

**Leonardo da Vinci Programme  
Observal Project  
Annual Report for Switzerland, 2008**

**Swiss Federal Institute for  
Vocational Education and Training (SFIVET)**

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## List of acronyms and initialisms

		Web site		
AFP	Attestation fédérale de formation professionnelle		FCVET	Federal VET Certificate
ARRA	Association pour la reconnaissance des acquis	<a href="http://www.arra.ch">www.arra.ch</a>	ARRA	Association for the Recognition of Prior Learning
CDIP	Conférence suisse des directeurs cantonaux de l'instruction publique	<a href="http://www.cdip.ch">www.cdip.ch</a>	EDK	Swiss Conference of Cantonal Ministers of Education
CEBIG	Centre de bilan de Genève	<a href="http://www.cebig.ch">www.cebig.ch</a>	CEBIG	Geneva Skills Assessment Centre
CFC	Certificat fédéral de capacité		FDVET	Federal VET Diploma
COHEP	Conférence suisse des rectrices et recteurs des hautes écoles pédagogiques	<a href="http://www.cohep.ch">www.cohep.ch</a>	COHEP	Swiss Conference of Rectors of Universities of Teacher Education
CORTAB	Commission romande et tessinoise de l'accréditation du bilan		CORTAB	Skills Assessment Accreditation Commission for the French- and Italian-speaking Regions of Switzerland
CSFP	Conférence suisse des offices de la formation professionnelle	<a href="http://www.csfp.ch">www.csfp.ch</a> <a href="http://www.sbbk.ch">www.sbbk.ch</a>	SBBK	Swiss Conference of VET/PET Agencies
CRUS	Conférence des Recteurs des Universités Suisses	<a href="http://www.crus.ch">www.crus.ch</a>	CRUS	Rectors' Conference of Swiss Universities
DFAP	Diplôme fédéral d'aptitudes pédagogiques		FDVP	Federal Degree in Vocational Pedagogy
DFE	Département fédéral de l'économie		FDEA	Federal Department of Economic Affairs
DFI	Département fédéral de l'intérieur		FDHA	Federal Department of Home Affairs
ECTS	European credit transfer system		ECTS	European credit transfer system
EPF	Ecole polytechnique fédérale		FIT	Federal institute of technology
FSEA	Fédération suisse pour la formation continue	<a href="http://www.alice.ch">www.alice.ch</a>	SFAL	Swiss Federation for Adult Learning
HEP	Haute école pédagogique		TC	Teachers college (university of teacher education)
HES	Haute école spécialisée		UAS	University of applied sciences
HES-SO	Haute école spécialisée de la Suisse occidentale	<a href="http://www.hes-so.ch">www.hes-so.ch</a>	HES-SO	University of Applied Sciences, Western Switzerland

IFFP	Institut fédéral des hautes études en formation professionnelle	<a href="http://www.iffp-suisse.ch">www.iffp-suisse.ch</a>	SFIVET	Swiss Federal Institute for Vocational Education and Training
KFH	Conférence des recteurs des hautes écoles spécialisées	<a href="http://www.kfh.ch">www.kfh.ch</a>	KFH	Rectors' Conference of Swiss Universities of Applied Sciences
MAS	Master of advanced studies		MAS	Master of advanced studies
nLFPr	Nouvelle Loi fédérale sur la formation professionnelle		VPETA	Federal Vocational and Professional Education and Training Act
OAQ	Organe d'accréditation et d'assurance qualité des hautes écoles suisses	<a href="http://www.oaq.ch">www.oaq.ch</a>	CAQ	Centre of Accreditation and Quality Assurance of Swiss Universities
OCDE	Organisation de coopération et de développement économiques		OECD	Organisation for Economic Co-operation and Development
OFFT	Office fédéral de formation professionnelle et de la technologie	<a href="http://www.bbt.admin.ch">www.bbt.admin.ch</a>	OPET	Federal Office for Professional Education and Technology
OMT	Organisations du monde du travail		PrO	Professional organisations
SER	Secrétariat d'Etat à la formation et à la recherche	<a href="http://www.sbf.admin.ch">www.sbf.admin.ch</a>	SER	State Secretariat for Education and Research
SPAF	Syndicat des personnes actives au foyer	<a href="http://www.spaf.ch">www.spaf.ch</a>	SPAF	Domestic Workers Union
VA	Validation des acquis		VPL	Validation of prior learning

## Introduction

This report presents the current status of recognition and validation of prior learning (i.e. mainly non-formal and informal learning but also formal learning) in Switzerland. It is the first of three national reports drafted for the project to establish a **European Observatory of Validation of Prior Learning Practices**. It does not claim to be exhaustive and will be supplemented by future reports. For a more comprehensive overview of the situation in Switzerland, please refer to the report published by the Federal Office for Professional Education and Technology (OPET) entitled “*New OECD Activity on Recognition of Non-formal and Informal Learning, Recognition and Validation: Status report from Switzerland to the OECD*”. This report is among the reference documents listed in Section 8.1 of this report.

