

Joint Governance and Financing of VET in Switzerland: Advantages and Challenges

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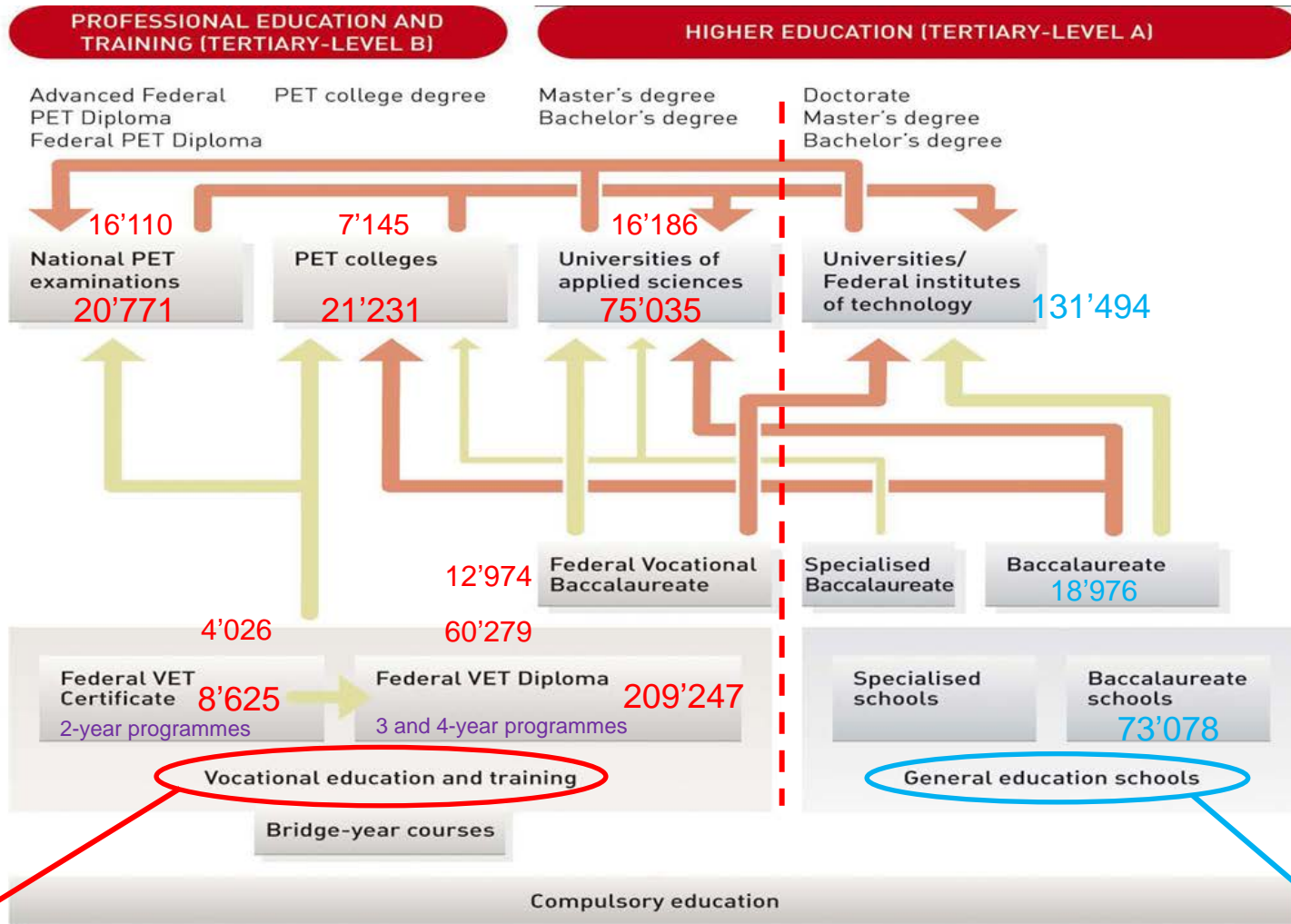
Apprenticeship: Governance Modes and Financing Approaches
Cedefop Workshop, Thessaloniki, 20-21 May 2013

Content

- Swiss VET / PET system
- Participation of young and adult learners
- Governance: Three main partners
- Quality assurance
- Financing
- Strengths and challenges

