

Ensuring quality in Swiss dual apprenticeships



SFIVET

SWISS FEDERAL INSTITUTE FOR
VOCATIONAL EDUCATION AND
TRAINING

*Swiss excellence in vocational
education and training*



- Prof. Dr. Jürg Schweri

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Structure of this talk



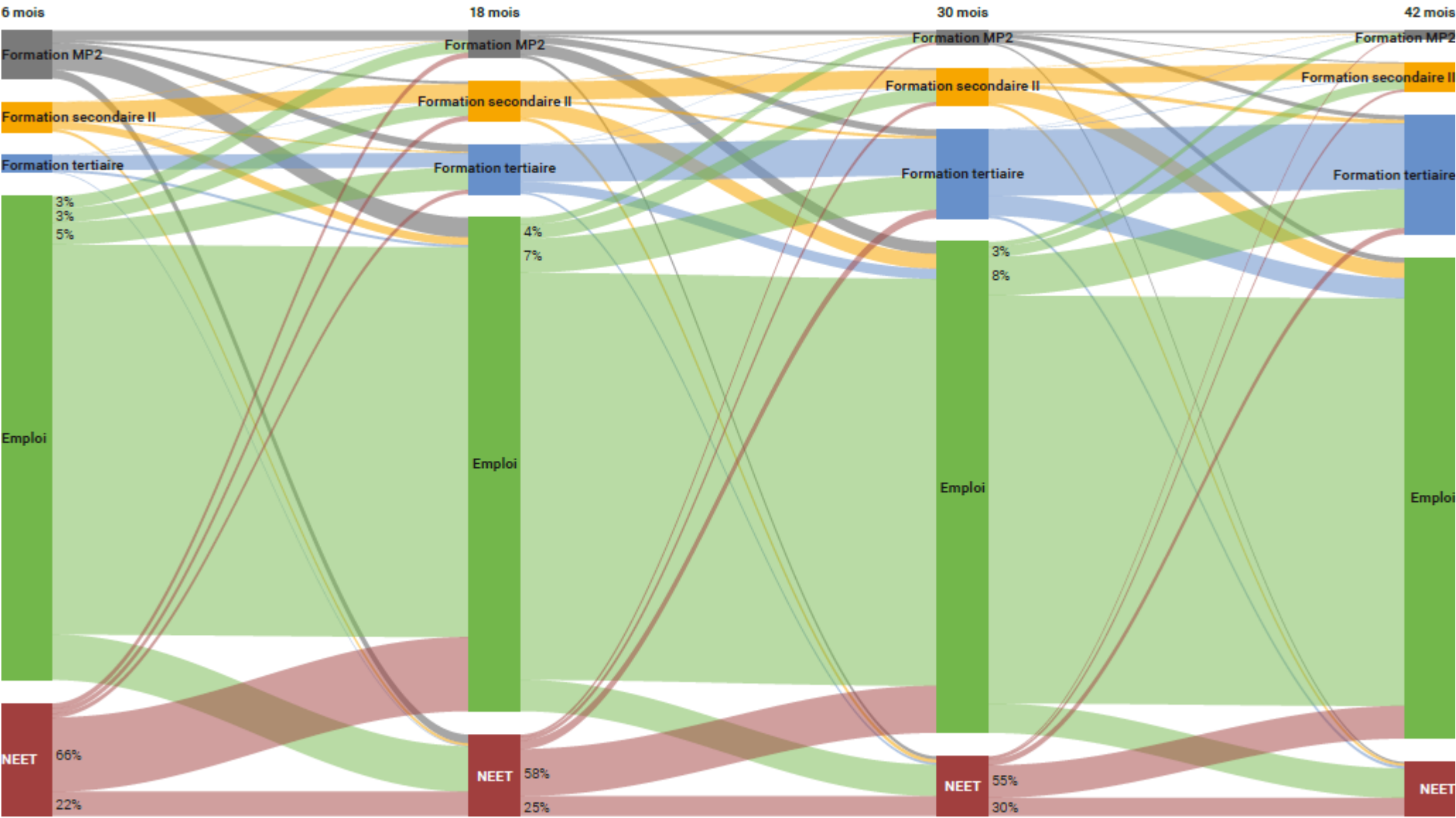
1. What is quality?
2. Quality assurance as a shared task in the Swiss VET system
3. Specific recent quality initiatives
4. Concluding remarks

1. What is quality? (Outcomes)

- Youth (~16) chooses apprenticeship programs because they profit from good perspectives on the labor market
 - Firms offer training places because they profit from well-trained apprentices and skilled workers
 - Economy and society profit from well-trained workforce
- ⇒ 2/3 of young people in Switzerland choose apprenticeship track (highest share among OECD countries)
- ⇒ Firms train in all of the economy (especially SMEs)
- ⇒ Voluntary participation: align incentives!

