

Swiss Education System Transition from Compulsory education to VET

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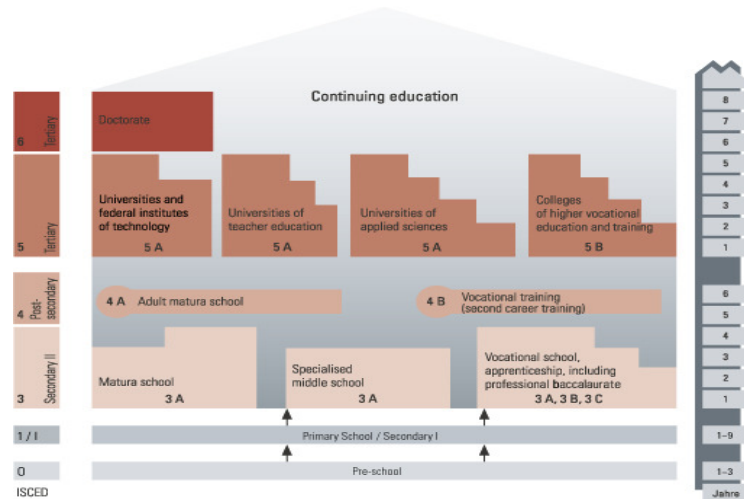
21st September 2011

Overview

- Swiss education system
- Legal fundamentals
- Courses to bridge ISCED 2 and 3
- Structural challenges in order to bridge gap between ISCED 2 to 3

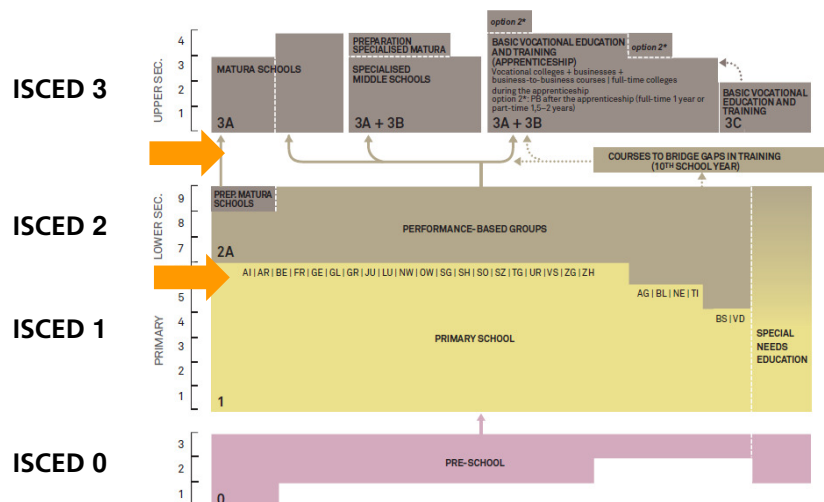
Swiss Education System

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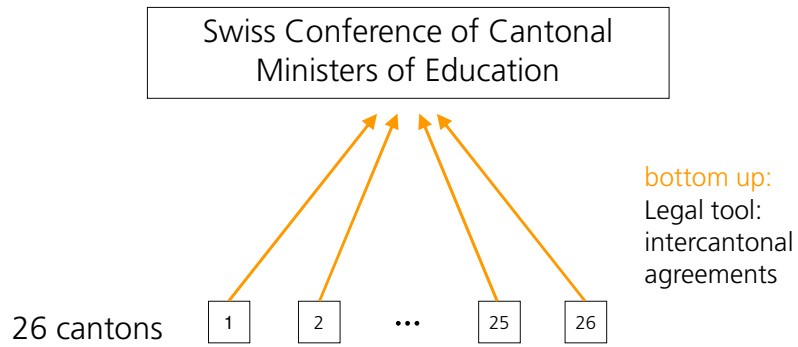
ISCED 0-3

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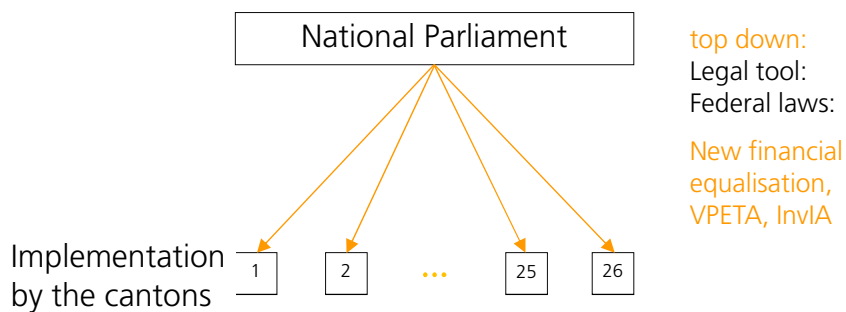
Decentralised Swiss Education System (ISCED 0 and 1)