### 1 Swiss education system: roles and responsibilities

Switzerland is a multilingual federal state made up of three main cultural regions (German-speaking, French-speaking and Italian-speaking). It has a decentralised political structure with three levels: federal level, cantonal level and communal level.

The seven-member Federal Council is the executive body at federal level. Each of the seven Federal Councillors is in charge of a corresponding Federal Department. The two federal agencies responsible for education are the **State Secretariat for Education and Research (SER)** – which is part of the Federal Department of Home Affairs (FDHA) – and the **Federal Office for Professional Education and Technology (OPET)** – which is part of the Federal Department of Economic Affairs (FDEA).

However, education and culture are mainly the responsibility of the 26 Cantons. This is a fundamental characteristic of our country’s political structure. In fact, the Cantons coordinate their work at the national level through a political body: the **Swiss Conference of Cantonal Ministers of Education (EDK)**. EDK is comprised of 26 Cantonal Councillors (one for each Canton) who are responsible for education. Their role is equivalent to that of education ministers in neighbouring countries.

The Confederation and the Cantons, which are constitutionally obliged to cooperate with one another, share responsibility for post-compulsory education (upper-secondary and tertiary level). Generally speaking, post-compulsory education and training is subject to national regulations (intercantonal or federal). The Cantons are responsible for implementing regulatory provisions and managing education and training institutions located within their territory. Exceptions to this are Switzerland’s two federal institutes of technology (ETH in Zurich and EPF in Lausanne) and the Swiss Federal Institute for Vocational Education and Training (SFIVET), which are run by the Confederation.

The federal system has had a major impact on the structure of the Swiss education system (fig. 1). It also explains why the system is so complex from an organisational and decision-making standpoint.<sup>1</sup> By extension, this state of affairs also applies to both the recognition and validation of prior learning.

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<sup>1</sup> For further information, please see:  
<http://www.cdip.ch/dyn/11553.php>  
<http://www.cdip.ch/dyn/11586.php>

In concrete terms, this means that the Confederation, acting through two Federal Departments (FDHA and FDEA), delegates responsibility for recognition and validation of prior learning to the Cantons. The Cantons organise education and training programmes and issue the relevant qualifications. This delegation of tasks is done on the basis of criteria stipulated by the Confederation. If there is no specific framework in place for the recognition or validation of prior learning, it is the upper-secondary and tertiary-level institutions themselves that develop (or not) their own procedures. In this annual report, we have therefore chosen to present experiences from each sector within the education system separately. Indeed, the practices that interest us vary not only by Canton and institution, but also from one sector to another.

In other words, at present, there is no coordinated national policy that applies to the entire Swiss education system when it comes to the recognition or validation of prior learning.