Transitions annuelles des titulaires d'un CFC obtenu en 2012

De 6 mois à 42 mois après le titre



NEET = «Not in Education, Employment or Training». Abréviation désignant une personne qui n'est ni en formation, ni en emploi.

MP1: maturité professionnelle effectuée pendant l'apprentissage

MP2: maturité professionnelle effectuée après l'apprentissage

Costs and benefits for training firms in US\$

	3-year apprenticeship	4-year apprenticeship
Gross cost	80'800	113'388
Productive contribution	93'120	115'488
Net benefit	12'320	2'100

Source: Strupler and
Wolter (2012)

How to align incentives for firms and apprentices? (Inputs and Process)

Three central ingredients:

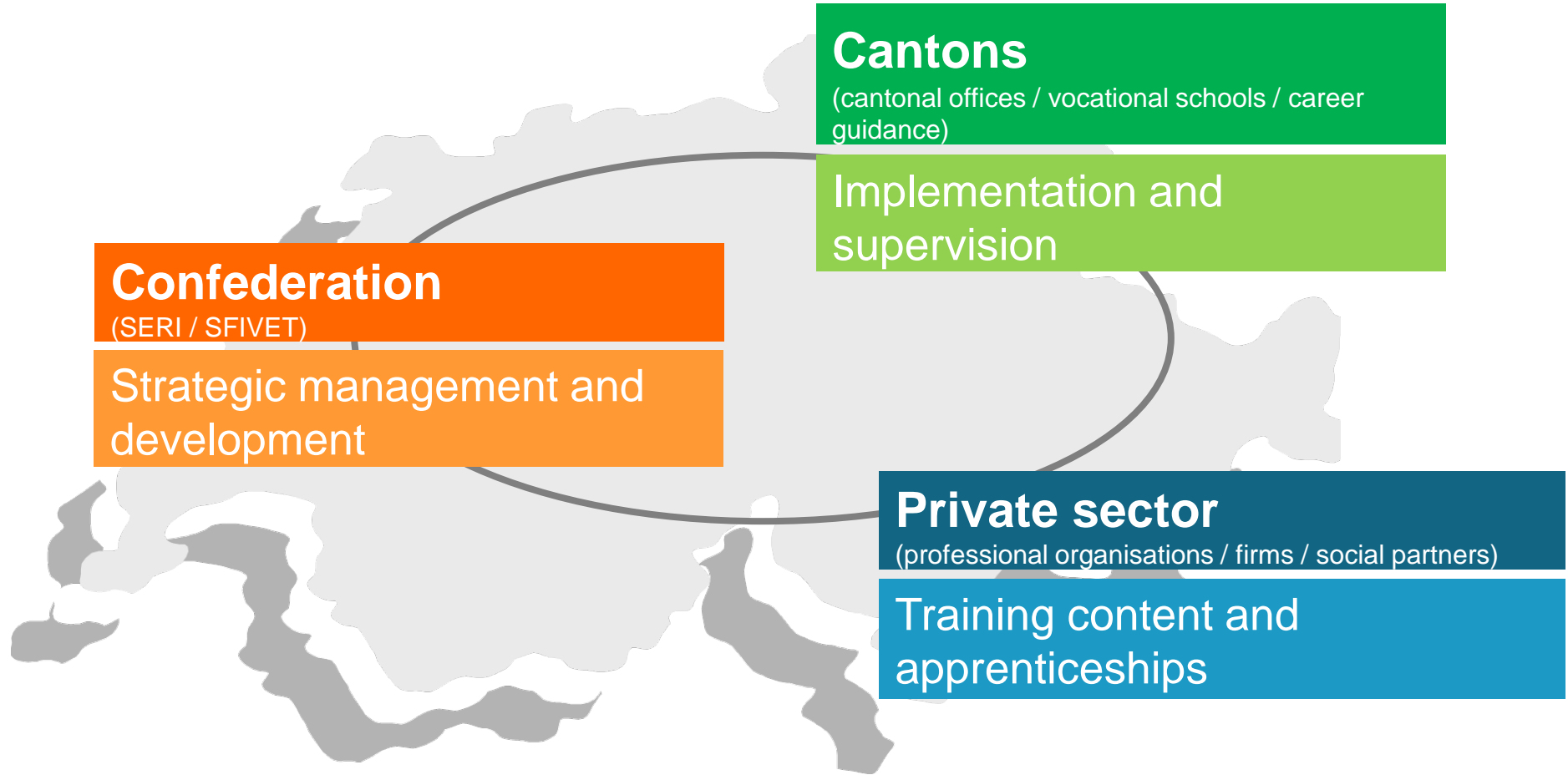
- *Autonomy and responsibility* of the main actors: apprentices, trainers, firms, associations, teachers
- *Support* by the state
- *Rules* and regulations defining/leveling the playing field

