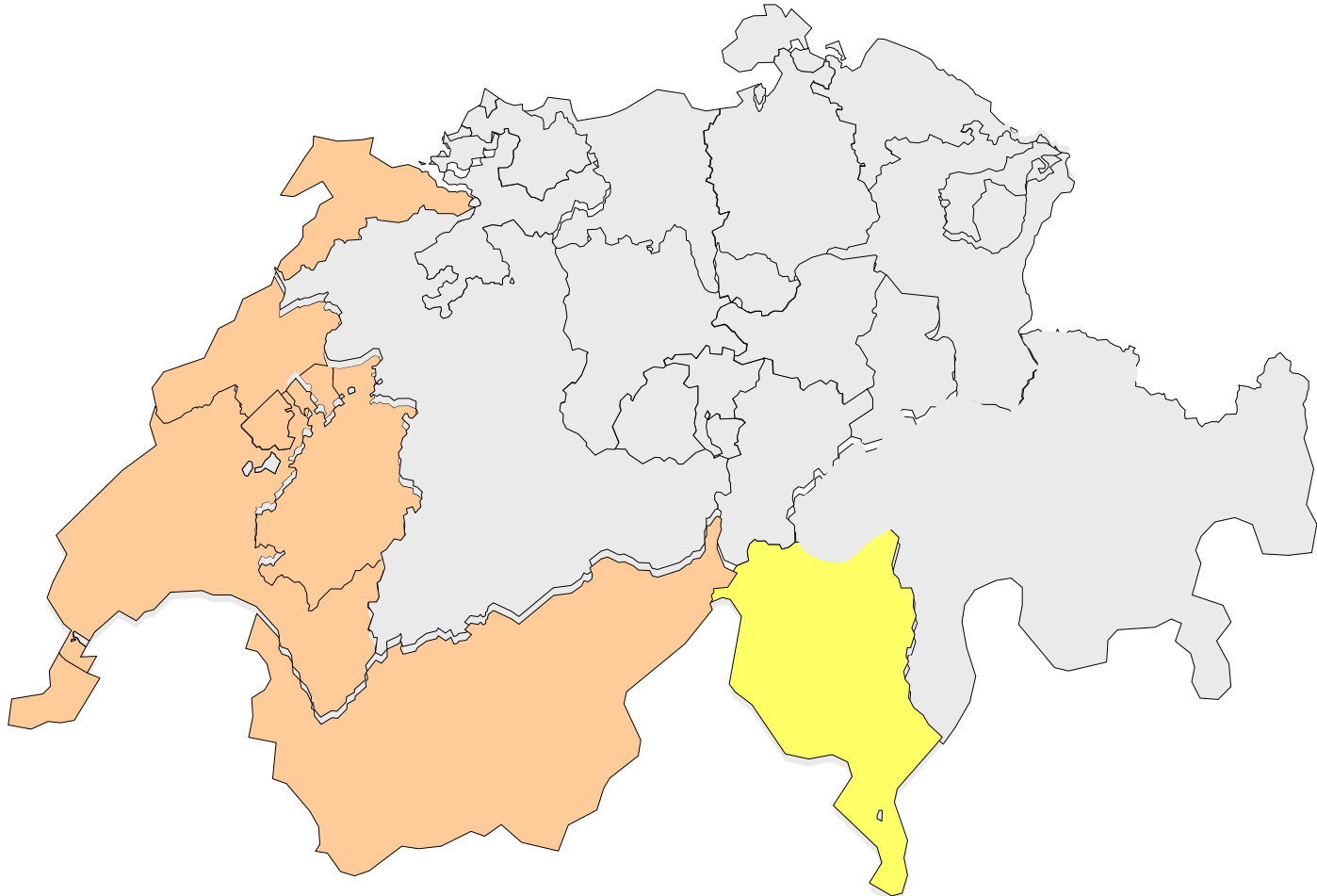
Swiss Federal Institute of Vocational Education and Training SFIVET

General Goals of VET

- Create learning environments for students to build up the competencies for successful integration into the labour market and for life-long learning
 - Occupation-specific goals to meet the qualification demands of the labour market
 - General education goals (academic, personal and social skills)
- Young people have to manage two important points of transition to work in a market-driven, apprenticeship-oriented system