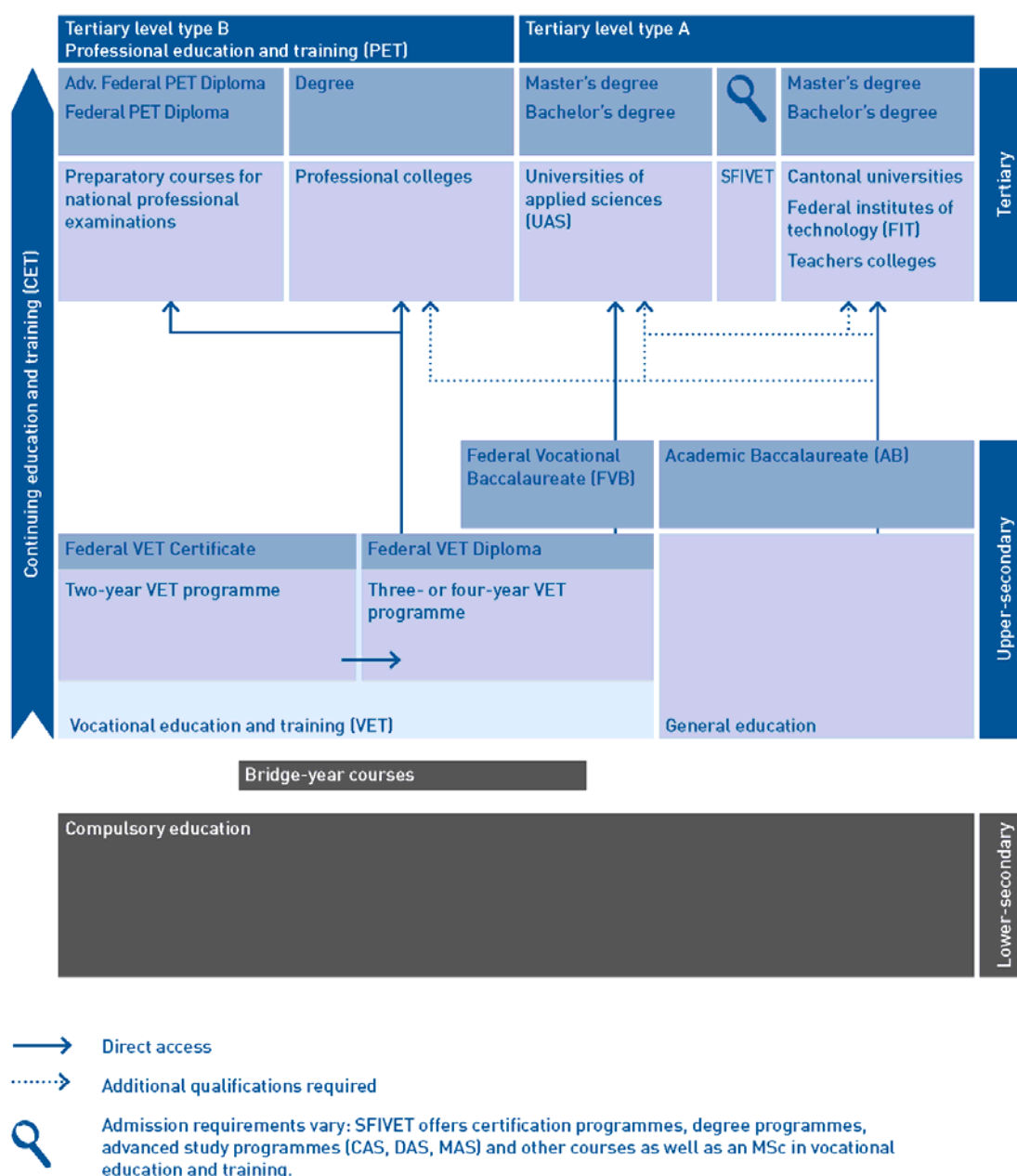


Fig.1: the Swiss education system (source [www.iffp-suisse.ch](http://www.iffp-suisse.ch))

## 2 Recognition and validation of prior learning

Unlike in other European countries, Switzerland draws a clear distinction between **recognition of prior learning** and **validation of prior learning**.

**Recognition of prior learning** is understood as all initiatives or practices designed to take stock of non-formal and informal learning without issuing a qualification. A further distinction is drawn between **personal recognition** and **institutional recognition**.

**Personal recognition** “(...) is the process whereby a person takes stock of his/her prior learning. It enables the person to improve his/her self-image, to open up new career paths and to develop a plan. It is a self-assessment approach. (...) The personal recognition of prior learning is open to anyone – irrespective of his/her level of education and training, occupation or employment status – who would like to develop a personal or professional plan; who wish to undertake a process of institutional recognition; or who intend to use the self-assessment in a formal qualification procedure to validate prior learning.”

**Institutional recognition** “(...) is the process whereby an official body (cantonal employment office, cantonal VET/PET agency, cantonal educational and career guidance office, public body, trade association) certifies that a person has truly acquired certain skills in a specific occupational field. This type of recognition is based on a combination of personal recognition (i.e. self-assessment) and an external assessment. Institutional recognition generally leads to the issuance of a recognition certificate. Recognition certificates can help the holder find a job or manage his/her professional career. Institutional recognition procedures are stipulated in directives or regulations. Institutional recognition procedures are specifically intended for persons wishing to re-enter the labour market, manage their careers or enrol in an education and training programme (...)”