=> Balance of these ingredients is key

Swiss apprenticeships: overview

- More than 250 dual apprenticeship programs of 2 to 4 years duration on upper secondary level
- 2/3 of youth chooses apprenticeship
- 3-4 days per week in company: working
- 1-2 day per week in school
- Careers after apprenticeship:
 - Work as skilled worker
 - Higher VET: «Professional education and training» (tertiary B)
 - Vocational baccalaureate grants access to University of Applied Sciences (and Universities with additional qualification)

2. Quality assurance as a shared task: Public-Private Partnership in VPET

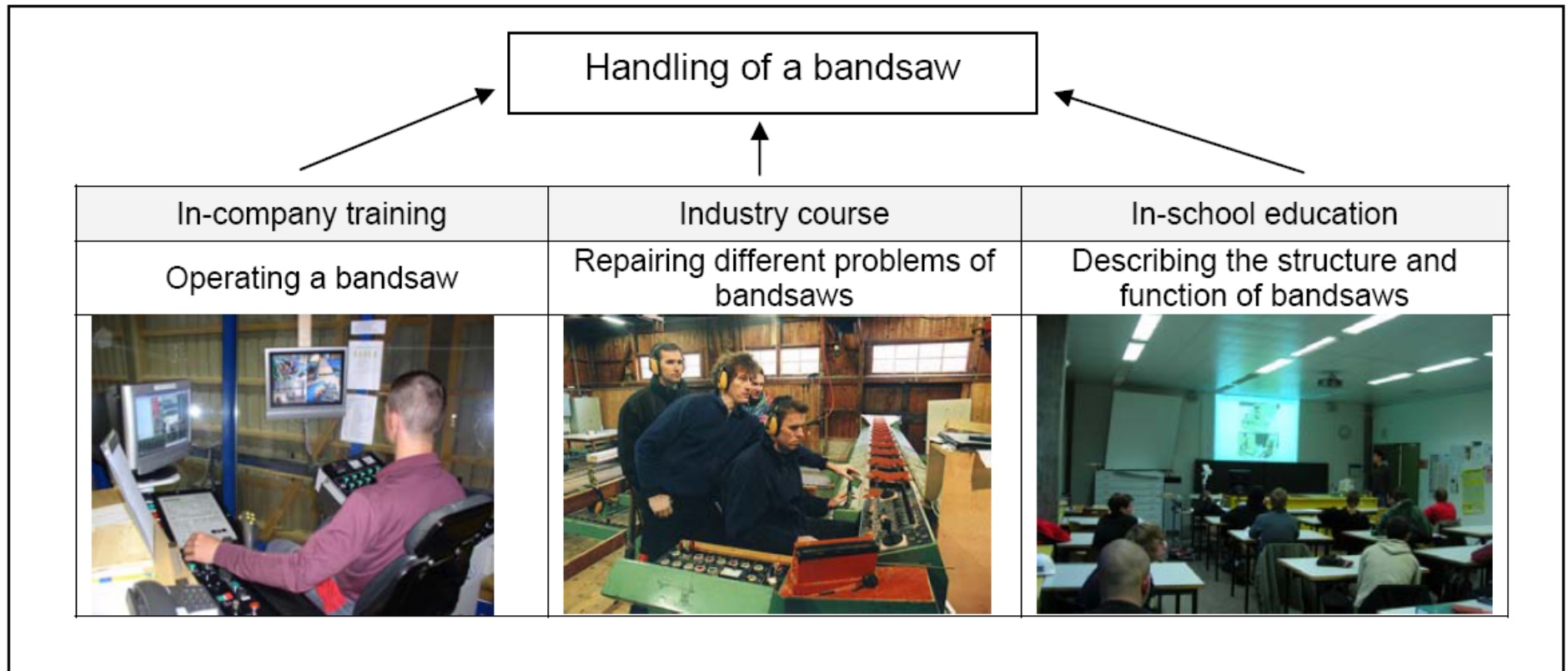


All apprenticeships are regulated in training ordinances

- One ordinance per occupation, enacted by the confederation => federal recognition
- Learning goals for all three learning sites:
 - Firm
 - School
 - Industry course (typically run by professional association)
- Definition and revision (all 5 years) of ordinances: «commission of occupation development and quality»
- President of each commission: comes from professional association

Defining learning goals: focus on professional situations

Occupational Competencies in the Three Training Arrangements



Desired Outcome: A Consistent Curriculum Related to Practice

Cantons

- Run VET schools
- Accreditation of VET schools, Quality Management System for schools
- Accreditation of companies as apprenticeship providers
- Supervision of companies
- Authorize apprenticeship contracts between apprentice and firm
- Run career counselling centres

Firms

- Apprentices do productive work and receive a wage (no minimum defined)