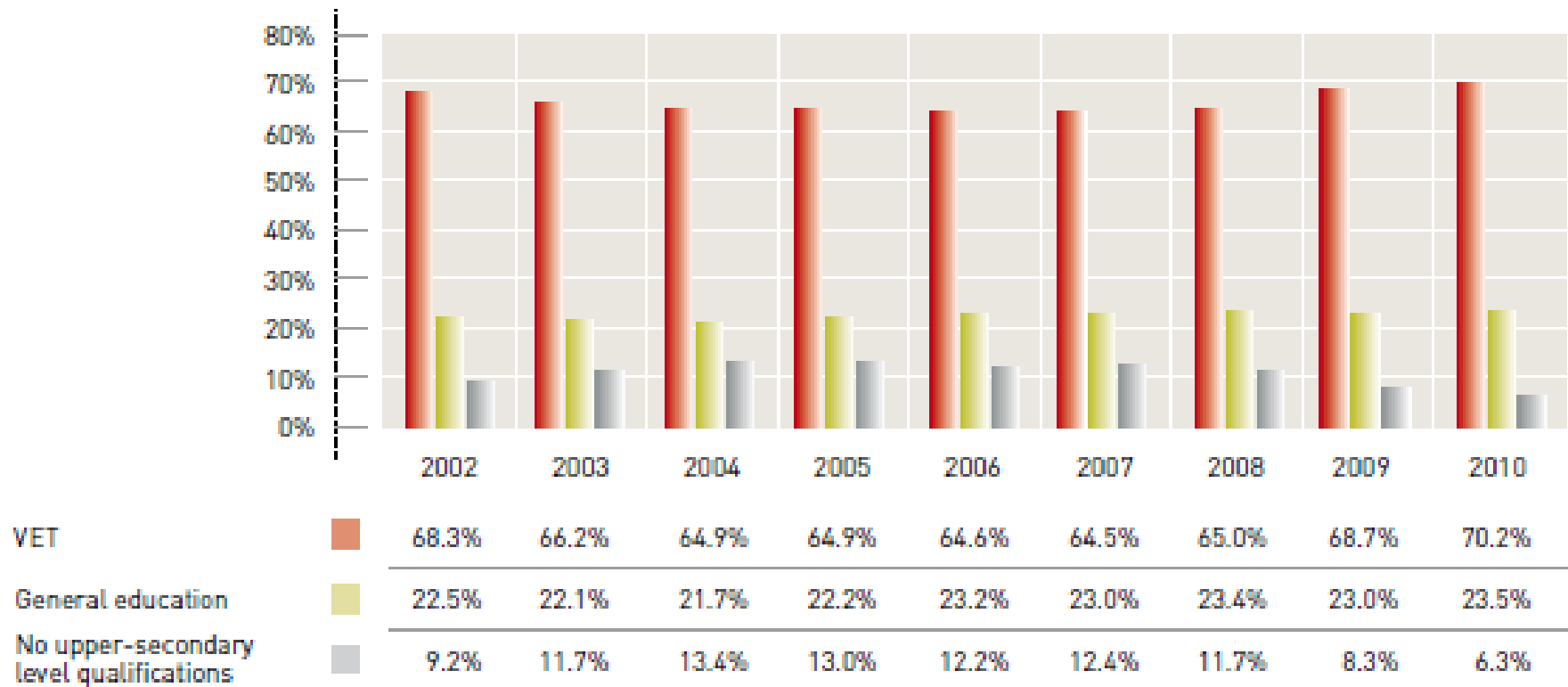
VET / PET in the Swiss Education System

2011: 52'094 enrolled



— Direct access
— Additional qualifications or practical experiences required

Upper-Secondary Level Qualifications



Source: SERI (2013), based on data of the Federal Statistical Office FSO (2012)

Adults Without Upper-Secondary Qualification

- **Only 10% of the population < 25 years without qualification**
→ goal: 95% qualified
- **25 – 65 years: 658'000 not qualified**
25 – 45 years: 282'000 not qualified (12.6% of employable population)
- **The VET system provides various options for VET qualifications after age 25 but they are not well known**

Three main barriers

- Access to target groups and adequate information about 'second-chance' VET offers
- Career guidance and motivation at the beginning of VET
- Coaching and covering for the living during VET

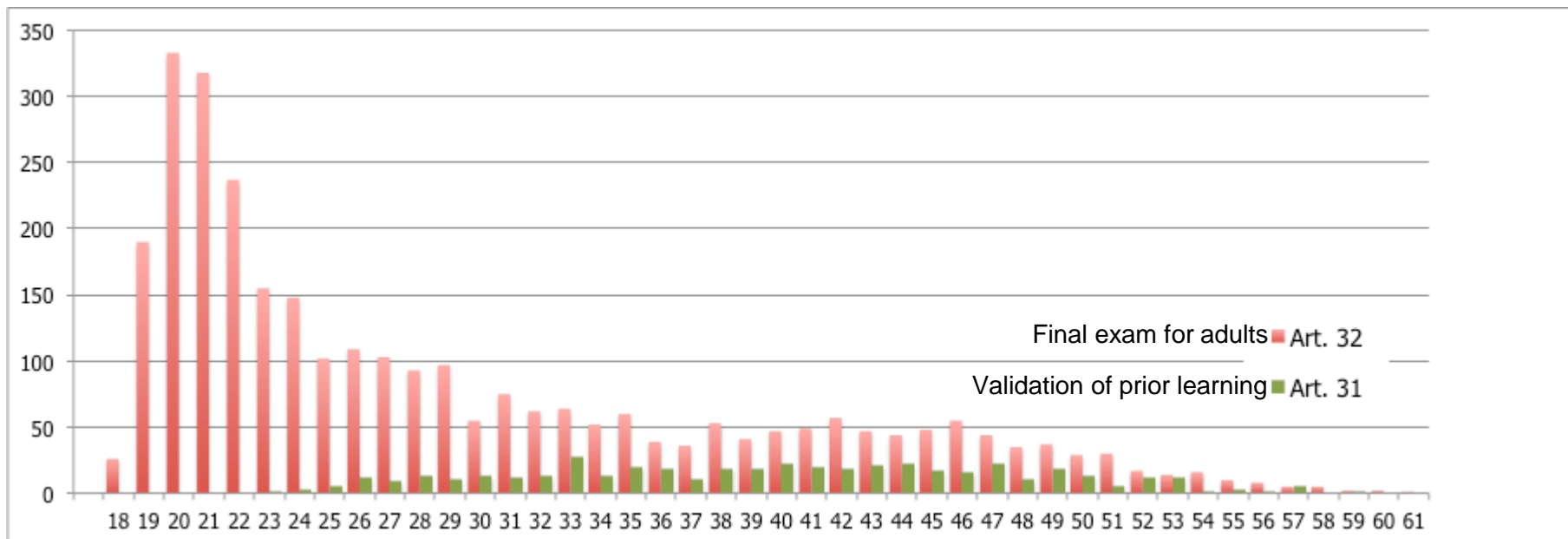
Source: Lindenmeyer & Walker (2011), based on data of the Swiss Labour Force Survey SAKE (FSO, 2009)

VET Qualifications for Adults: Five Options

Options with relevant occupational experience		Options without (much) relevant occupational experience		
Acknowledge qualifications		Obtain qualifications		
Final exam for adults FSO, 2010: <ul style="list-style-type: none"> • 3'050 (of 3'616) • Success = 84.% • 4.5% of all VET qualifications 	Validation of prior learning ('sur dossier') FSO, 2010: <ul style="list-style-type: none"> • 465 (of 466) • Success = 99.8% • 0.7% of all VET qualifications 	Shortened VET programme	Shortened VET programme for adults	Regular VET programme
VPETO, Art. 32	VPETO, Art. 31	VPETA, Art. 18		VPETA, Art. 16f
Federal VET Diploma or VET Certificate		Federal VET Diploma or VET Certificate		

Adapted from Wettstein (2011, 2012)