Switzerland

- Population: 7.5 Mio residents (20% residents without Swiss nationality)
- 3 linguistic regions (75% German, 25% French, 5% Italian)
- **200'000 students in VET at upper secondary level**



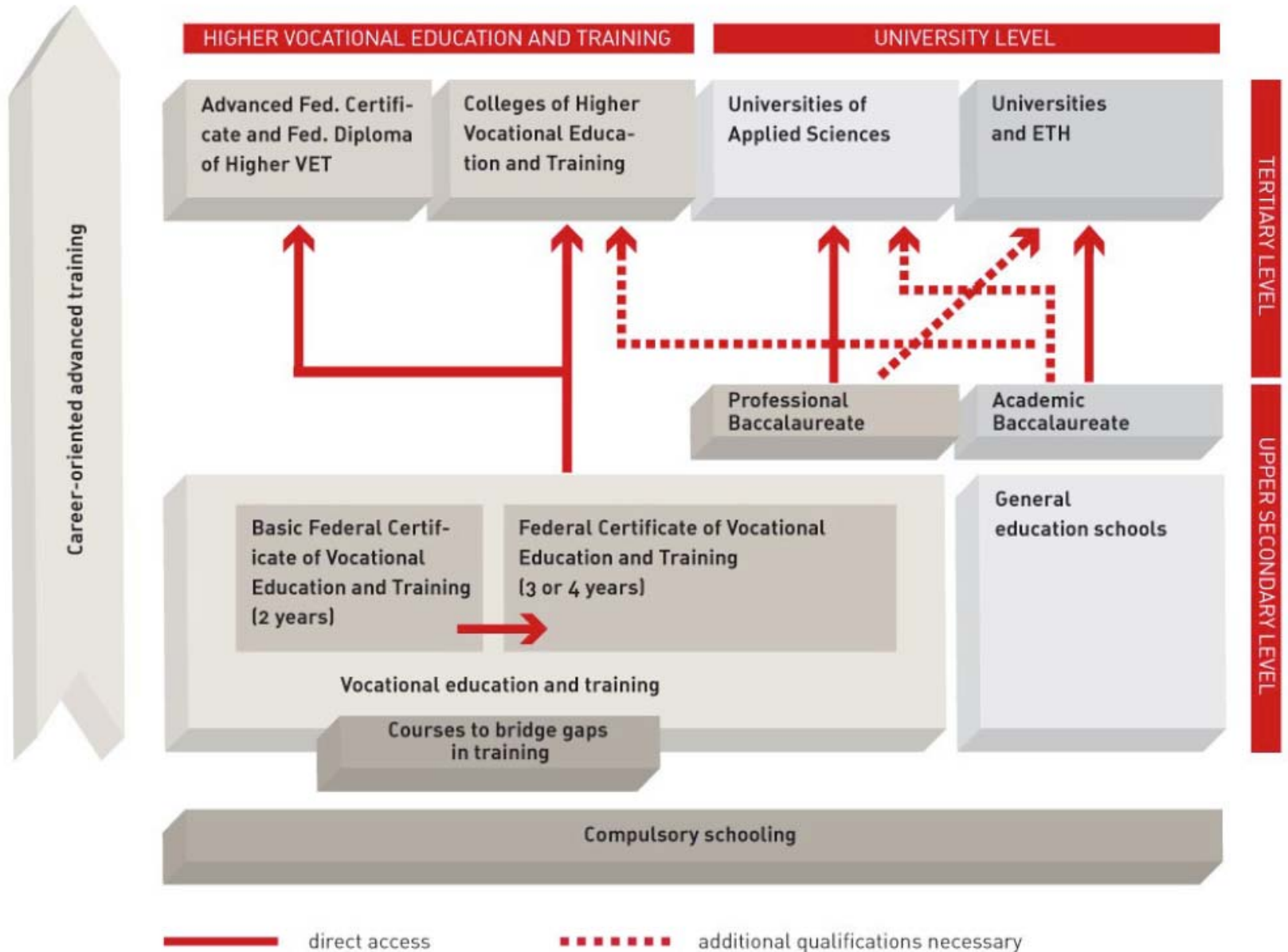
Vocational Education and Training (VET) in Switzerland

