
SWISS EDUCATION SYSTEM:

THE ORGANIZATION OF
VOCATIONAL TRAINING

IN SWITZERLAND



WELCOME
DEAR VISITORS

IN THIS
PRESENTATION
WE LOOK AT OUR
EDUCATION
SYSTEM FROM
FOUR SIDES



**BUT BEFORE WE
START, WE WOULD
LIKE TO KNOW
THE FOLLOWING**

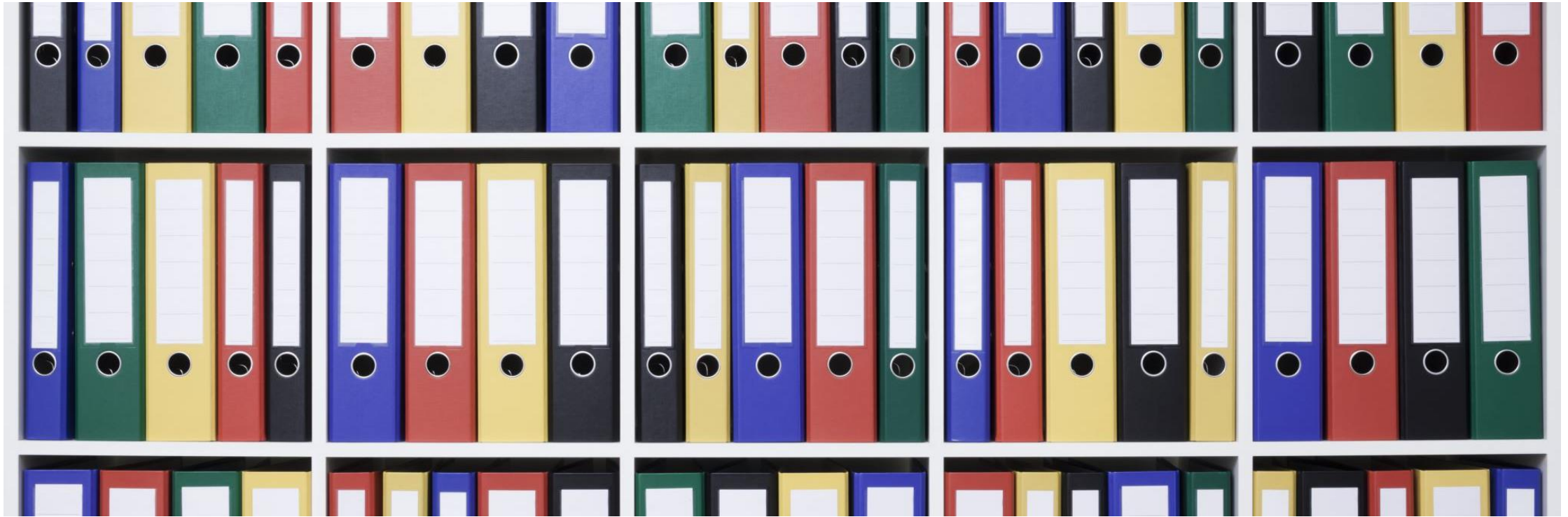




WHICH
COUNTRIES
DO YOU
COME FROM?

THE FOUR SIDES
OF THE SYSTEM
THAT WE WILL
LOOK AT ARE:



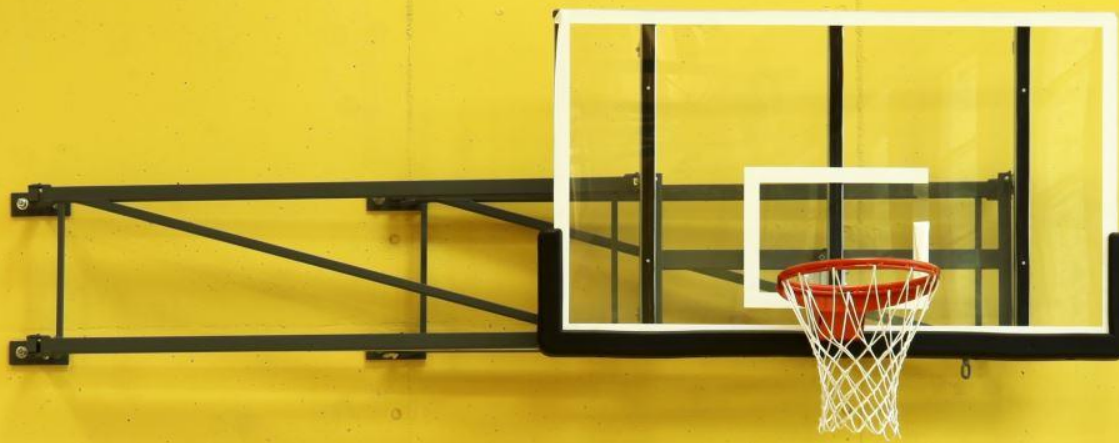


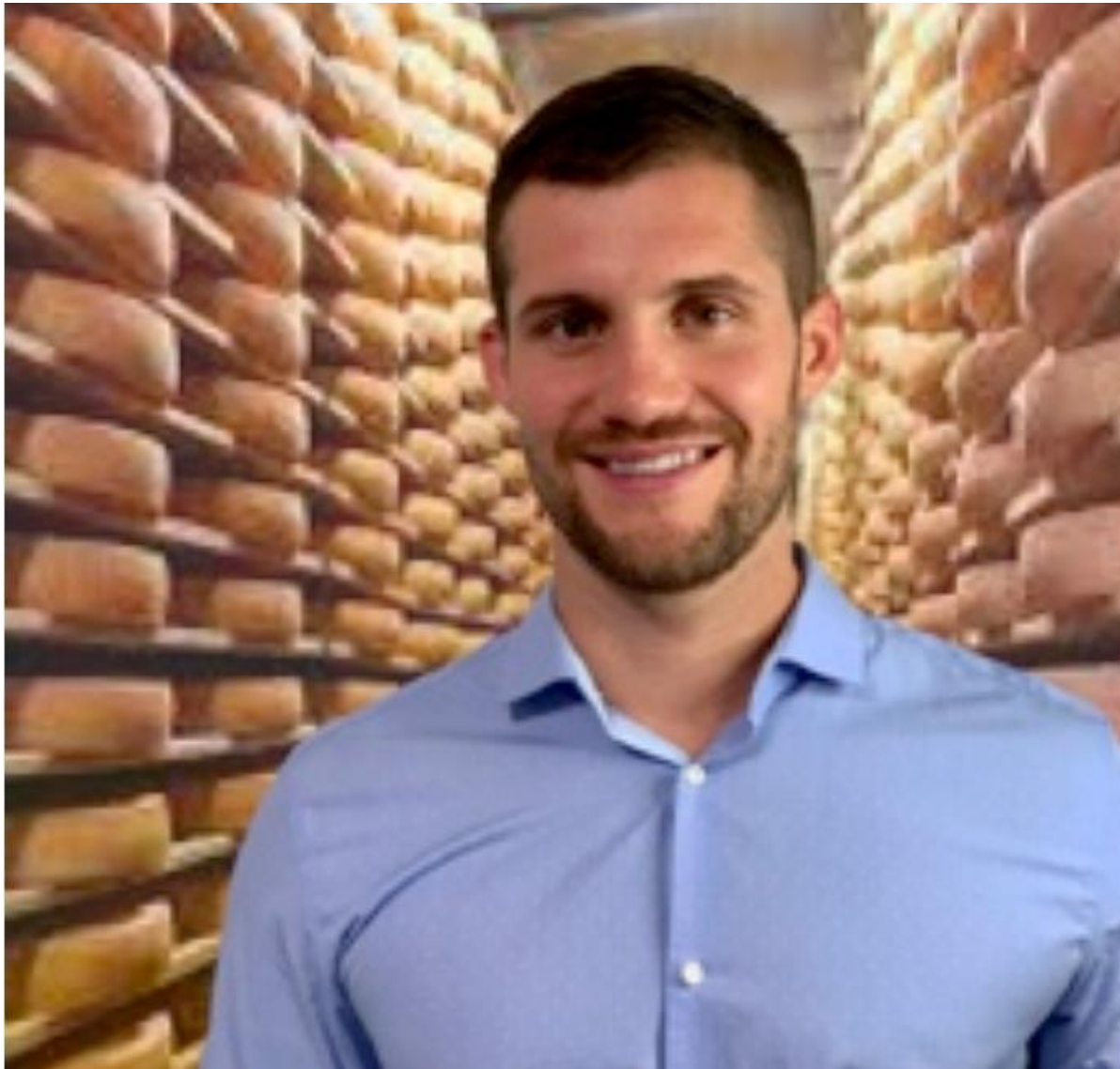
PROFESSIONAL ORGANIZATION AND THE SYSTEM IN GENERAL

PRESENTED BY KRISTINA ANDRIĆ AND ROLAND TANNER (SMV-SSIL)



TRAINING
PLACE





PRESENTED
BY JULIEN
LINFORD
(FROMAGERIE
LINFORD)



APPRENTICE



PRESENTED
BY JULES
MUSTER
(FROMAGERIE
LINFORD)

VOCATIONAL SCHOOLS AND PROFESSIONAL EDUCATION INSTITUTE



PRESENTED BY
JEAN-LUC MORIER
(GRANGENEUVE,
DIRECTORATE OF
INSTITUTIONS AND
AGRICULTURE AND
FORESTRY)



TO ALL FIRST: WHAT IS VOCATIONAL EDUCATION AND TRAINING?