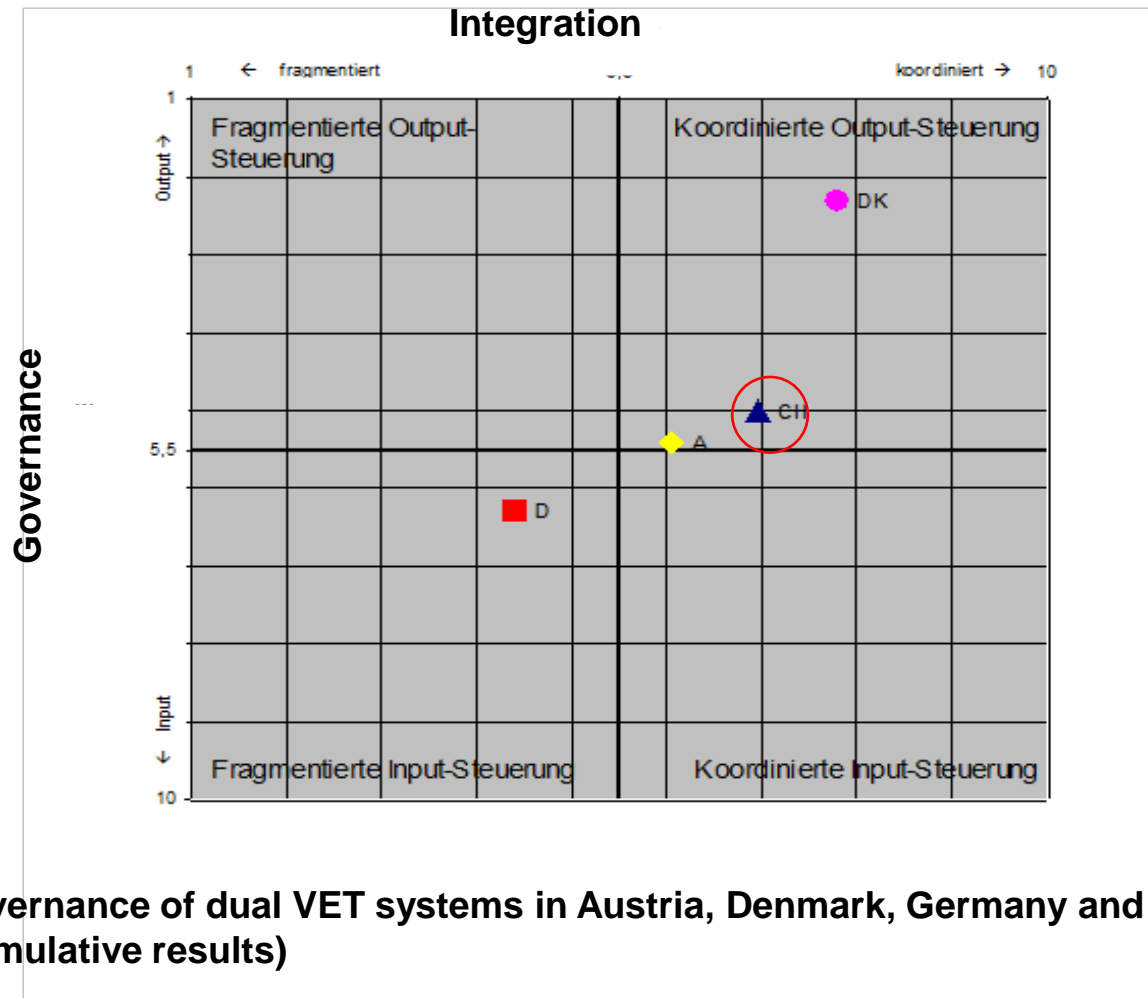
Age Distribution of VET Qualifications of Adults in 2010



Source: Wettstein (2012), based on FSO data

VET Governance Study: Results

Bertelsmann (Rauner et al., 2008)

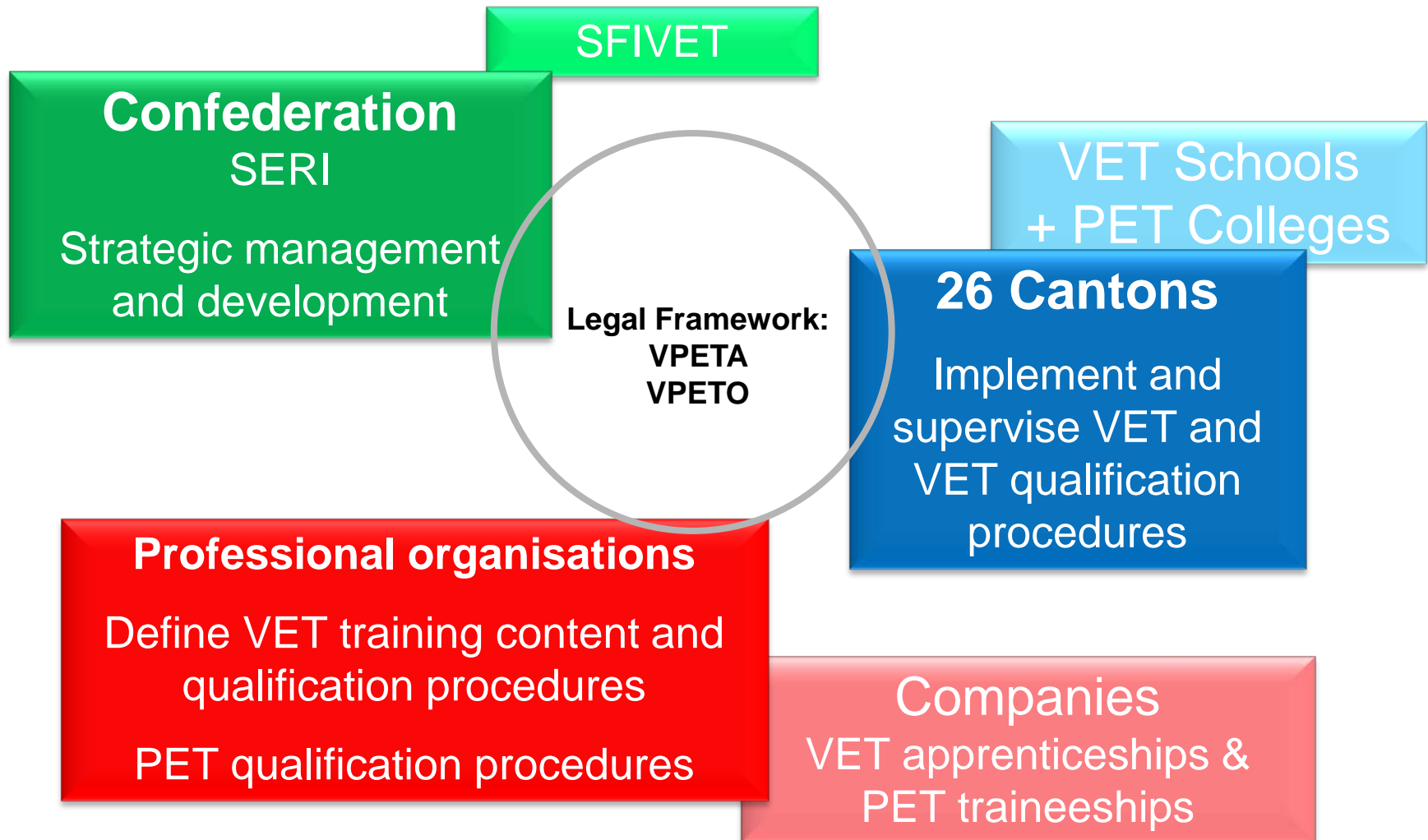


VPETA: A Single Framework for All Aspects of VET / PET

VPETA (in force since 2004) implied a fundamental reform of the VET system: **Legislative power for the entire VET / PET system** (except tertiary level A) **is at the federal level** (following a constitutional amendment in 1999), including

