

# The Rise and Development of the Swiss VET



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Prof. Dr. Philipp Gonon  
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# Some singularities

## Switzerland

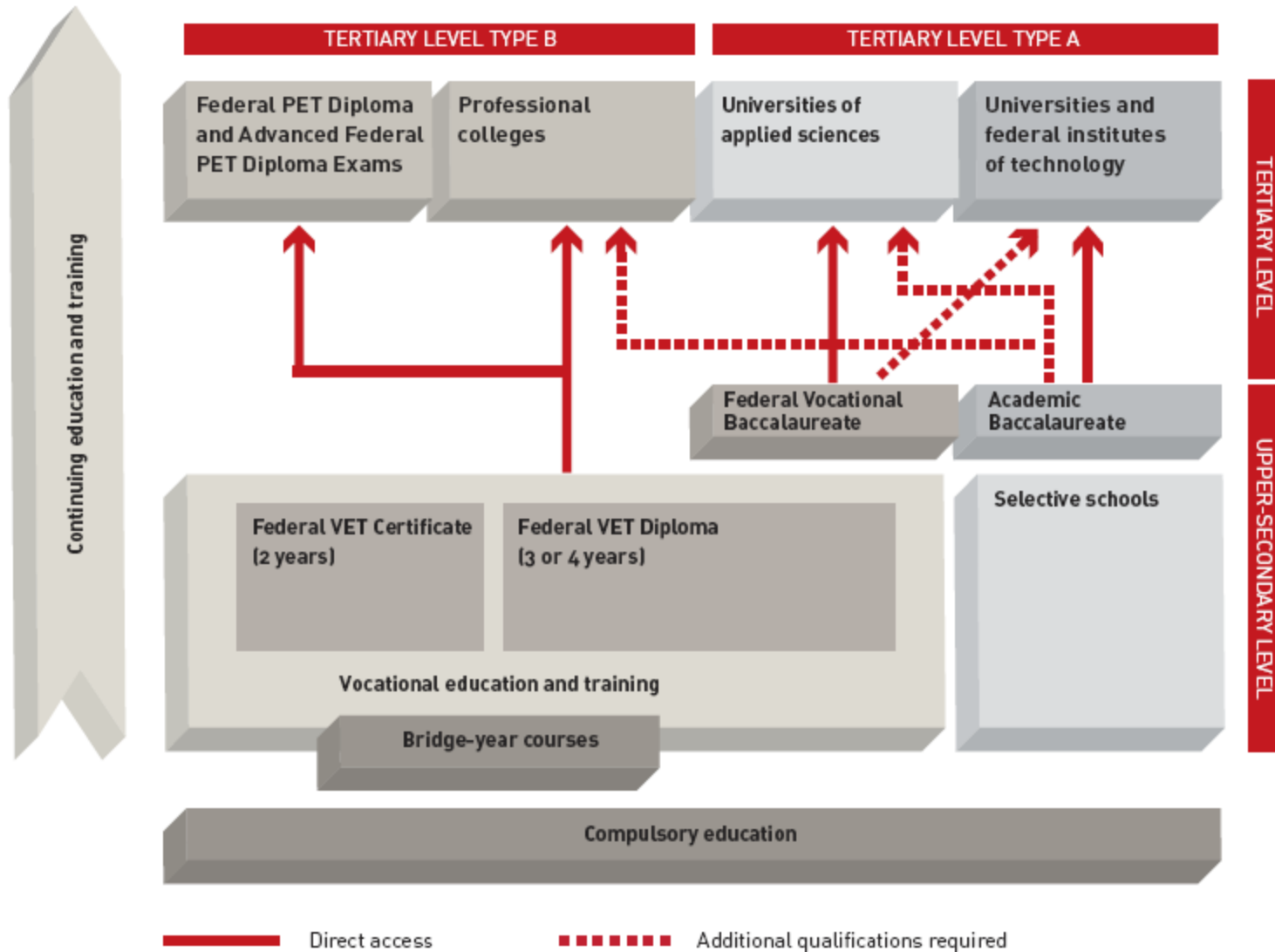
- 7,7 million habitants
- 3-4 languages
- Economy, Society, Innovation: seen us a succesfull country: high quota of immigration
- Small but also highly globalized country