The most popular from upper-secondary level education and training



Two thirds of all young people who leave compulsory school in Switzerland complete vocational training



Most programmes are dual-track (different learning venues: part-time classroom teaching and on-the-job training).

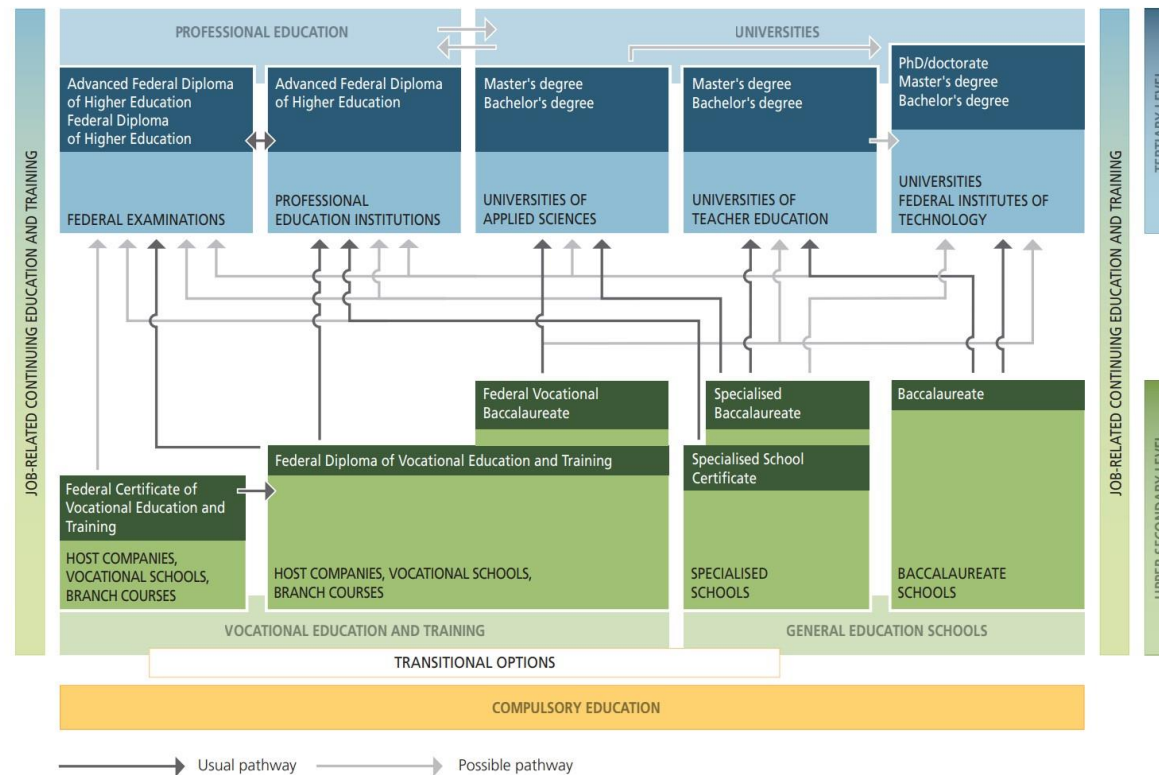


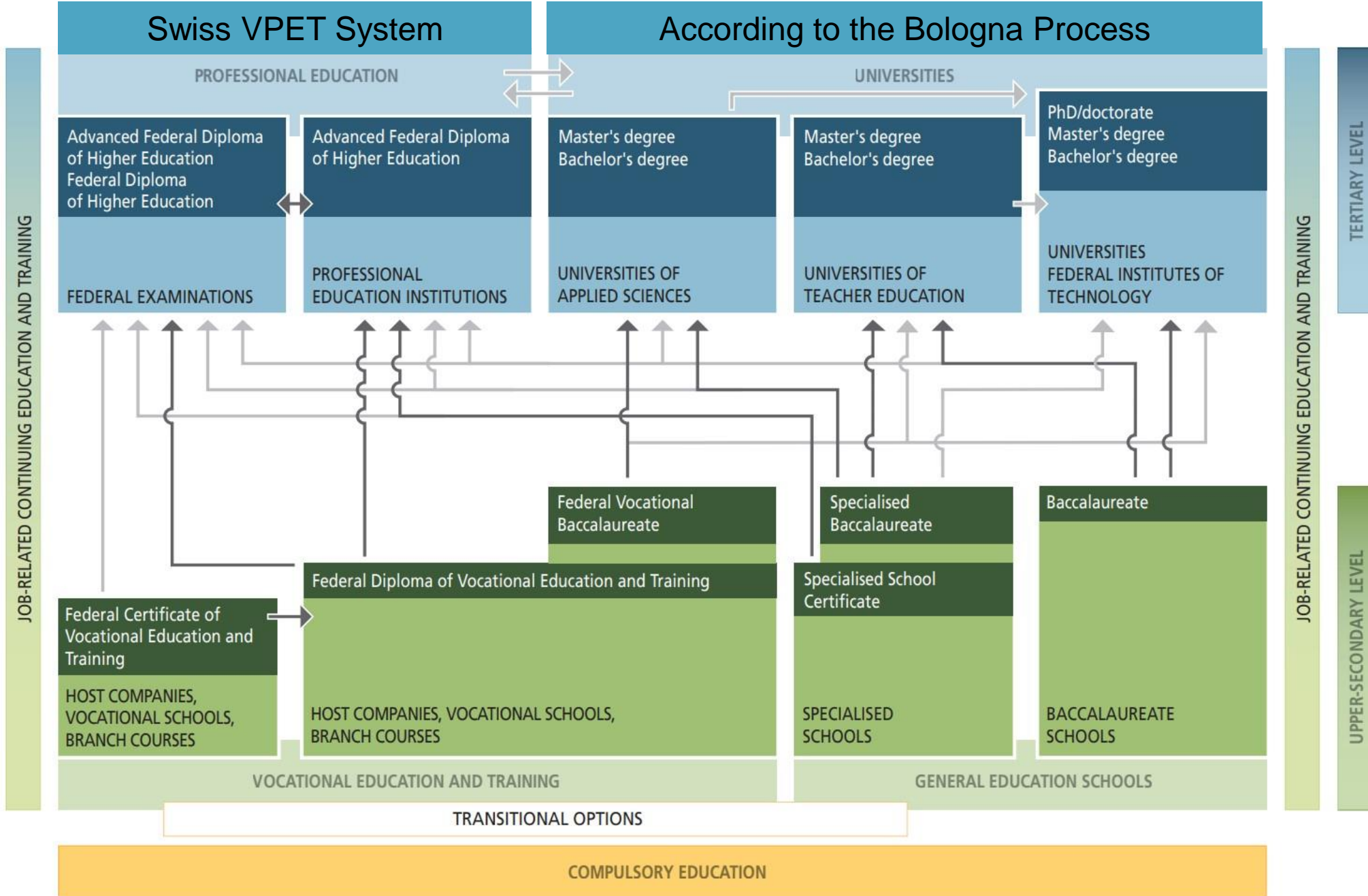
Labour market orientation: The requirements for individual vocational qualifications are set by the private sector based on the needs of the Labour market.

THE SWISS VOCATIONAL PROFESSIONAL EDUCATION AND TRAINING SYSTEM

- Vocational education and training (VET) is provided at upper secondary level
 - Professional education is provided at secondary level (VPET)
 - VET and professional education use clearly defined training plans and national qualification procedures
 - Offers a broad selection of available training options
 - And a wide range of job-related continuing education and training courses (CET) at all levels
-

FOR BETTER UNDERSTANDING: THE SWISS EDUCATION SYSTEM BRIEFLY





Usual pathway
 Possible pathway

ONE MISSION – THREE PARTNERS

The provision of VET and professional education is a mission collectively shouldered by

- the Confederation,
 - the cantons
 - and professional organizations
-

ONE MISSION – THREE PARTNERS

These three partners are jointly committed to the highest possible standard of quality within the **Swiss vocational professional education and training system (VPET)**.

They also strive to ensure the availability of an adequate number of apprenticeships and training courses.