- a. Upper-secondary level **VET**, including general education for the Vocational Baccalaureate
- b. Tertiary-level B **PET**
- c. Job-related **CET**
- d. **Qualification procedures, qualifications and titles**
- e. **Training of VET and PET professionals**
- f. Responsibilities and principles related to **career guidance**
- g. **Federal funding** to help cover the costs of VET and PET

VET / PET – The Partners and Their Main Tasks



Distributed and Shared Responsibilities

	Who governs?	Who finances?	Who implements?
Continuing education			
Tertiary A: Universities (incl. UAS)			
B: Professional Education (PET)			
Upper Secondary VET			
General Education			
Primary/Lower Secondary Grade 1 to 9			
Kindergarten			

Cantons

Confederation

Third Parties

Adapted from Ambühl / EDK (2012)

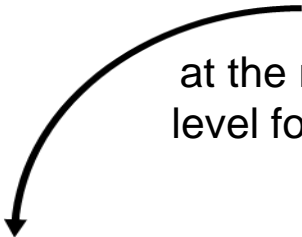
Defining and Implementing I-VET Programmes

**Apprentices,
Labour Force**



Employability

at the national and international level for vocational qualifications



Prof. Associations
define competencies/content of VET programmes

Cantons (States)
implement and supervise VET programmes



Confederation (SERI)



Partnership

Instruments of governance

VET ordinances (with training plans)

Quality standards and indicators

Funding and innovation



Partnership: Principles and Challenges

- Partnership of the Confederation, the cantons and professional organisations relies on **consensus and cooperation**.
- **Lengthy process** of policy making and reform with **extensive consultation** (but relatively smooth and quick implementation).
- **Adapt to changes in the labour market** → Commissions for Quality and Development (for each VET ordinance) which include all partners and meet regularly.
- **'Market-driven' system**, depends on the availability of apprenticeships in companies (and on students' preferences).
To start an apprenticeship, a host company has to be found and a contract signed. A place in a VET school is then automatic.

Measures to Foster Constant Dialogue and Quality

- **Annual apprenticeship conference**
 - Discuss the state of the apprenticeship market, review existing instruments, decide on necessary adjustments
 - Discuss current challenges and specific measures
 - Discuss selected topics of quality development, define quality standards
- **Define priorities** that concern all partners (since 2012):
Increase participation in MINT-professions, promote second-chance education, more efficient use of potential of migrants, strengthen PET.
- **Good practice pool** (internet platform of the SERI): Access to new and existing practices for quality assurance
- **Quality newsletter** (issued by the SERI)

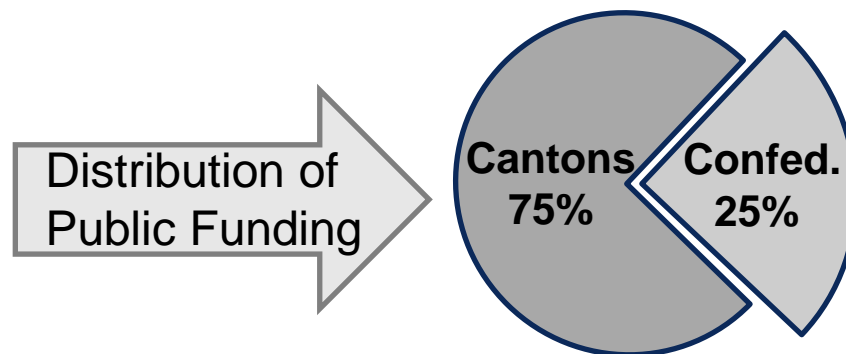
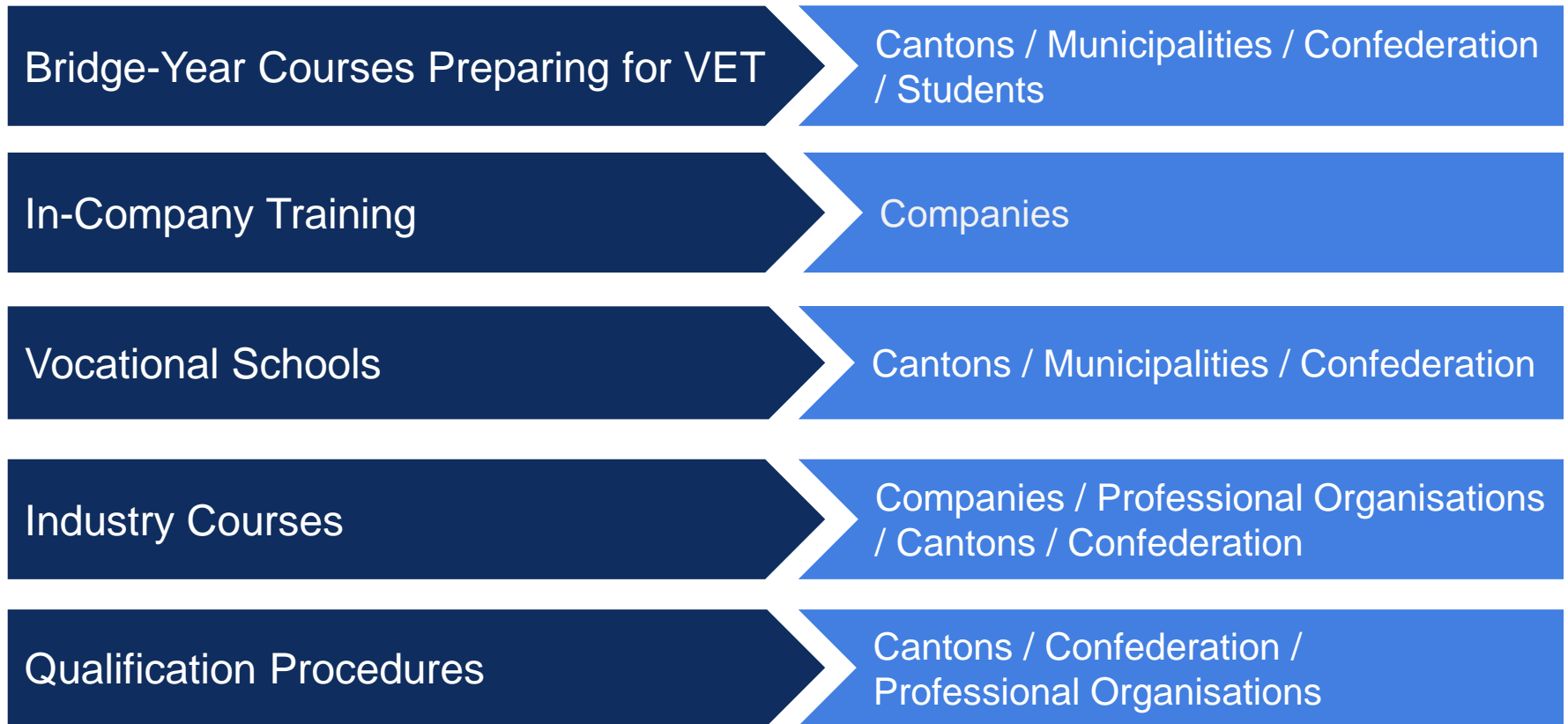
Forms of Quality Assurance

- **Quality assurance at VET schools**
- **QualiCarte – quality assurance in companies that train**
- **Individual support for successful completion of apprenticeships**
- **Case management**
- **VET development projects**
- **VET evaluation projects**

Training Standards for VET Professionals

- VET teachers (at VET schools), trainers (in host companies) and instructors (in industry training centres) must meet certain standards.
- SFIVET provides basic and continuing training to VET professionals (mostly VET teachers and trainers working in a full-time or part-time capacity). Other institutions may also offer courses of study for VET professionals if they have a SERI accreditation.

