

ITE-VET
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Vocational Teacher Education in Swiss Vocational Education and Training and Adult Education

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Vocational Teacher Education in Swiss Vocational Education and Training and Adult Education

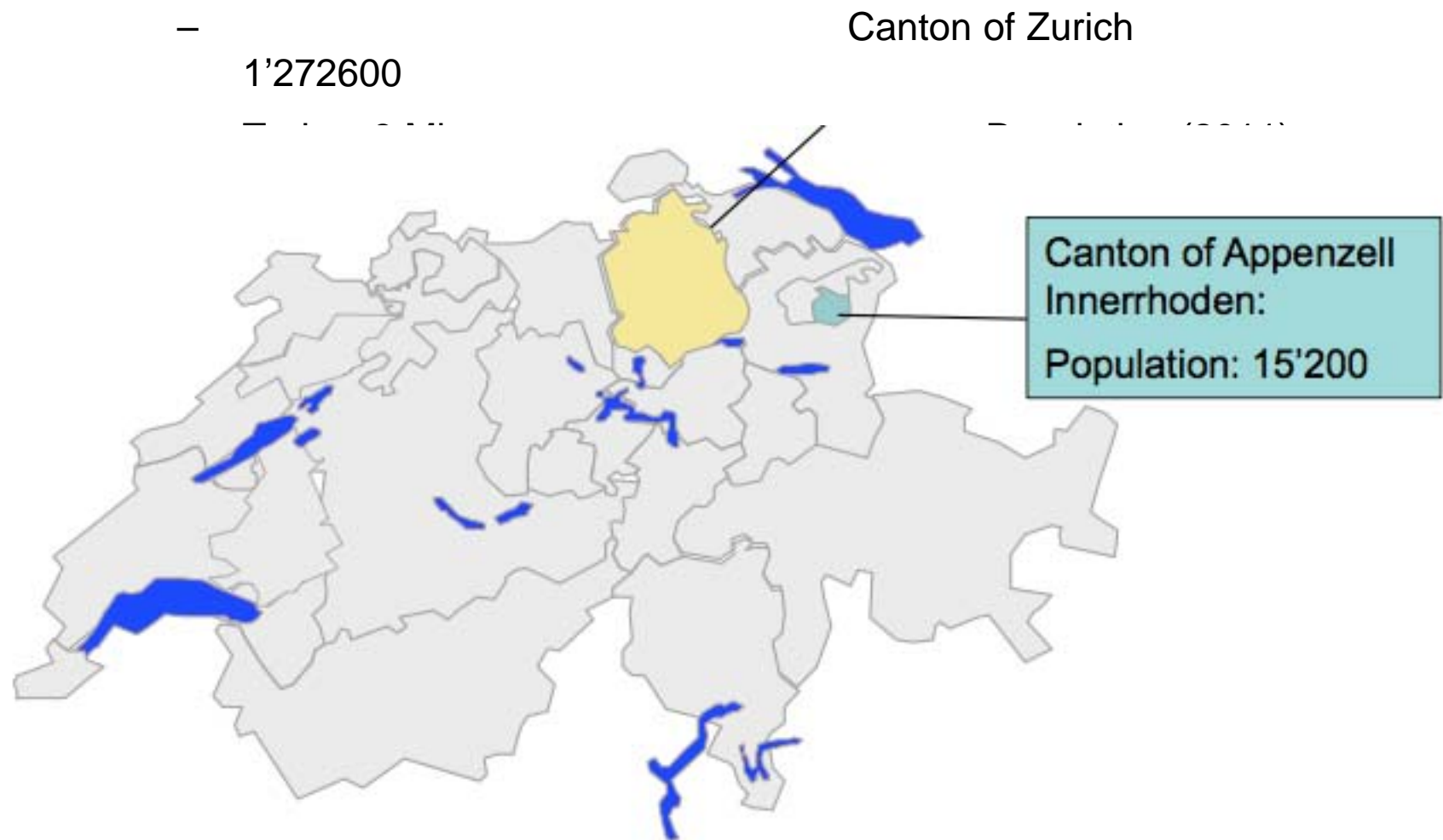
Seminar Talk

07.03.2018

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Federalist Switzerland – 26 Cantons, 4 Languages