# Educational features

- Early tracking inside the educational system
- Dominance of the dual apprenticeship model
- Low quota of academic education on the upper secondary level (maturity schools, “Gymnasium”)
- About three quarters of young men and two thirds of young women attend a VET course
- 82 200 youngsters entered a VET course, 65 700 youngsters accomplished a VET course in 2009
- Widely accepted system, however in recent times some critical discussion
- Future of the Swiss system is seen in strengthening the higher vocational education (non-universitary Tertiary B level)

# Three historic modes of VET

- **Model Diderot** (France)  
„L'apprentissage à l'école“
- **Model Kerschensteiner** (Germany)  
Vocational Schools as Completion of Training
- **Model Dewey** (USA)  
High School as a Preparation for Work and Life



## W. Greinert: VET Systems

- **State** plays only a *marginal role for VET Qualifications* - liberal model (England)
- **State** *plans, organizes and controls VET* - state-driven model (France)
- **State** delivers the framework and support for *VET* - mixed model (Germany)

## Th. Deissinger: VET Systems

- **Occupation** plays only a *marginal role for VET Qualifications* - liberal model (England and France, most Anglo-Saxon countries, Japan) - Modular approach
- **Occupation** is the organizing principle for *VET* - It delivers a curriculum, (Germany, german-speaking regions), the didactics and methods of learning and the institutional setting: actors negotiating and organising VET - Holistic approach

# VET: perspectives

Author	Perspective	Examples	Contrast	Mix
Deissinger	Linkage to occupations	Germany	England	(France)
Gonon	Degree of vocational schooling	France	USA	Germany
Greinert	Grade of state-intervention	France	England	Germany
Steedman	Demand-Supply	Germany	England	(Austria)
Trampusch	Welfare regime LME, CME	England	Germany	Switzerland



# Dual Model and VET

- **Terms:** „German Model“, apprenticeship model, apprentissage
- **Variation:** “Dual System“, “Trial System
- **Conceptual background:** Sites of learning, interaction between school and workplace, communication between stakeholders
- Model and system are often taken *synonymously*

# Dual models in german-speaking regions

- **In Germany, Switzerland, Austria:**

A considerable till dominant part of youth is educated in apprenticeship-schemes, integrating school and work

Balance of

- “Collaboration” between school and workplace
- Real just in time situations and long commitment in protected areas
- Practical work and schooled theory
- Negotiated interests of diverse actors
- Smooth Integration into work

# The Rise of modern VET

- 20th Century: Establishment of modern VET
- Relevant school-based learning gets important  
*Countries:* England, France, Germany, Austria-Hungary, Russia  
Switzerland and USA make industrial progress  
*Rise:* between 1870 till First World War
- Regulation and public schooling for apprentices in order to be competitive and to integrate working class youth

# Implementing VET

First amendements in order to subsidize schools and museums for technical, commercial and household education

„Bundesbeschlüsse zur Förderung gewerblicher und industrieller und landwirtschaftlicher Bildungsinstitutionen“ (1884)

„Kaufmännische Berufsbildung“ (1891)

„Hauswirtschaftliche Berufsbildung“ (1895)

# Vocational education in trades

## Expenditures and Subsidies for trade schools and institutions

Kanton	Population (1880)	Expenditures SFr.	Subsidies Fr.
Zürich	317 600	174 558	92 740
Bern	532 200	60 486	29 640
Genf	101 600	165 863	82 432
Neuenburg	103 700	71 750	21050
Switzerland	2 846100	616603	256 651

# Primary School and Work

## *Modern Schooling: France as Rolemodel*

Reform of Drawing

Introduction of Manual Work in Schools:

- *Since 1880* Manual work in **France** mandatory
- „Travaux manuels“ in order to enhance the dexterity of children
- Prework-education in order to improve the industrial performance of a country (BIEDERMANN 1883).