Funding of VET



Funding of VET / PET

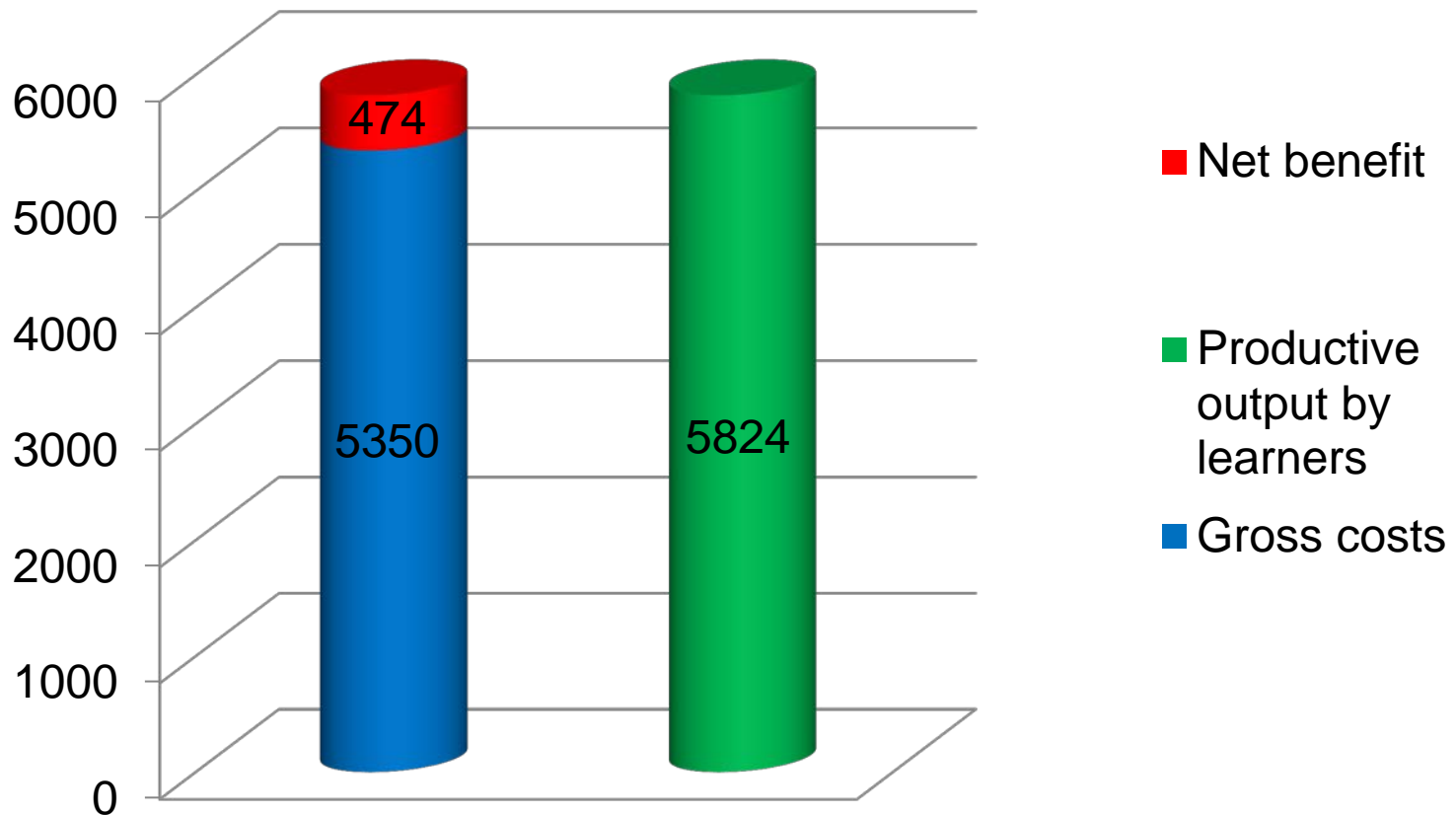
Public funding 2010: CHF 3.4 billion CHF of which

- **25 % by the confederation**, distributed as follows
 - 90 % flat rate funding (per capita) to the cantons for their tasks
 - 10 % for projects to develop and improve the quality of VET/PET and specific VET development projects that serve the public interest (VPETA, art. 54 and 55)
and for third parties (organisation of federal PET examinations)
- **75 % by the cantons**

Inputs from economy (professional organisations, companies)

- Basic tasks (e.g. definition of training content)
- About 30 to 40 % of Swiss companies train apprentices
→ gross costs: approx. **5.4 billion CHF**

Cost/benefit Ratio for Swiss Companies Offering VET apprenticeships (million CHF, 2009)