Let's take a brief look at the three partners:

CONFEDERATION (SWITZERLAND)

Strategic management and development

- Regulate the requirements for qualification procedures and ensure their quality and comparability
 - The monitoring and enactment of the ordinances on basic vocational training
 - Regulation of general education and of the vocational baccalaureates
 - Providing quality assurance and further development of the Swiss vocational professional education and training system (VPET).
-

CANTONS (BUNDESLÄNDER / DÉPARTEMENTS / REGIONS)

Implementation and supervision

- Implementing the Federal Vocational and Professional Education and Training Act
 - The relevant cantonal legislation regulates the details and defines the areas of responsibility of authorities, commissions and individuals.
-

PROFESSIONAL ORGANISATIONS

Training content and apprenticeships

- Establishing the training content of vocational professional education and training system programmes and study programmes at professional education institutions
 - Primarily represent educational interests
 - Represents directly or indirectly the relevant companies for a basic vocational training (or a higher vocational training qualification)
 - Organizes the national qualification procedures
-

THE RESULT: COOPERATION BASED ON PARTNERSHIP

- The collaborative partnership is a fundamental principle of vocational education and training and is explicitly anchored in Art. 1 of the Vocational and Professional Education and Training Act
 - Vocational education and training is a task of the Confederation, the cantons and the professional organizations
 - Together, the three partners are committed to high-quality vocational education and training and strive to ensure an adequate supply of apprenticeship positions
-

A grid of 15 colorful ring binders arranged in 3 rows and 5 columns. The binders are in various colors: blue, red, yellow, green, and black. The text 'PROFESSIONAL ORGANIZATIONS' is overlaid in the center in white, bold, sans-serif font. A thin white vertical line is positioned to the right of the text, extending from the top row to the bottom row.

PROFESSIONAL ORGANIZATIONS

PROFESSIONAL ORGANIZATIONS

That's us



(Swiss Dairy Association)

SMV-SSIL – THAT’S US

- Founded in 1871
 - as a professional organization, it takes care of education and training in the Swiss dairy industry.
 - is the provider of basic vocational training
 - Strategic level: Board of Directors (7 members)
 - Operational level: Administrative office (5 employees)
-

SMV-SSIL – RESPONSIBILITIES

- Sufficient supply of training places
 - Supports the successful implementation of cooperation between vocational schools, training companies and inter-company courses
 - Definition of training content and qualification procedure
 - Organization of inter-company courses
 - Provision of higher education offers
 - Ensuring well-trained junior staff in line with practical needs
 - Promoting the image and attractiveness of the profession
-