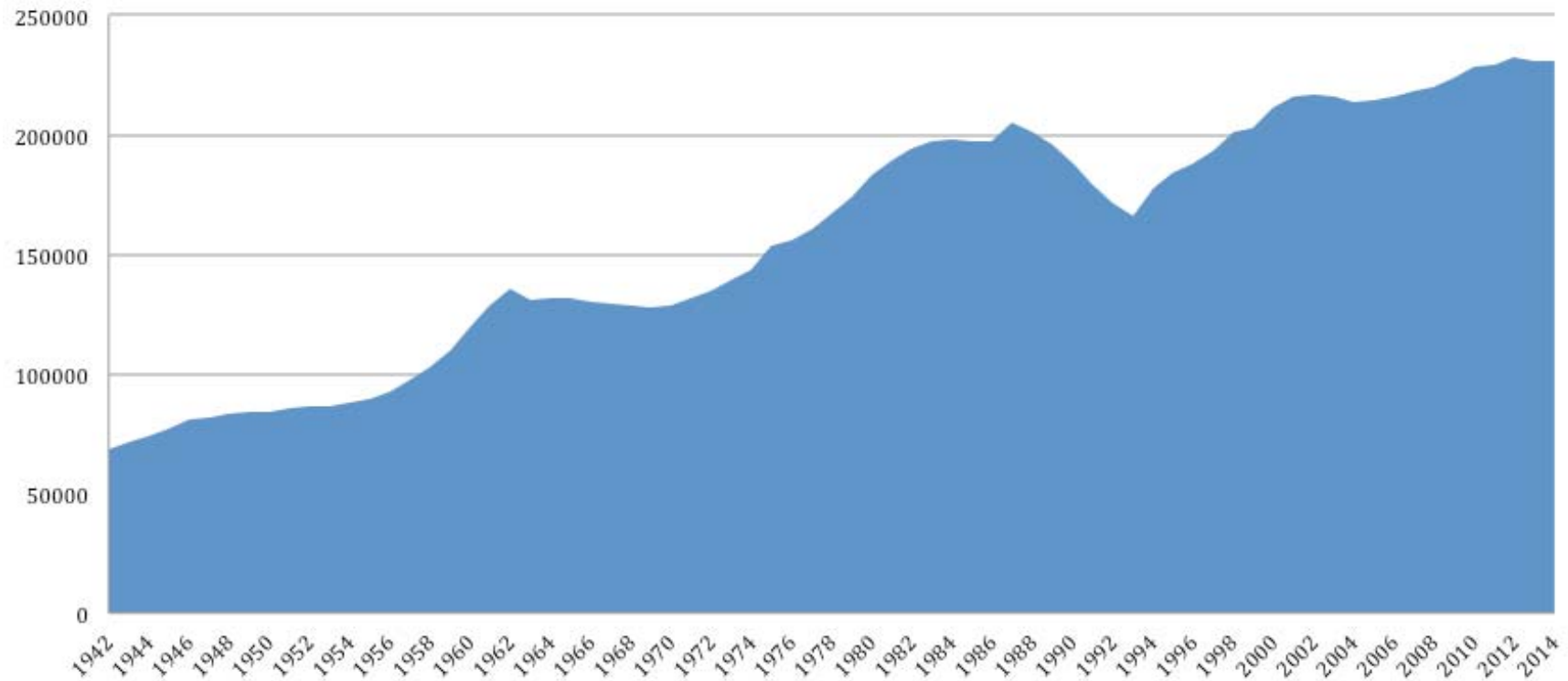


Background

- The Swiss Vocational Education System (VET) developed independently from the education system. In 19th Century economic policy and social reforms led actors like the Swiss Trade Association, Entrepreneurs and Swiss Unions to build up schools, which supported the qualification and further education of workers. The foundation of a formalized qualification model including work-based-learning and schools (dual model of apprenticeship) emerged in the 20th Century to the major provider for education for youth, meanwhile academic education remained a minor institution for an elite.