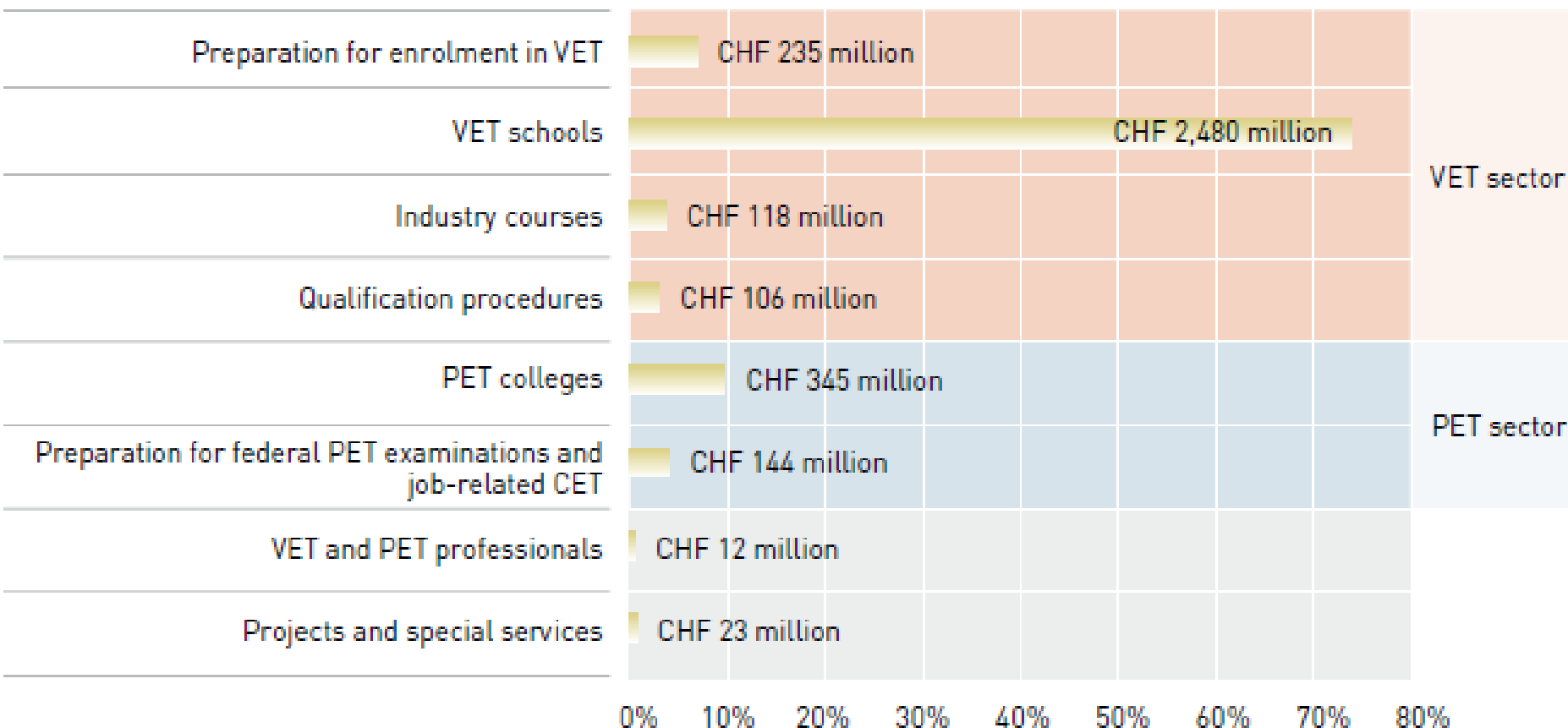


VET / PET Funds

- Companies of an economic branch may create and maintain their own VET/PET funds to cover for costs of VET/PET activities (e.g. development of VET programmes, organising courses and qualification procedures)
- At the request of the corresponding professional organisation, the Confederation may **declare the VET/PET fund mandatory** for all companies within a given branch so that all companies (also those that do not train) have to contribute (there are 25 mandatory funds)

Public Funding of VET / PET in 2011

(Upper-Secondary and Tertiary B Level)

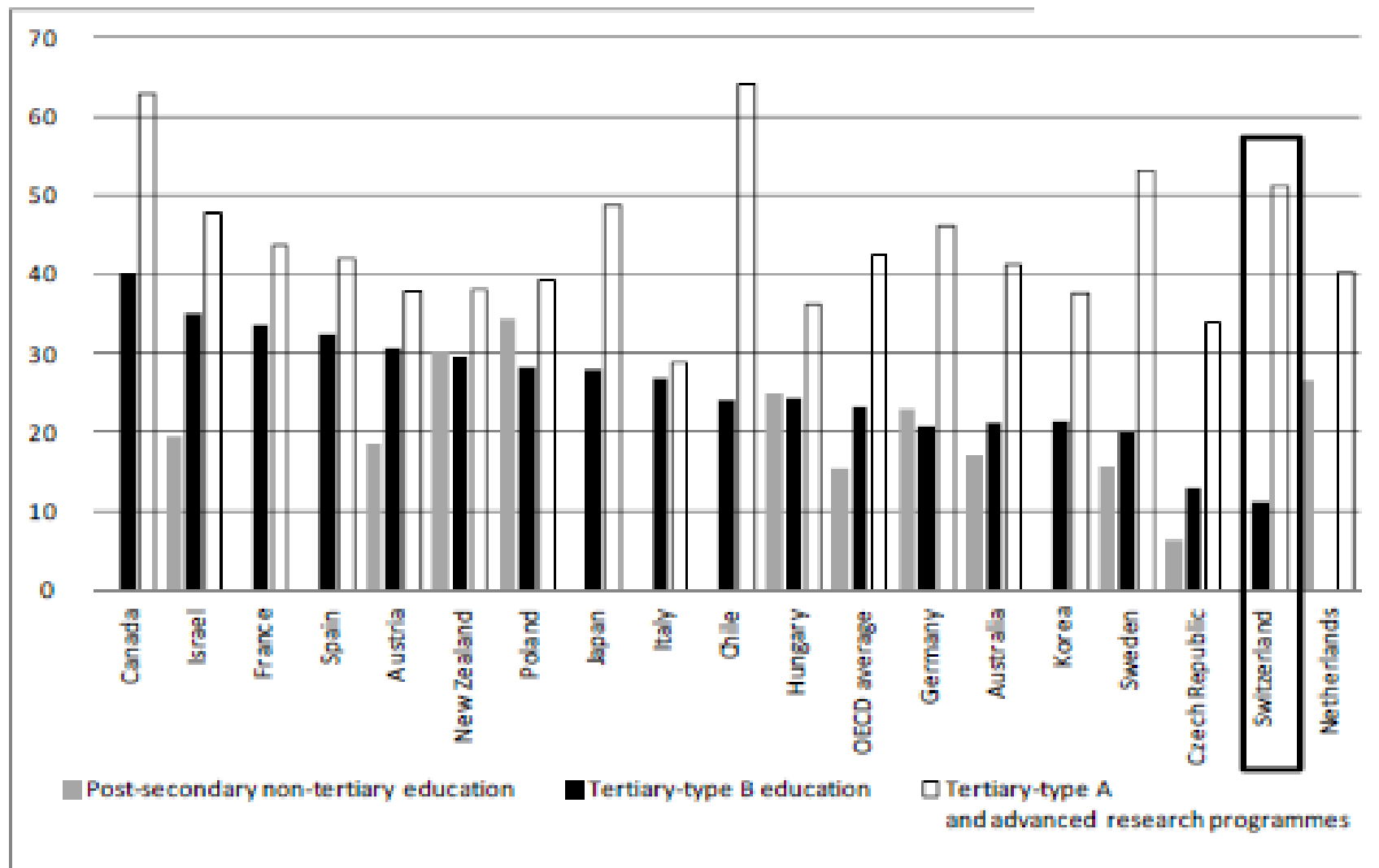


Cost per VET Trainee in 2010: 14'900 CHF

(average of dual and school-based VET across all cantons)