- Firms need training authorisation by canton
- Firms need skilled personnel in the resp. occupation
- One person must have attended the cantonal trainers' course (40h)
- Autonomous in organizing training, as long as all training contents can be learned

Vocational schools

- Operated by cantons
- ½ of lessons on general education
- ½ of lessons on occupational education
- Teacher education in SFIVET (or cantonal univ. of teacher educ.)
- Teachers for occupational education hold Master (Meister) diploma in the respective occupation
- There is a national framework curriculum for general education classes, but teacher autonomy is high

Final exams

- 3 parts: written, oral, practical
- Organized by cantons
- Examinators are....:
 - active master craftsmen/craftswomen
 - recruited by the respective professional association
 - trained in SFIVET for doing examinations
 - work almost for free

3. Specific quality initiatives

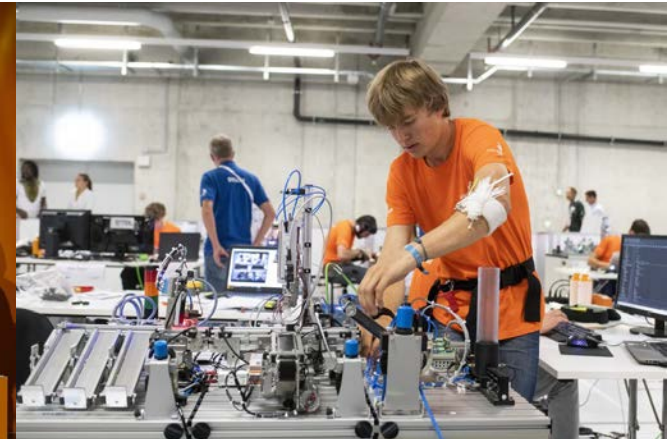
Developped by cantons and associations:

- “Handbook” for training firms
- QualiCarte: tool for self-assessment or third-party assessment of training quality
(French version:
<http://www.berufsbildung.ch/dyn/7361.aspx>)

Developped by carrosserie association:

- TOP Ausbildungsbetrieb (TOP training firm): quality criteria, certification and courses for firm trainers

SwissSkills 2018: championship of ~100 occupations



4. Concluding remark on training quality

Balance between autonomy of the actors, state support and rules

⇒ Building good institutions

⇒ Engagement of all partners («pride»)

⇒ Expect a lot from firms, associations and apprentices

Thank you for your
attention!