Steady growth of the VET system



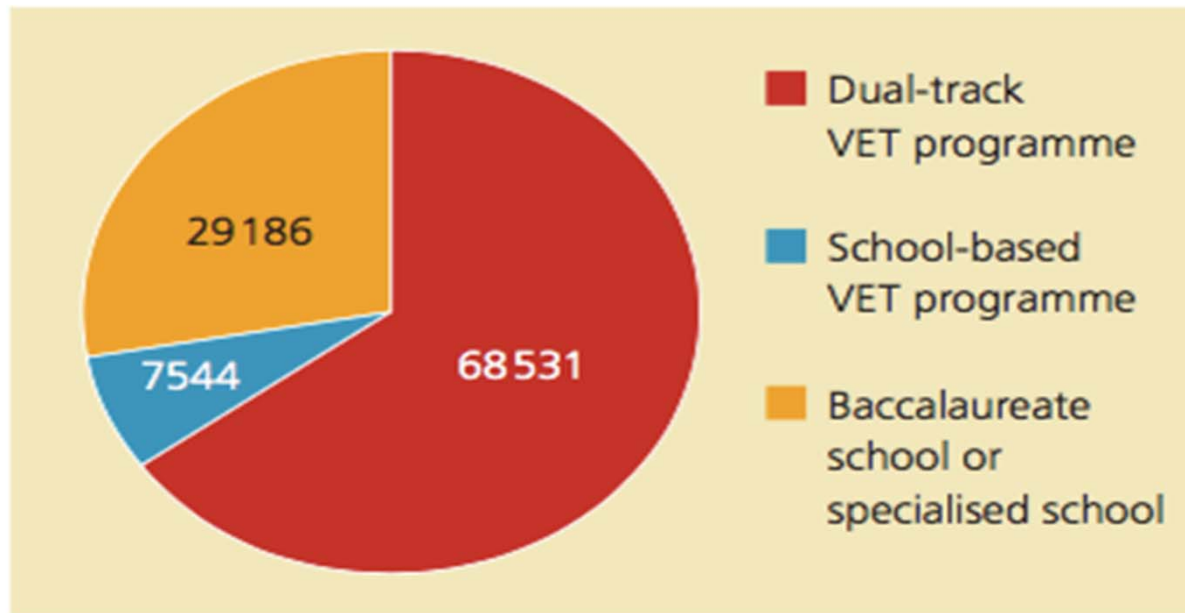


Diploma quota: Secondary II-Level

	2000	2007	2012
Total %	88.3	87.6	94.7
General education	21.7	23.0	23.1
Vocational basic education	66.6	64.6	71.6
BfS 2015/KW			



Enrolment in upper-secondary level in 2014²





Source: SBF
Facts
& Figures
2017

The ten most frequently chosen occupations⁵

Occupations	Total
Commercial employee	14 250
Retail clerk	5 077
Health care worker	4 147
Social care worker	3 170
Electrician	2 159
IT technician	1 976
Cook	1 750
Draughtsman	1 630
Logistician	1 618
Mechanical engineer	1 568



Getting a VET Teacher 1

Two Pathways for VET Teachers in Academic Subjects

- Primary, Secondary Teacher: Additional Studies at University of Applied Sciences (Pedagogical Higher Education, EHB)
- BA, MA Studies at University and additional Study Program for High School Teacher with a specific focus on VET and Federal Vocational Baccalaureate (FVB)



Getting a VET Teacher 2

Two Pathways for VET Teachers in Domain-Specific Subjects

- Work Experience and Additional Courses in VET and Short Studies in Universities of Applied Sciences
- Technical, Commercial Studies at Universities and an additional internship (half-year)