- Most popular form of education and training at upper secondary level
Two thirds of all youths of a cohort choose a VET programme
- **Over 250 careers**, with national regulations (ordinances) specifying the curricula and qualification procedures
- Mostly **school-based and work-based** (apprenticeship, dual system)
VET takes place in companies, vocational schools and industry courses
 - 60-80% work-based, 20-40% school-based
 - in school: 50% vocational and 50% general subject matters
- Option to enroll in a programme leading to the **Vocational Baccalaureate** (extended academic requirements)

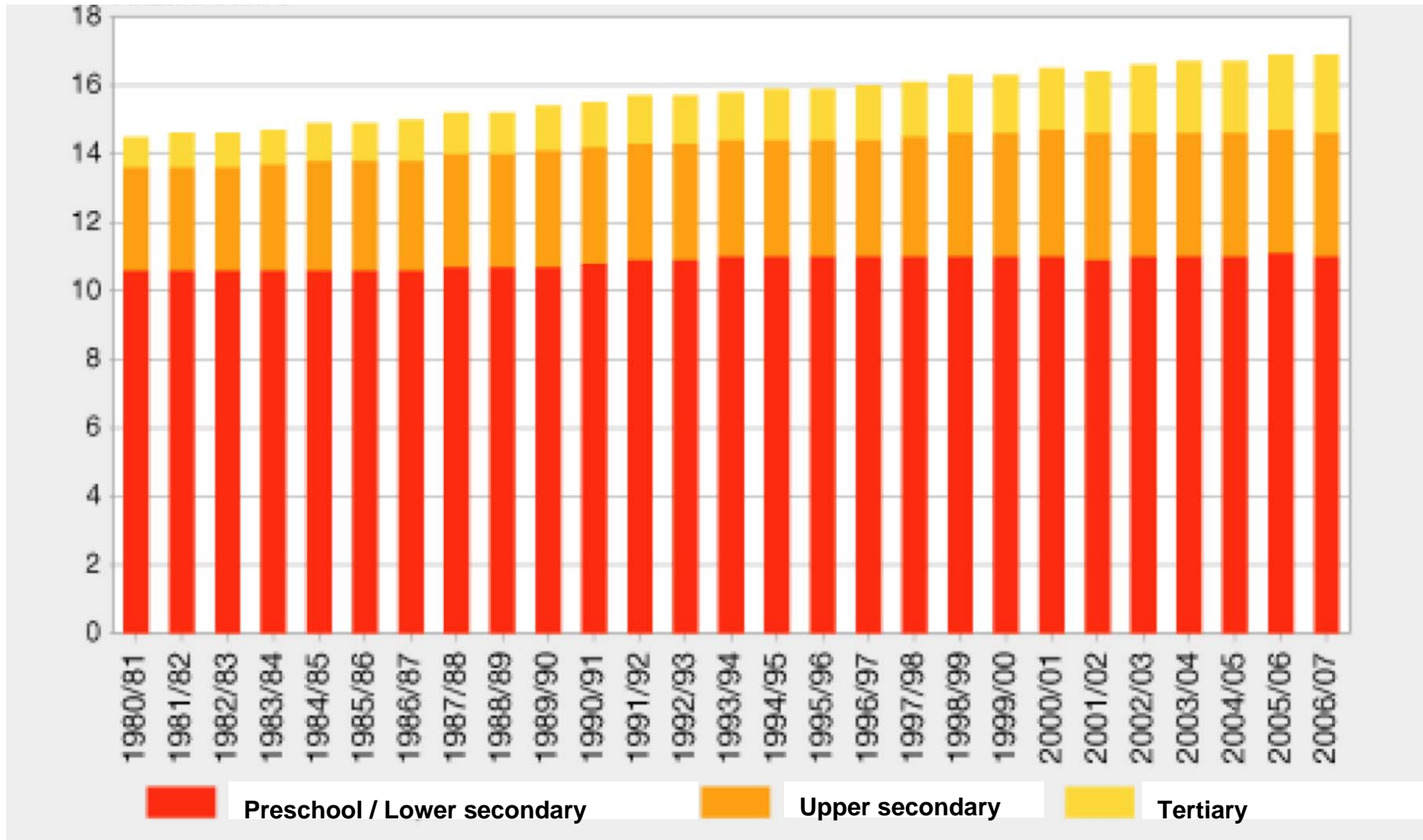
Professional Education and Training (PET)