MANY THANKS



TRAINING PLACE

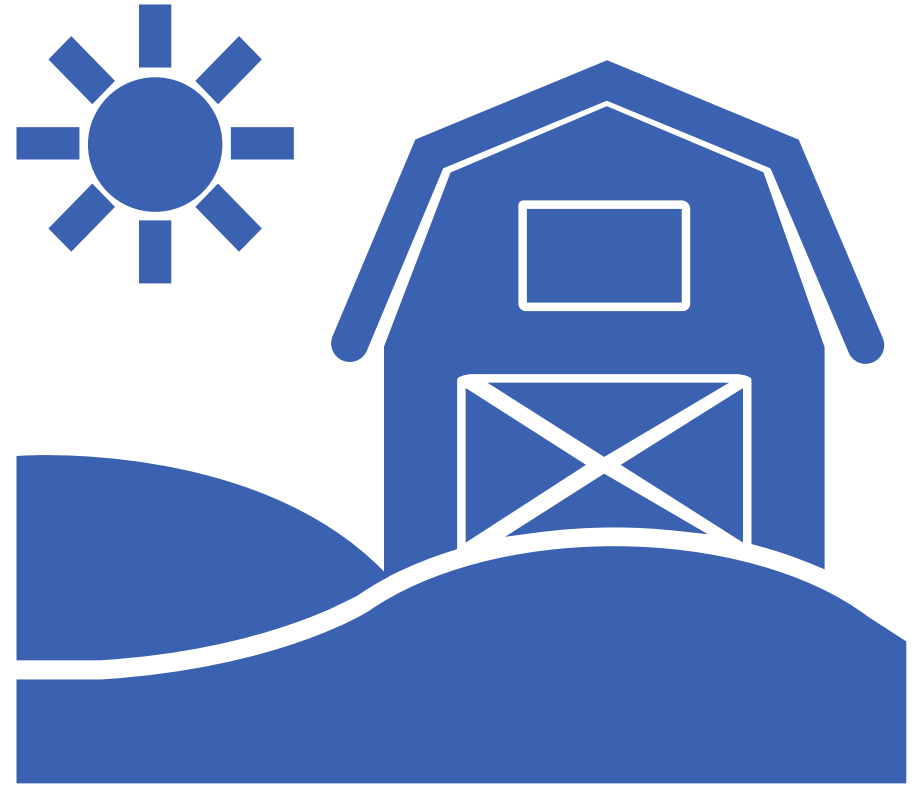


TRAINING PLACE – THAT'S ME

Julien Linford, Fromagerie
Villageoise, Chézard-St-Martin



MY COMPANY AND ME



FROMAGERIE
VILLAGEOISE,
CHÉZARD-ST-MARTIN

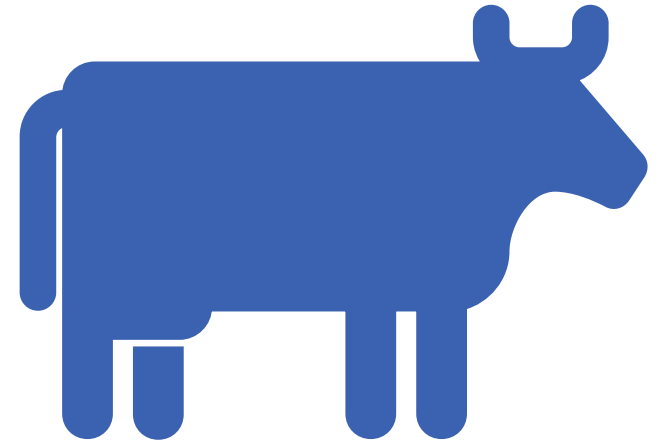


FROMAGERIE VILLAGEOISE, CHÉZARD-ST-MARTIN

We process 2,500,000 kg of milk per year

- 1,500,000 kg of organic milk
- and 1,000,000 kg of conventional milk.

We mainly produce organic and conventional **Gruyere AOP**, but also semi-hard cheeses. The company currently consists of myself, a qualified employee and **an apprentice.**



WHY DID I DECIDE TO SET YOU UP ON MY OWN?

- I've always dreamed of setting up my own business. I've always wanted to be able to run a business. Being able to organize the work as I see fit, making and adapting the production parameters as I see fit, creating new products and taking part in marketing them are some of the things that made me want to set up my own business.
-

HOW LONG HAVE YOU BEEN RUNNING THIS COMPANY?

- Since 1 January 2022. I took over the cheese dairy from a cheese maker who was retiring.

JULIEN LINFORD



JULIEN LINFORD

- Age 34
 - Compulsory schooling in Granges-Marnand, Federal certificate of proficiency for milk technologist, Federal examination and higher Federal examination for milk technologist.
-

MOTIVATION FOR CHOOSING THIS PROFESSION:

- A friend from school told me about the job. I went on several placements with three different companies.

WHY AM I TRAINING APPRENTICES?

- The fact that I'm able to share my passion for the job with a young person just starting out as a dairy technologist makes me happy.
 - I had a lot of fun during my initial training and I'm trying to share that in my turn.
 - An apprentice is also a precious help in the work at the cheese dairy. My aim is to train my apprentice so that when he finishes his apprenticeship, he'll be directly operational in the world of work.
-

WHY SHOULD YOUNG PEOPLE LEARN TO BE DAIRY TECHNOLOGISTS?