# France as Role Model for VET

**Armand Freiherr von Dumreicher (1881):  
„National Welfare as a Result of Education“**

- Educational Policy in an Industrial State has to establish vocational institutions, especially specializes vocational schools
- Traditional apprenticeships are not sufficient anymore

## *Écoles des Arts et Métiers*

- „Enseignement professionnel“ is systematically organized
- „Orientation nouvelle“ is the result of specific industrial needs
- The origin is the École polytechnique
- Technical „Bildung“ as suitable way for the industrial age



# Pattern of technical „Bildung“

**First year:** „Rotation“ of youngsters between Iron, Wood, Steam und Mechanics (4 hours a day)

- Instruction in subjects: Mathematics, Drawing, Physics, Chemistry and Repetition of the elementary subjects of Primary School

**Second year:** Choice of the occupation

**Third year:** Flexible qualification in order to move from one workplace to the other

*Aimed for elite workers*

# Switzerland and „ateliers publiques“

## Karl Bücher: „Such VET schools are the future“ (1879)

- Strong support for work-based schools like in France (1884 ff.)
- Trade
- Teachers
- Foundation of such public „work-schools“: Berne, Winterthur, Zürich
- Further development of specialized schools for watchmakers: Neuchâtel, Jura

# Role Model II: Kingdom of Württemberg

- Liberal markets instead of protection (Ferdinand von STEINBEIS)
- Central office for economic policies (Stuttgart)
- Establishing continuations schools with a vocational focus for agriculture, trade, industry, commerce and household

# Vocational schools as immediate measure

## Building a set of vocational continuation schools

- „Verein für Socialpolitik“: „Combined Learning“ (1875)

Switzerland:

- „Preisschrift Hug/Boos“ (1881)
- „Gutachten Bendel“ (1884)
- Swiss association of trades 1895: Apprenticeship in the workplace combined with schooling (Survey)

## Further Reforms

- Written apprenticeship contract under public control (1900: over 50000 contracts)
- Cantonal apprenticeship legislations from 1895-1917 in order to protect apprentices
- Mandatory apprenticeship examinations: what has been learned in the workplace and in schools is now testified and certified by a committee of teachers and trade masters:  
1880: 36 examinations - 1917: 7400 examinations

Some other figures: 1905 male and female apprentices in industry and trade (most in textile industry, construction and metal work): 27794, and 7500 in commerce

*Overall accepted version to strengthen the trade*

# Normalisation of interconnected apprenticeships

20th Century:

(„Model Kerschensteiner“)

- Daily based mandatory schooling for all apprentices (8 to 9 hours, 3 or 4 year apprenticeships)
- International observers spoke of a fascinating model which is able to produce „capable workmen“ and „good citizens“

# Legitimization and further development of a dual model

## „Gesetz über die berufliche Ausbildung“ 1930 (1933)

- First overall legislation in Switzerland
- Mandatory Schooling
- Written apprenticeship contract
- Examinations for basic and further vocational education
- Balance of power between cantons, state and associations
- Till 1960: 162 regulations for 238 occupations.
- Further modified legislation acts: *1963, 1978, 2002*

# Apprenticeship contracts 1938-1961

**Total of Contracts for apprentices**

Year	Males	Females	Total
1938	44 510	13 905	58 415
1948	59 124	17 096	76 220
1955	61 069	20 606	81 675
1961	88 376	31 074	119 450



# Paths to a modern VET system

- All over Europe and in the USA new models of VET are rising in the 20th Century
- Specific national conditions helped to establish a specific model (Modell Kerschensteiner)
- Challenges today:
  - to make the system run the employers play a central role
  - strong trade bias,
  - choices of parents and youngsters
  - permeability and parity of esteem

# Conclusion: The reality of the dual system

- Switzerland: dominance of the dual system, but other models coexist
- Dual system emerged, not a deliberately design
- Siring of the dual system is bound to collaboration of stakeholders
- Public debate about the future of the dual system is important to keep the system running
- Continuing Pedagogisation and Scholarisation of the apprenticeship model
- Permeability as decisive factor of the design of the education system



Thank you for your attention  
gonon@igb.uzh.ch