- PET may follow basic VET training: approx. 30'000 PET qualifications per year
- Programmes at **tertiary B level** for specific qualifications (managerial and specialised positions) combining practical skills with theoretical expertise
 - 400 federal PET examinations (PET Diploma and PET Advanced Diploma)
 - 400 PET college degree programmes (full time or part-time)
- Access to **tertiary A level** for holders of a **Vocational Baccalaureate**
 - at Universities of Applied Sciences UAS (directly)
 - at Universities and Federal Institutes of Technology (University Aptitude Test)

The Swiss VET/PET System



Years of Education at Different Education Levels, 1980 to 2007



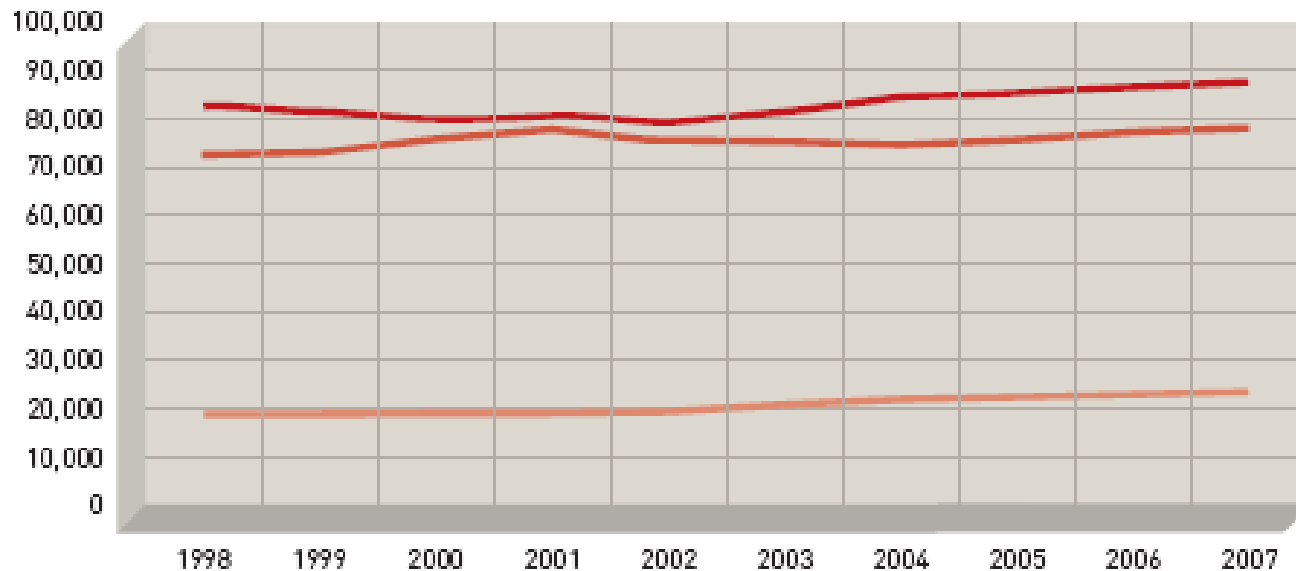
Ausbildungs- und Erwerbssituation 1-6 Jahre nach Entlassung aus der Schulpflicht



Quelle: Bertschy, Böni, Meyer 2007

Evolution of Entries in Upper Secondary Level (1998 to 2007)