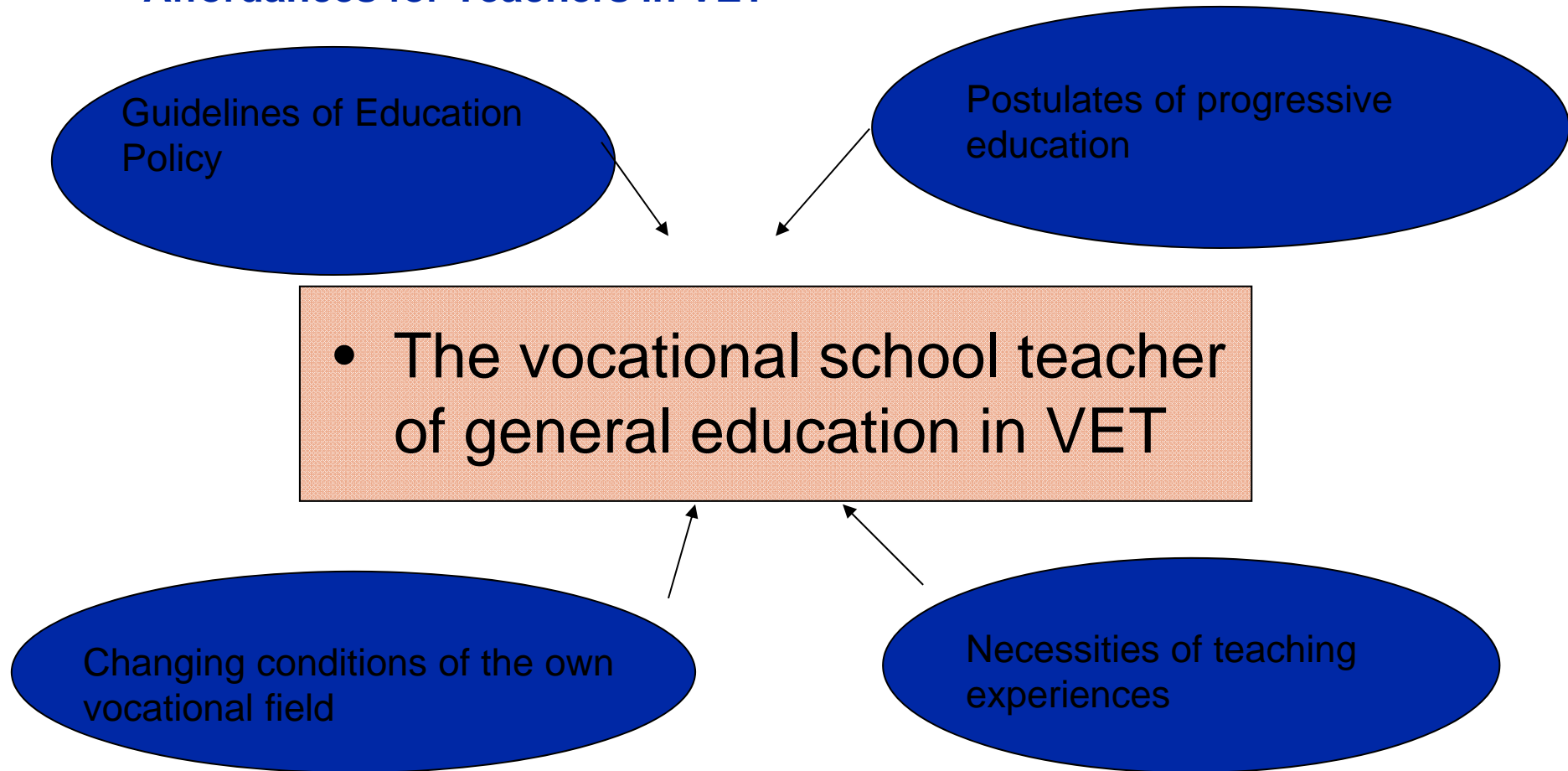


Getting a Trainer

- Few (5) Days of Specific Pedagogical Knowledge for Holders of a Certificate of Basic Vocational Education and Practice in the enterprise



Affordances for Teachers in VET





Shifting Role Perceptions

Early 20th century:

basic training for young men and
civic education

paternal preceptor & school master

• Age of industrialisation:

• Comprehension of social and
economic complexity

• Instructor of applied knowledge

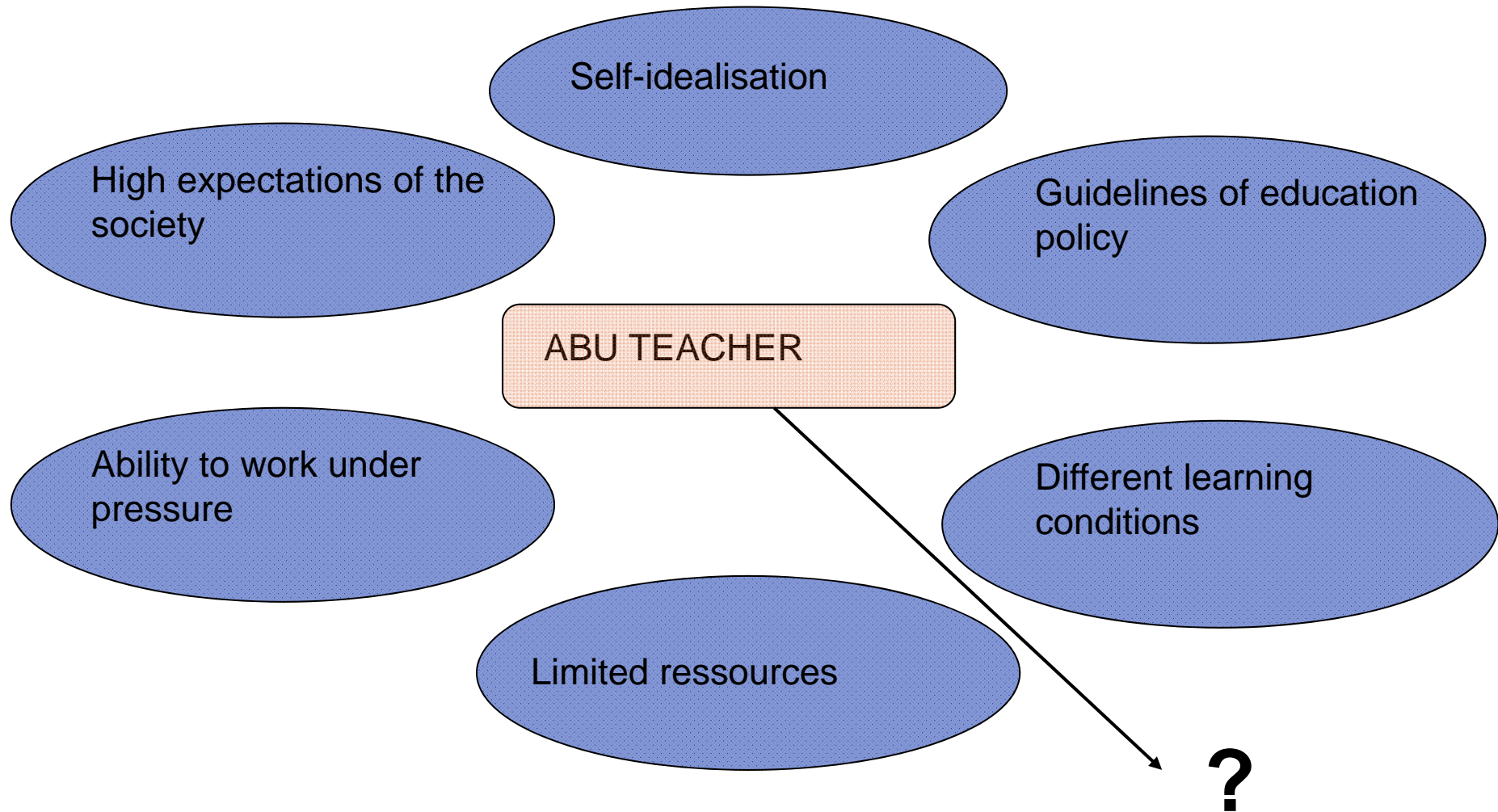
From 1980 till now:

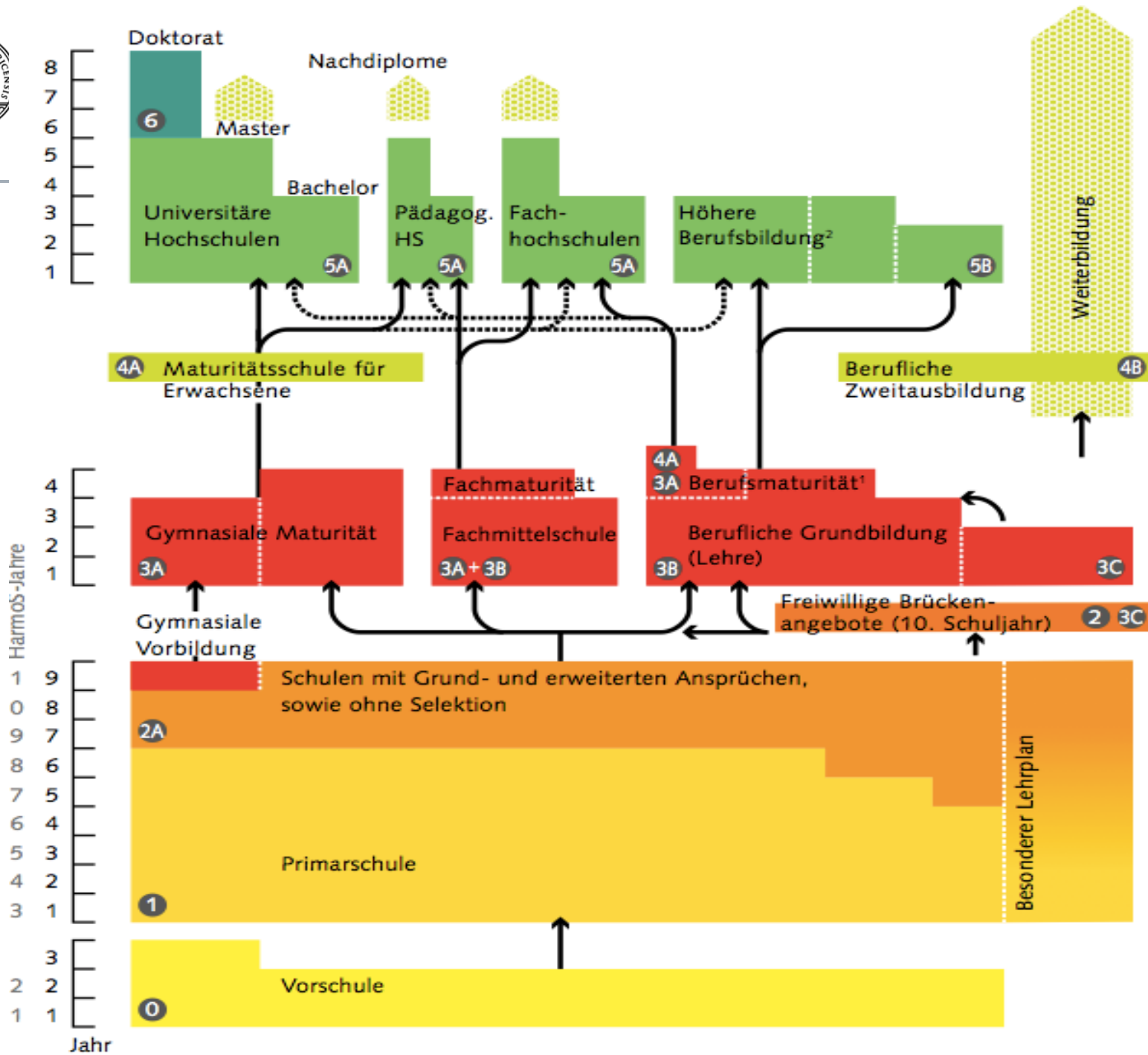
Impart of „soft skills“

Learning companion and coach



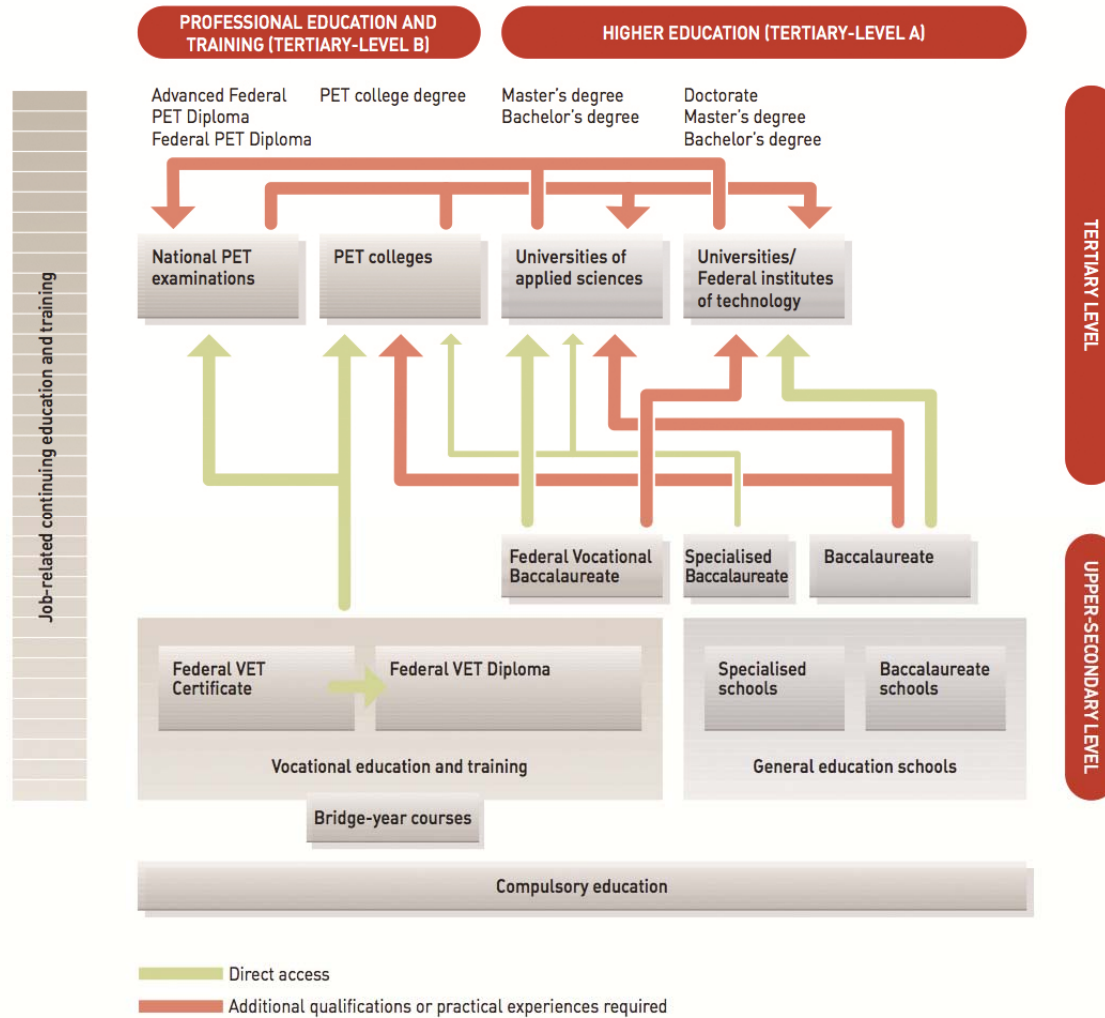
Necessities of teaching experiences