Source: OPET, 2011

Annual Expenditure by Educational Institutions per Student for All Services Relative to GDP per capita (2008)



Source: OECD (2011)

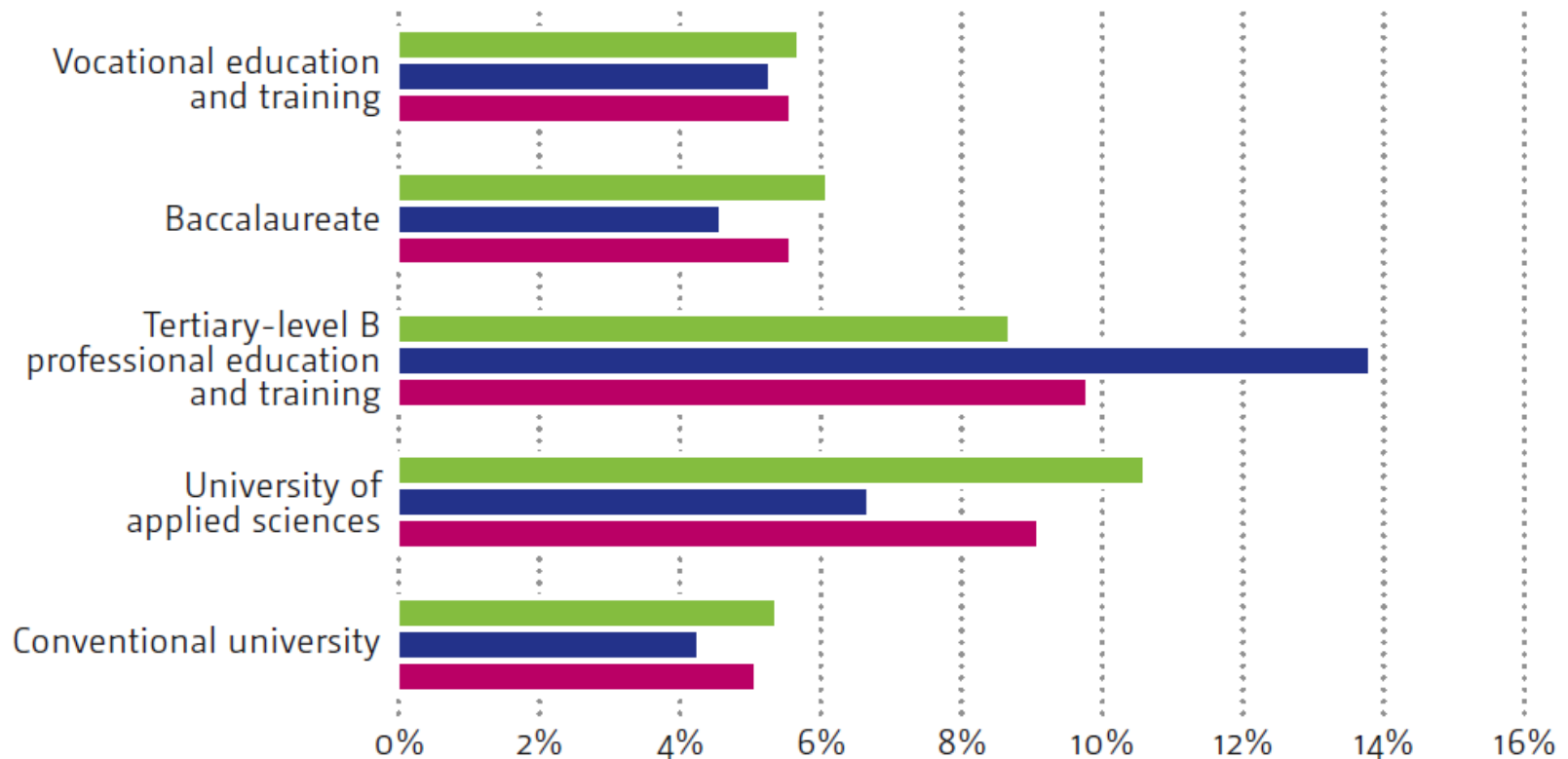
Monitoring Instruments

- Apprenticeship demand and supply is monitored through the “**apprenticeship barometer**” (Lehrstellenbarometer), commissioned by the SERI and based on a written business survey carried out twice a year and a telephone survey of young people between the ages of 14 and 20.
- Labour market entry of VET graduates is monitored yearly by the **Job Starter Barometer** (Berufseinsteigerbarometer) since 2010. It is commissioned by the SERI and SECO and based on the Swiss labour force survey (SAKE) and on job vacancies (postings).

Who measures success? (Outcome / Impact)

- **Education statistics of the Federal Statistical Office**
- **Unemployment statistics of the State Secretariat for Economic Affairs**
- **Swiss Education Report (2010)**
- **Universities and research institutes, among which**
 - Leading Houses on VET research funded by the SERI
 - Swiss Federal Institute for Vocational Education and Training (SFIVET)
 - Others, e.g. TREE project – Transitions from Education to Employment

Private, Fiscal and Social Returns on Education (men)



- Private benefits of education
- Fiscal return on education
- Social benefits of education

Benefits derived from a higher level of education compared to the next-lowest level of education

Source: Education Report Switzerland, 2010

Strengths of the Swiss VET System (OECD Learning for Jobs, Country Policy Review, 2009)

- System is strongly employer and market driven
- Partnership between Confederation, cantons and prof. organisations works well
- VET/PET system is well-resourced and includes up-to-date equipment
- Apprenticeship-based VET programmes pay for themselves (for most companies benefits outweigh costs)
- Tertiary VET is strong, with a broad spectrum of offers
- Flexible pathways allow for mobility and avoid the risk of dead-ends
- VET teachers and trainers, examiners and directors are well prepared
- Quality control is ensured and national assessment procedures are in place
- Career guidance and counselling is systematic and professional
- Evidence is well developed and routinely used to support policy arguments