Students entering upper-secondary level

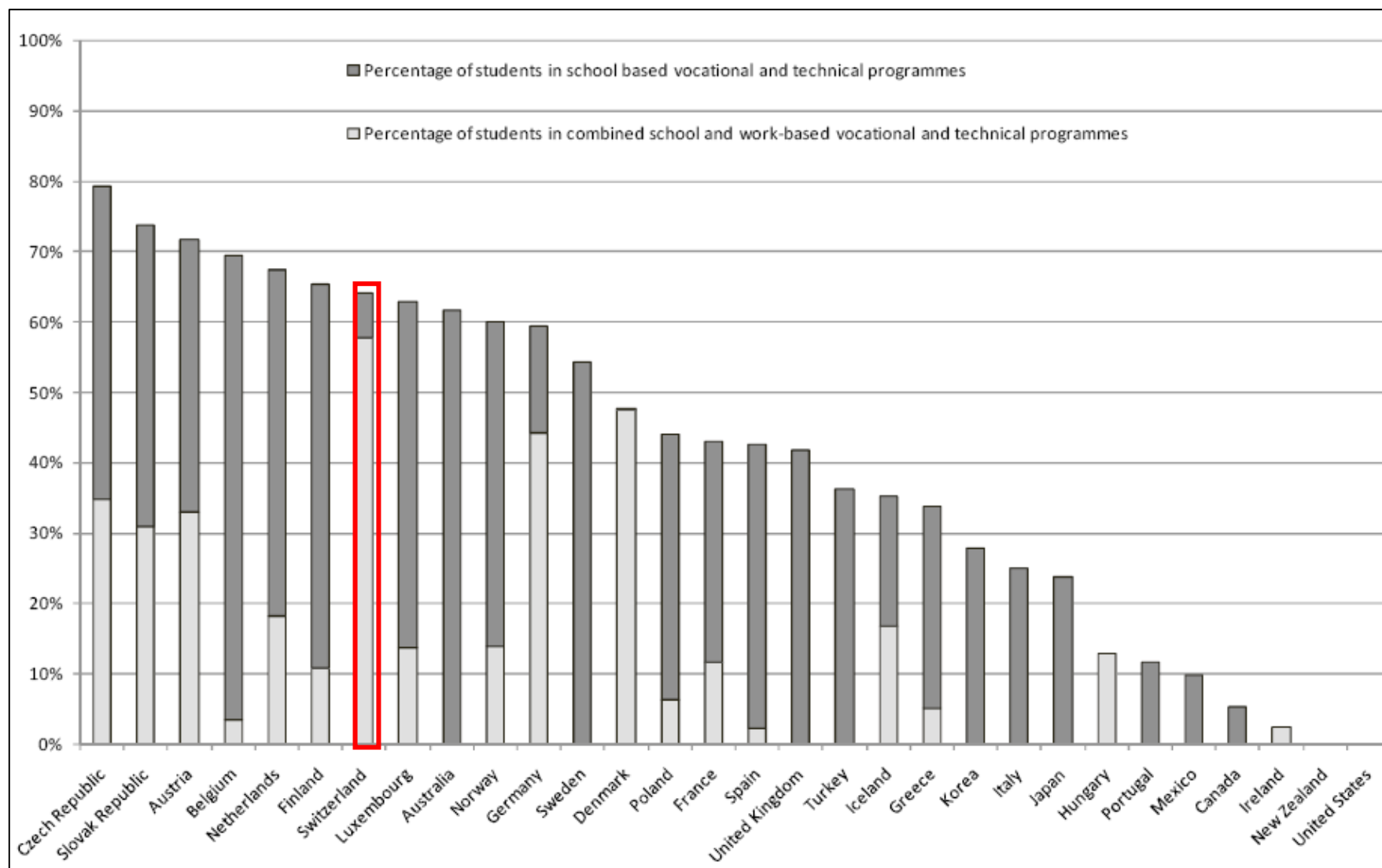


Lower-secondary
school students
Selective school
students
Vocational school
students*

Lower-secondary school students	82,300	80,700	80,000	80,400	79,800	81,800	84,300	85,700	87,000	88,300
Selective school students	19,200	19,200	19,300	19,300	19,500	20,800	22,000	22,300	23,200	23,400
Vocational school students*	72,800	73,800	76,000	77,800	76,100	75,400	75,100	75,600	78,100	78,300