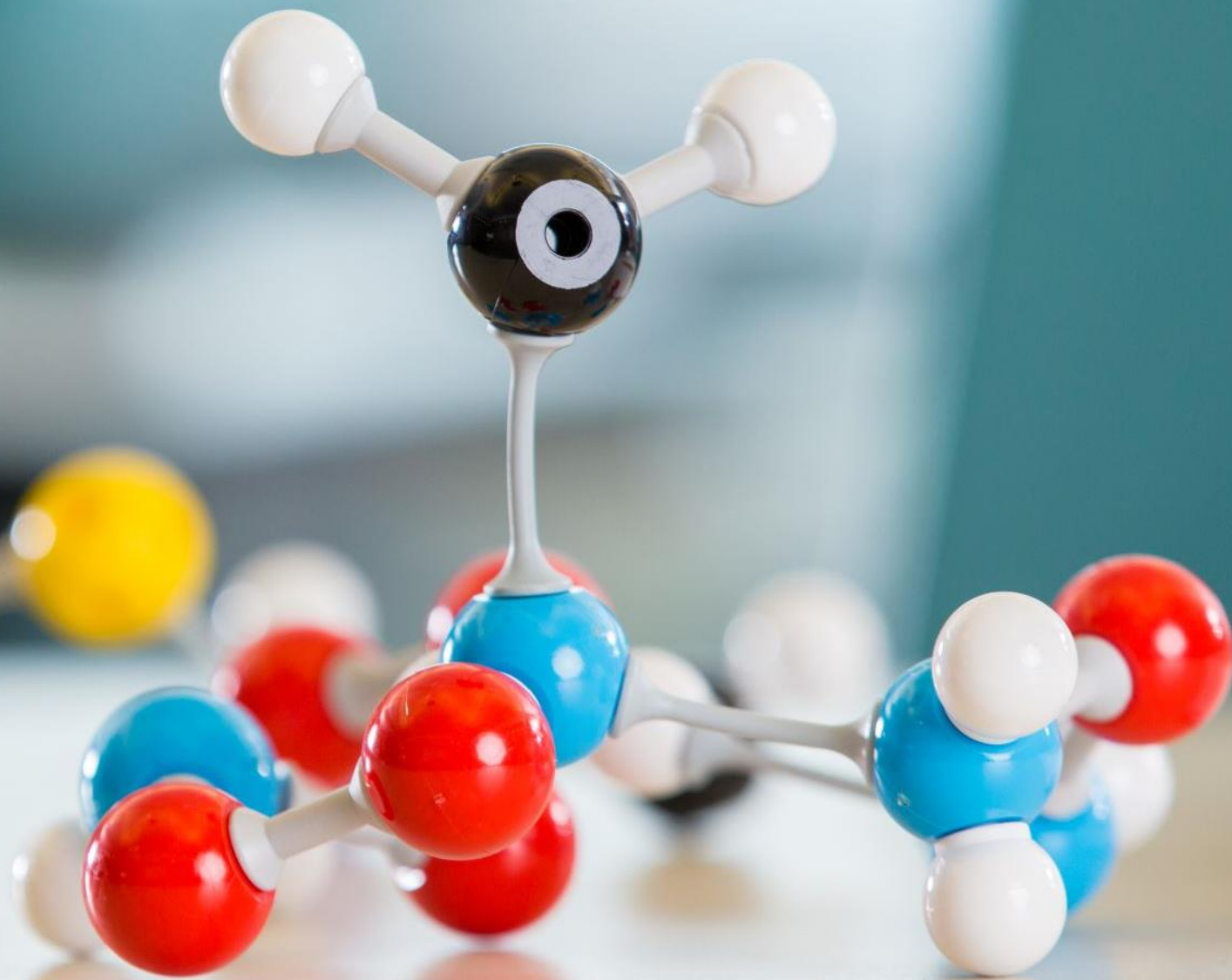
- It's a varied and all-round job.
 - You can work in a small cheese dairy with traditional facilities or in a large processing plant. Both industry and craft are studied on the course, which gives you a good foundation for the rest of your career.
 - The Federal Certificate of Proficiency as milk technologist is a solid starting point.
-

MY PERSONAL VIEW ON THE FUTURE OF MILK TECHNOLOGISTS

- People aren't going to stop eating Swiss cheese any time soon. Which, in my opinion, gives a rather stable vision of the future.
 - The fact that production facilities are becoming increasingly automated will relieve the physical workload, but the experience and sensitivity of the cheesemaker cannot be replaced by machines.
 - I think that the profession will continue to evolve over the years, but that the qualified milk technologist will still be just as important at every stage of production.
-

MANY THANKS

APPRENTICE





APPRENTICE - THAT'S ME

- Jules Muster, 14 years old.
- In the first year of training as milk technologist.



MOTIVATION FOR CHOOSING THIS PROFESSION

- The question of how to turn milk into cheese.
 - My interest in cooking and science.
 - I did several work placements, which only strengthened my passion for this profession.
-

WHAT DO I PARTICULARLY LIKE ABOUT MY WORK?

- The variety of tasks involved, from cleaning to manufacturing and analysis.

WHAT WORK CAN I ALREADY DO ON MY OWN?

- Receiving the milk
 - Rubbing the specialties
 - Taking the pH value
 - Simple analyses
 - Press assembly
-

HOW DO I ASSESS MY PROSPECTS?

- With its excellent prospects, the job has good outlets, including in other trades besides dairy (hygiene and rigour).
 - Accordingly, I could imagine doing further training within the industry after I finish my basic training.
 - Even though it's still a bit early, I could imagine becoming self-employed one day if the opportunity arose. The example of my trainer is motivating.
-

IN MY OPINION, WHAT ARE THE ADVANTAGES OF A VOCATIONAL APPRENTICESHIP COMPARED TO THE GRAMMAR SCHOOL EDUCATION?