Challenges of the Swiss VET System

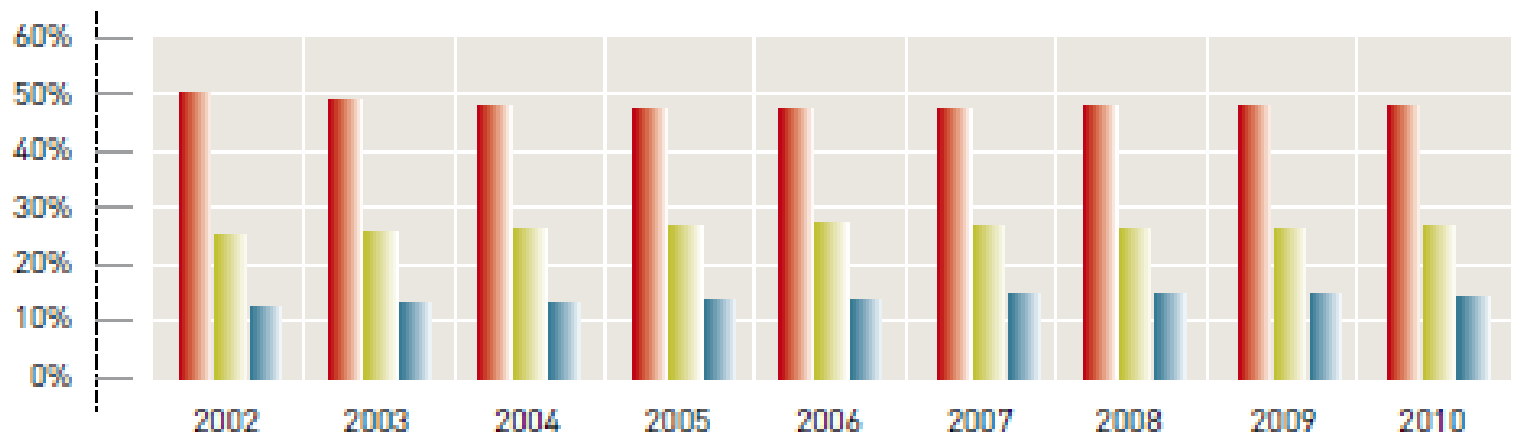
(OECD Learning for Jobs, Country Policy Review, 2009)

- **Global recession might have negative effects on VET, in particular the provision of apprenticeship places.**
- **Demographic changes (shrinking cohort numbers) may sharpen competition between academic and vocational education; VET faces competition from academic tertiary education.**
- **Entry of international companies without a training tradition threatens the Swiss dual-track learning arrangements.**
- **Several equity concerns are confronting the VET system.**

Thank you for your attention!

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Enrolment Immediately After Lower-Secondary Level



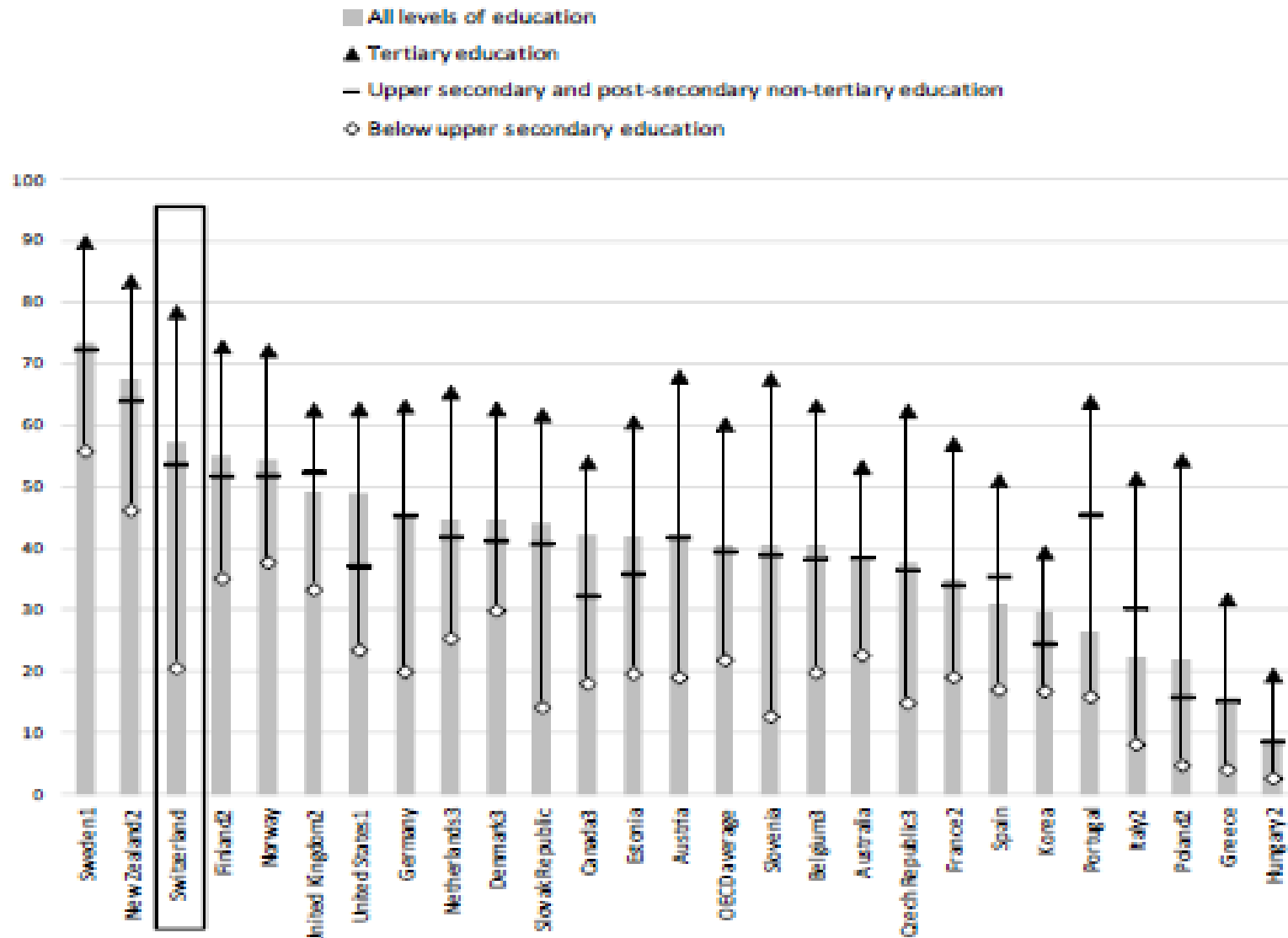
VET*	50.4%	49.1%	48.4%	47.5%	47.7%	47.4%	48.0%	47.9%	48.1%
General education	25.2%	25.7%	26.5%	26.9%	27.2%	27.1%	26.5%	26.6%	26.9%
Transitional options**	12.8%	13.4%	13.4%	13.9%	14.0%	14.7%	14.8%	14.7%	14.5%
No. of pupils in final year of lower-secondary school	81,900	84,300	85,700	87,000	88,300	88,200	85,600	84,500	85,100

* incl. informal two-year apprenticeships

** Transitional options include 10th school year (i.e. bridge-year courses), pre-apprenticeships and preparatory courses

Adults' Participation in Formal and/or Non-Formal Education

(by educational attainment, participation rate of the 25-64-year-old population, 2007)



Source: OECD (2010)