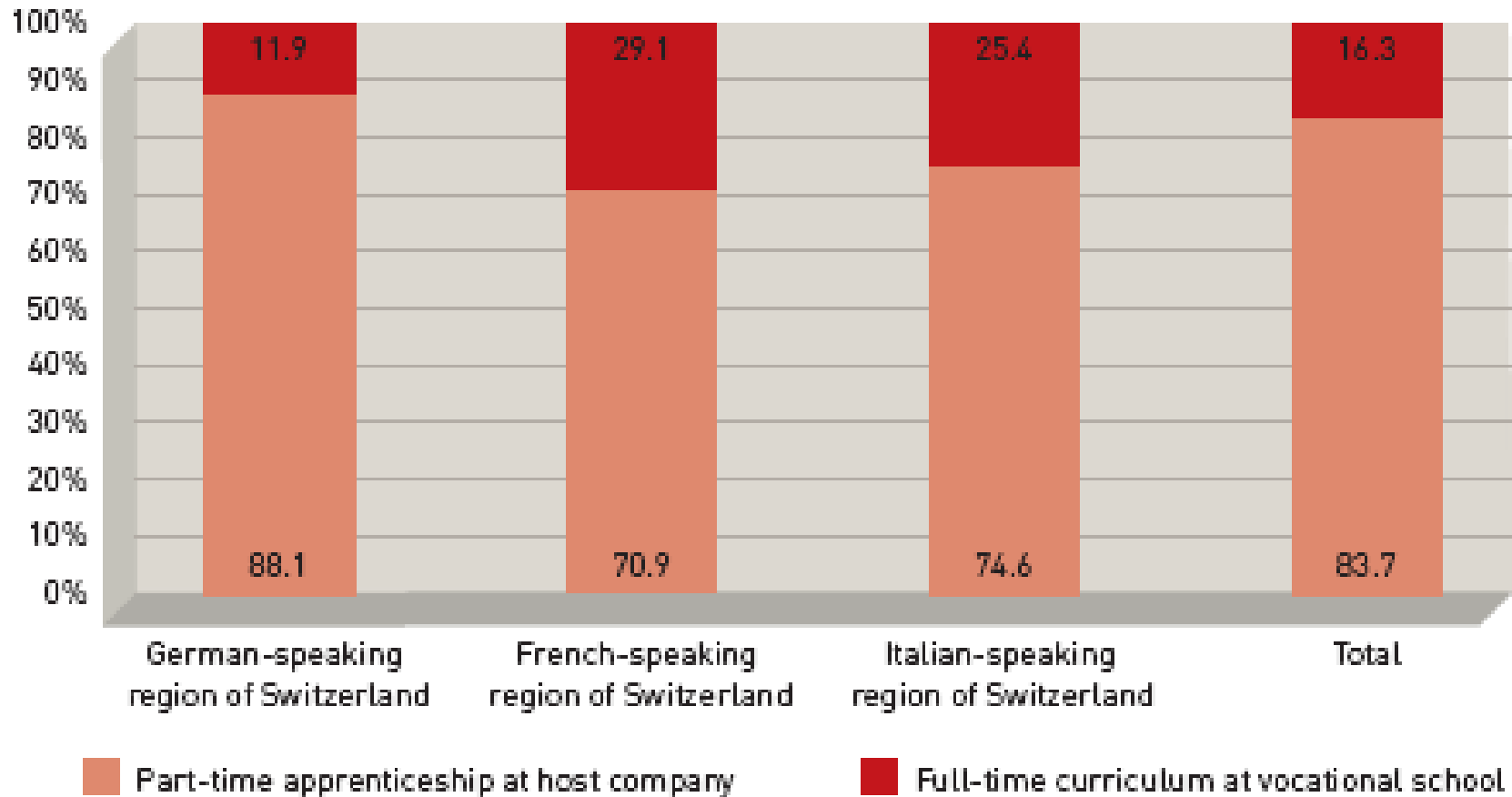
Source: OPET Facts and Figures, 2009

VET as a Share of Upper Secondary Education (2006)