- Direct entry into the world of work, practical experience, working hours and pay.
-

MANY THANKS



VOCATIONAL SCHOOLS AND PROFESSIONAL EDUCATION INSTITUTES



VOCATIONAL SCHOOLS AND PROFESSIONAL EDUCATION INSTITUTES – THAT’S US

Jean-Luc Morier, Dean of dairy and agri-food
training courses, Grangeneuve, training section

PAUL AT 16



- He must make a choice after compulsory education
- Will he continue to study?
- Will he choose to train by practicing a profession on-the-job?



PAUL CHOSE AT 16

- He will do a 3-years training course as an on-the-job professional MILK TECHNOLOGIST
- 4 days a week in the cheese or dairy factory
- 1 day per week at school
- In 3 years he will be able to produce a wide range of dairy products on his own.



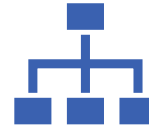
PAUL'S TYPICAL DAY AT MILK TECHNOLOGIST VOCATIONAL SCHOOL

- **40% for integration into society**
 - Calculations
 - Write a letter in French
 - Law, for example the marriage contract
 - Know the country's institutions
 - Taxes
 - Computer science
 - **60% for integration into factories**
 - Theory on cheeses and other products
 - Theory on how to make milk powder
 - Food safety and HACCP
-

PAUL'S MILK TECHNOLOGIST QUALIFICATION PROCEDURES



40% of the
exam takes
place at school
(integration into
society)

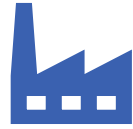


60% of the
exam takes
place in the
company
(integration into
companies)



100% makes a
good Dairy
Technologist

PAUL'S MILK TECHNOLOGIST QUALIFICATION PROCEDURES



Professional skills are examined by two experts who go to the cheese or dairy factory to follow a day of production.



These experts are professionals who come from other companies, but who can validate official professional diplomas!



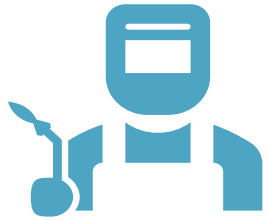
There are no professional experts

PAUL IS NOW 20 YEARS OLD



- He would like on more responsibility in his company
- He can choose to do a patent in business
- He can choose to train as an engineer

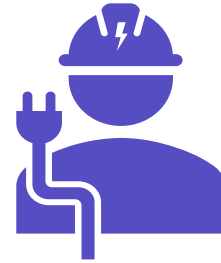
PAUL CHOSE AT 20



**He will do on-the-job professional
Federal examination training
training for tow years**

Three days a week he goes to work in
his business

Two days a week he will be at
vocational school



**After two years, he will be able to
lead a team, take charge of quality
assurance or the development of
new products**

PAUL'S TYPICAL DAY AT FEDERAL DAIRY TECHNOLOGIST VOCATIONAL SCHOOL

- Chemistry
 - Technical calculation
 - Advanced theory on cheese technology
 - Microbiology
 - Advanced theory on fermented product technology
 - Testing the production of milk powder
 - Testing “blue” cheese making
 - Etc.
-



PAUL IS NOW 25 YEARS OLD

He would like to become a business owner



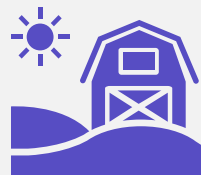
PAUL CHOSE AT 25



He will train on-the-job
as professional
**HIGHER FEDERAL
MILK TECHNOLOGIST**
for one year.

It will be 3 days in
the company per week

He will be 2 days a
week at vocational
school



At the end of his training, he will be
able to be independent and take over
a cheese factory or be an executive
in a cheese or dairy factory.

PAUL AND
A DAY AT
HIGHER
FEDERAL MILK
TECHNOLOGIST
VOCATIONAL
SCHOOL

Business strategy

Business plan

Accounting

Staff management

Marketing

PAUL IS NOW 50 YEARS OLD



- He would like to pass on his knowledge in a professional school
 - He can chose to become a teacher in a professional field.
 - He can choose to become a supervisor in a vocational school
-



PAUL CHOSE AT 50

- He will be training in teaching
 - He will train for three years for one day a week
-

PAUL'S TYPICAL DAY AT UNIVERSITY

- Pedagogy
- Didactics





IS PAUL AN INVENTION?

- Paul's professional path is...
 - A myth?
 - A reality?



MANY THANKS



ROUND TABLE

We now cordially invite you to an exchange and to open questions.



MANY THANKS



WOULD YOU LIKE A PDF OF THIS
PRESENTATION ?



roland.tanner@smv-ssil.ch