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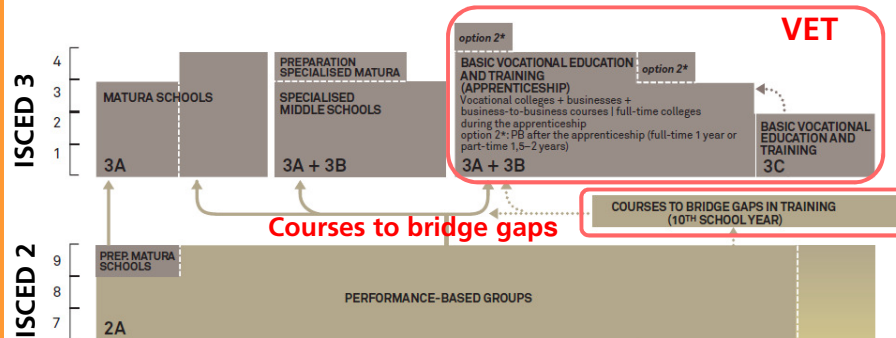
Centralised Swiss System of Professional Education (ISCED 3)

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Transition from ISCED 2 to 3

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Courses to bridge gaps

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- Language courses
- Year to get more maturity and take an occupational decision (Sozialjahr)
- 10th year of education = additional year to compulsory education
- Support to the application procedure a.s.o. (Motivationssemester)
- SOS-Programme
- Case-Management = Support linked to VPETA
- Preparation course to professional education (Berufsvorbereitendes Schuljahr)
- Preparation to apprenticeship (Vorlehre)
- Practical course of half a year/ of a year (Jahres- /Halbj.praktikum)

Legal fundaments (Laws)

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BBG = Federal Act of 13 December 2002 on Vocational and Professional Education and Training; Vocational and Professional Education and Training Act (VPETA)

BehiG = Federal Act of 13 December 2002 on the Elimination of Discrimination against People with Disabilities; Disability Discrimination Act (DDA)

IFEG = Federal Act of 6 October 2006 on Institutions for the Rehabilitation of Persons on Invalidation Benefit (RehabIO)

IVG = Federal Act of 19 June 1959 on Invalidation Insurance; Invalidation Insurance Act (InvIA)

Legal fundaments (Agreements)

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Intercantonal Agreement of Social Institutions (IASI)

Intercantonal Agreement of collaboration in the domain of Special Needs Education (IASNE)

Some possible transitions from compulsory education to VET and occupation

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Age	5-16	17	18-20	20+
Education/ Occupation				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

	Compulsory Education	VET/PET Pra INSOS	Sheltered Workshops
	Courses to bridge gaps	Day Care Centers	Job in 1st labor market
	Without education or job		

Responsibility and legal fundamentals of VET/PET-education and occupation

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	Responsibility	Legal fundamentals
Compulsory education (up to and including ISCED 2)	Cantons: Education Department	DDA, IASNE, IASI (BehiG, Sonderpädagogik- Konkordat, IVSE)
Professional education PET/VET		
Practical education and training (Pra INSOS)	Confederation: II (in discussion)	VPETA, InvIA, DDA, REhabIO (BBG, IVG, BehiG, IFEG)
2 year VET (federal diploma)	Confederation: OPET	
3-4 year VET (federal diploma)	Confederation: OPET	
Day care centers	Cantons: Social Affairs	DDA, REhabIO, IASI (BehiG, IFEG, IVSE)
Sheltered workshops	Cantons: Social Affairs	DDA, REhabIO, IASI (BehiG, IFEG, IVSE)
Job in 1st labor market		
Without education or job	?	?

Structural challenges in order to bridge ISCED 2 and 3

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Two transitions to cope with:

- Not only the transition from lower to upper secondary is important, but also the transition from primary to lower secondary.
- Dispensation of marks can be a barrier to further education!

Benefits:

The benefits students can get depend on the II-status, on the education programme they are in and their age.

Structural challenges in order to bridge gap between ISCED 2 and 3

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Legal fundamentals:

- If students are in either a compulsory education programme or in a VET/PET-programme, they are protected by laws and agreements concerning education and disability. Support can be organised.
- The intermediate phase is legally less organised.
- Problems have young people who are not disabled, but have special educational needs. They risk to drop out of the system.

Structural challenges in order to bridge gap between ISCED 2 and 3

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Responsibility:

- Depending on what education programme the students are in, different instances are responsible.
- It is not always clear who is responsible for the intermediate phase.

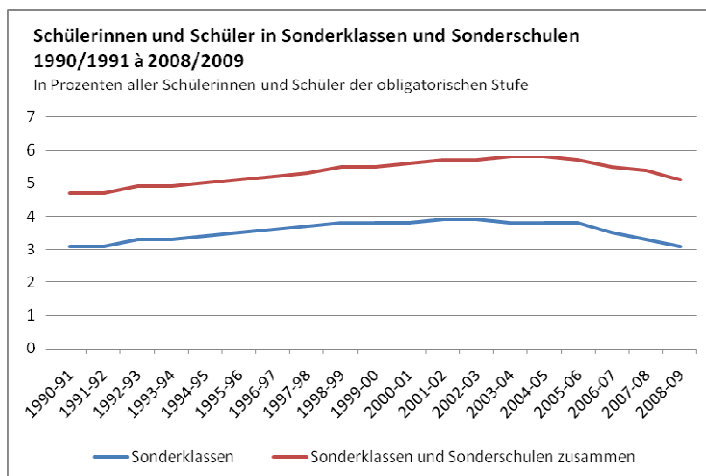
Questions, remarks

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Statistik Sonderklassen- /-schulen

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Contact

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