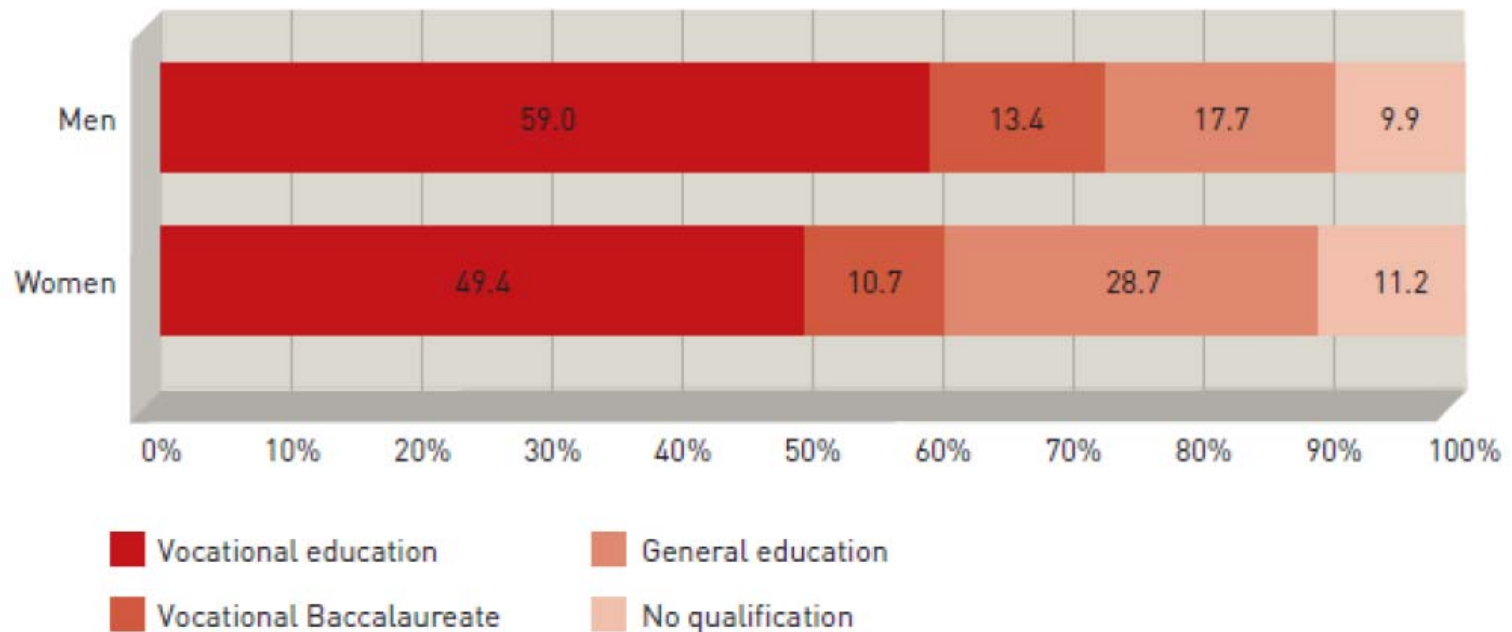


Source: OECD (2008) Education at a Glance

VET by Linguistic Region (2007)