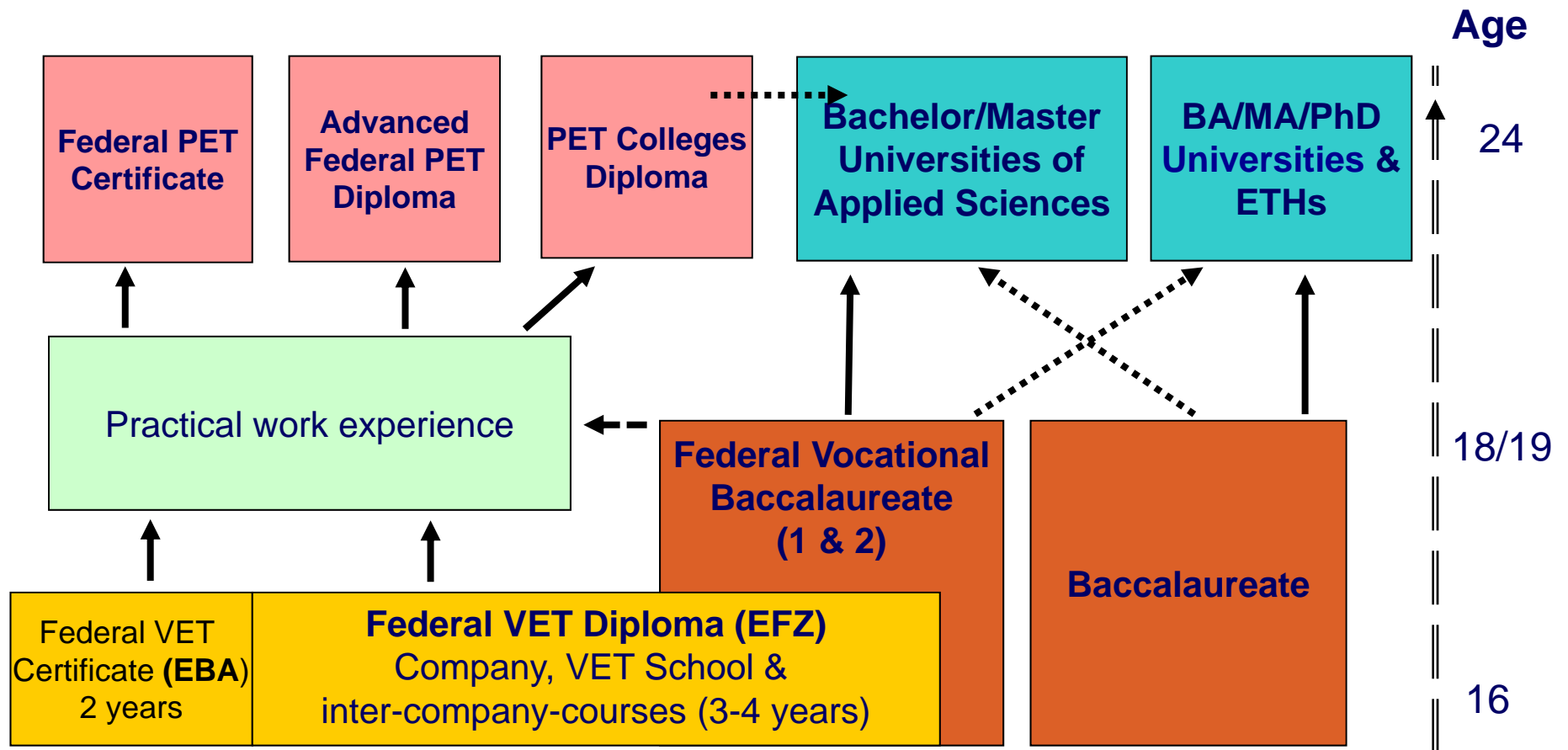


The Swiss Education System - Permeability





Swiss Education Credentials (Upper Secondary & Tertiary Level)