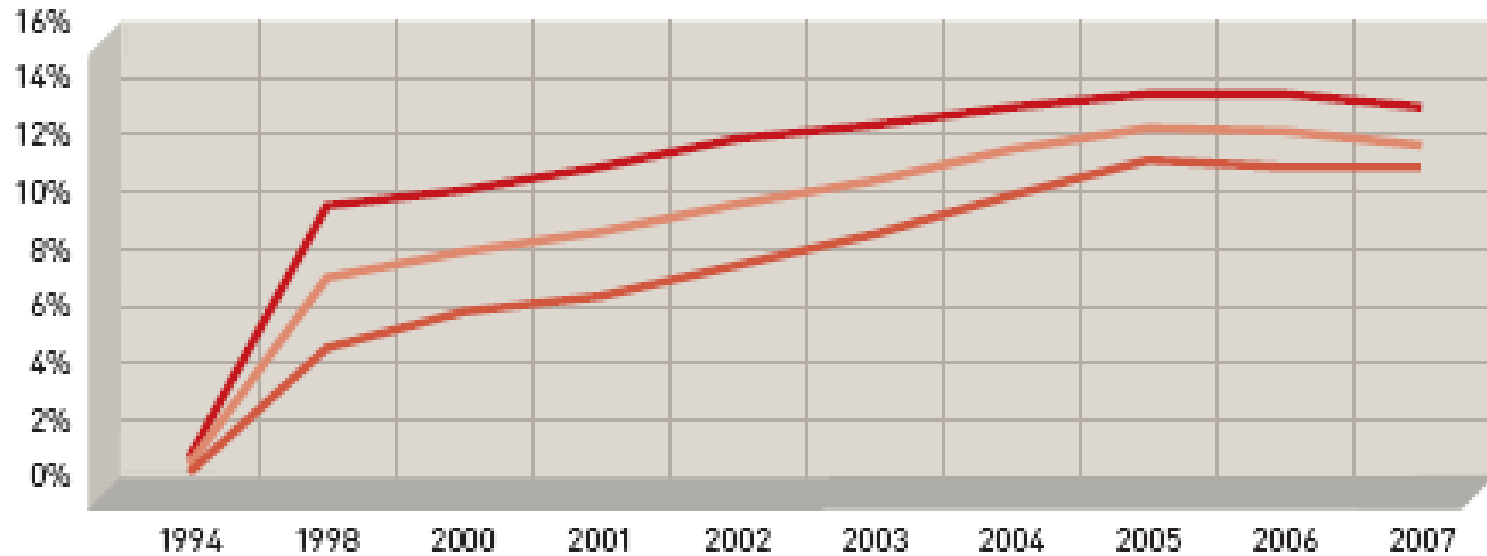


Education and Training Completed at Upper secondary level (2006)



Source: OPET Facts and Figures, 2009)

VET Graduates Obtaining a FVB



Men	■	0.5%	9.4%	10.0%	10.8%	11.8%	12.3%	12.9%	13.4%	13.4%	12.9%
Woman	■	0%	4.4%	5.7%	6.2%	7.2%	8.4%	9.9%	10.9%	10.7%	10.7%
Total	■	0.3%	6.9%	7.8%	8.5%	9.5%	10.3%	11.4%	12.2%	12.1%	11.8%

Funding of VET

- 45% private funding for upper secondary level VET programmes (2006)
- Public funding split between the Confederation (25%) and the cantons (75%)
- Vocational School in apprenticeship-based VET programmes is free
- Tertiary level PET is primarily in the responsibility of the employers and the employees and, to a large part, paid by them

Cost/Benefits of VET

- Professional Organisations provide services and funding to the VET/PET system in a different ways (groundwork of practical training, running of training centers, promoting occupations) which otherwise would have to be funded by the state.
- But training is profitable for two thirds of the companies because the productivity of the apprentices is higher than their costs.
- A cost/benefit study showed that gross costs in VET/PET amounted to 4.7 billion CHF, but productive output generated by VET apprentices amounted to 5.2 billion CHF.
- About a third of the companies engage in apprenticeship training.
- Certain sectors have VET funds, but there are no national regulations on contributions of companies that do not take on trainees.

Low Youth Unemployment Rates

2006:

- 7.6% in Switzerland (age 20-24)
- 11.3% average mean across OECD countries (age 20-24)

- 7.9% in Switzerland (age 15-19)
- 15.1% average mean across OECD countries (age 15-19)

- Youth unemployment as a ratio of overall unemployment is around the OECD average

Source: OECD, 2008

Relative Professional Income by Education Level 2000-2007

Index (1=no post-compulsory education)

Year	Upper secondary VET	Upper secondary General	PET	University & UAS
2000	1.27	1.21	1.65	1.89
2001	1.32	1.21	1.78	1.98
2002	1.27	1.24	1.69	1.97
2003	1.3	1.25	1.71	1.98
2004	1.3	1.21	1.68	1.95
2005	1.27	1.23	1.67	1.93
2006	1.28	1.25	1.7	1.95
2007	1.27	1.22	1.71	1.94

Source : Swiss Labour Force Survey (*Schweizerische Arbeitskräfteerhebung SAKE*), FSO.

OECD „Learning for Jobs“ Country Review Switzerland (2009)

In summary, strengths of Swiss VET/PET: The system

- is strongly employer and market driven
- integrates school and work-based learning well; in-company training is not too company-specific
- is well resourced
- has a positive cost/benefit ratio for apprenticeship-based VET programmes
- is strong in tertiary VET, offers a broad spectrum of options
- allows for flexible pathways
- has qualified teachers, trainers, expert examiner, school directors
- ensures quality control and uses national assessment procedures
- provides systematic and professional career guidance and counselling

VET – a Swiss Quality Product and a Model for Export ...

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... holes and other inaptitudes?