Highest Grade of Education, Swiss Population 24 to 65 years

	2000	2007	2015
Mandatory School	16.1	14,0	11.8
Secondary II	59,7	54,6	46.5
Tertiary Level	24,2	31,3	41.7

Source: SBFI 2016/KW



Strengthening VET through “Quality”

- Strengthening Vocational Education as a long-term Project
- Swiss Trade Associations, Swiss Unions, Social Welfare Associations and Teacher Associations are in a strategic alliance
- Integration of vocational education into the law-making and constitutional process: federal law (1930) as pooling of the educational needs of trade, commerce and industry
- “Sputnik shock” educational expansion and impacts on VET
- VET in the light of other alternatives (the wild 1970s)
- Systematisation of VET as a result of a new consensus: new federal law 2002



Quality in Education: Basic Legislation

- Constitutional law: **Education**: Art. 61a: „Switzerland as an educational space“: Federal authorities and cantons provide a high quality and permeability
- Constitutional law: **VET**: Art. 63: Federal authorities are entitled to legislate VET and further VET through a broad and permeable program
- Art. 63 a Higher Education and Art 64 Further Education
- Federal Act of VET Art 8: The providers of VET guarantee a high quality; federal authorities further the Quality development and define Quality standards and control the results
- Amendments of the federal VET law and cantonal laws include other elements of Quality



Hybridization

VET is a compromise of different actor-driven claims

- (1) Workers' protection, support of apprentices
- (2) Qualification of the workforce

VET is a compromise between different actors

- (1) Associations of arts & crafts, industry & unions
- (2) Civic authorities
- (3) Individuals' claim to participate in work & society and in making a career

Result is a *hybridization of the curriculum, of institutional settings and of career pathways*

- (1) Weight of workplace-learning, orientation towards industrial needs
- (2) VET as a foundation for a education-based career step



Development of Baccalaureate Types 2000-2015

	2000	2007	2015
Total %	25.7	30.8	37.5
Academic Bac	17.8	19.0	20.1
Federal Voc Baccalaureate	7.8	11.8	14.7
Specific Bacs	2.7
BFS 16			



VET Reforms in Switzerland: Occupational Focus and multi-level Coordination

Occupations (**Beruflichkeit**) is one of the pillars of organized VET. The occupational focus (as a „DNA“) includes organizational, didactical and methodological standards for VET

The *program is standardized and specifically* designed for each occupation in VET

The other pillar is the multi-level *coordination of the actors* („**duales System**“) who (firms, involved interest groups) are organizing VET



Academic Drift and VET

- **In the last years a diversification of HE has taken place**
- This is the result of rising demand for formally higher qualifications
- - Aspirations of young people to get a high degree
- - Demand of firms for higher degrees and more applied and practical knowledge

- Education Policy and VET have reacted in order to strengthen their own position
- - keeping system alive
- - offering new pathways into higher education
- - inventing new forms of dual apprenticeship
- - transferring the vocational principle to HE



Labour market today – Job seekers

	2000	2007	2015
Total %	2.3	3.1	4.0
Mandatory School	(4.8)	6.6	9.5
Secondary II	2.2	3.0	3.6
Tertiart Edu.	1.3	2.1	3.2
Source: BfS 2016			



Public Investment in VET





Culture of (Swiss) Education

- (1) Common ground (“Einverständnisgemeinschaft”)
- (2) Consensus orientation in solving conflicts (“Fördergesetzgebung” based on “Vernehmlassungen”)
- (3) Comprehensive model for weak and strong learners
- (4) Coherent and robust institutions



Conclusion

- Vocational education is expansive because of the continuity basically guaranteed by national framework legislation
- - Expansion quantitatively and qualitatively: new fields, professions and new levels (tertiary education)
- - Demand for practical knowledge and scientific knowledge leads to hybrid structures
- Higher degree of agreement between different actors: consensus only sometimes put into question
- Education Policy and VET have reacted in order to strengthen their own position
- - keeping system alive, although there is an academic drift
- - offering new pathways into higher education
- - inventing new forms of dual apprenticeship
-



Further Reading

SGBF (Eds.) Swiss Education Report 2010

SBFI (Eds.) Facts & Figures 2017

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Thank you for your attention!

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