**Validation of prior learning** differs from **recognition of prior learning** in that it is undertaken for the specific purpose of obtaining a qualification (in Switzerland, this is normally the upper-secondary level Federal VET Diploma but qualification procedures also exist for tertiary-level type B qualifications). In this regard, “validation of prior learning is an official act that establishes a link between prior learning and qualification requirements. (...) Validation of prior learning is carried out under the direct supervision and responsibility of the bodies that issue the qualifications (Confederation, Cantons, professional organisations). It may result in the award of the full qualification or a part thereof.”<sup>2</sup>

A glossary was put together as part of OPET’s national Validation of Prior Learning project, which enables individuals to obtain a Federal VET Diploma (i.e. a formal upper-secondary level qualification) by means of a qualification procedure. Broken down into various stages and modules, this qualification procedure involves: guided self-assessment and documentation of prior learning to create an assessment portfolio; review of assessment portfolios by experts in the occupational field; complementary training to fill observed gaps in knowledge and skills; and finally, demonstration of knowledge and skills. The following table<sup>3</sup>

<sup>2</sup> All of the citations in this section are taken from <http://www.valida.ch/fr/principes-bret-brcriteres/principes.html>

<sup>3</sup> Table taken from p. 49 of the OECD report and definitions that were amended when the final version of OPET’s National Guide on the Validation of Prior Learning was published (OPET: 2008)

gives an insight into the cultural differences found in the vocabulary used to define the validation of prior learning:<sup>4</sup>

<i>Definitions in French</i>	<i>Definitions in German</i>	<i>Definitions in Italian</i>
<b>Validation des acquis (VA)</b>	<b>Validierung von Bildungsleistungen</b>	<b>Validazione degli apprendimenti acquisiti</b>
La validation des acquis est la procédure par laquelle une institution, une école, une autorité reconnaît que des <i>compétences opérationnelles</i> résultant d'une formation, <i>formelle</i> ou <i>non formelle</i> , ou de l'expérience, ont la même valeur que celles d'une part ou de l'ensemble d'un <i>titre</i> donné.	Die <b>Validierung von Bildungsleistungen</b> ist das Verfahren, durch das eine Institution, eine Schule oder eine Behörde anerkennt, dass berufliche <i>Handlungskompetenzen</i> , die eine Person durch eine frühere, <i>formale</i> oder <i>nicht formale</i> Ausbildung oder durch Erfahrung erworben hat, einem Teil oder der Gesamtheit eines <i>Titels</i> gleichwertig sind.	La validazione degli apprendimenti acquisiti è la procedura mediante la quale un'istituzione, una scuola, un'autorità riconosce che le <i>competenze operative</i> risultanti da una formazione <i>formale</i> o <i>non formale</i> o dall'esperienza corrispondono in parte o integralmente a quelle sancite da un <i>titolo</i> di studio.
<b>Acquis</b>	<b>Bildungsleistungen Lernleistungen</b>	<b>Apprendimenti acquisiti Prestazioni di formazione</b>
L'ensemble des savoirs et/ou <i>compétences opérationnelles</i> résultant d'une formation <i>formelle</i> ou <i>non formelle</i> , ou de l'expérience.	Bezeichnet die Gesamtheit der Kenntnisse und/oder der <i>beruflichen Handlungskompetenzen</i> und Allgemeinbildung, die der Einzelne durch eine frühere, <i>formale</i> oder <i>nicht formale</i> Ausbildung oder durch Erfahrung erworben hat.  N.B. „ <b>Bildungsleistungen</b> “ und „ <b>Lernleistungen</b> “ werden im Rahmen dieses Glossars und des Verfahrens zur <i>Validierung von Bildungsleistungen</i> gleichwertig verwendet.	Insieme dei saperi e/o <i>competenze operative</i> risultanti da una formazione <i>formale</i> o <i>non formale</i> , o dall'esperienza.  Nota: per agevolare la leggibilità del testo, all'interno del glossario il termine "prestazioni di formazione" sarà sostituito col termine " <b>apprendimenti acquisiti</b> ".

### 3 Origins: from ad hoc recognition initiatives to formal qualification procedures

Switzerland's adopts a uniquely pragmatic approach to innovations and structural development. In fact, well-established volunteer associations have been involved in the creation of prior learning recognition initiatives, mainly in the field of social care and education for quite some time. Since these are ad hoc recognition initiatives, they must first prove their worth before they can be approved by institutions and/or become formalised within a legal framework.

Swiss prior learning recognition initiatives began back in the early 1990s. These initiatives were inspired by work with assessment portfolios in Quebec and skills assessment approaches used by French guidance centres. These early ad hoc initiatives in Switzerland were experimental and introduced for the most part by non-profit organisations<sup>5</sup> as well as state-run<sup>6</sup> and private guidance centres. The initiatives were intended for specific target groups in a variety of contexts:

<sup>4</sup> The complete glossary can be found on pp. 30-40 of OPET's National Guide on the Validation of Prior Learning (OPET: 2008)

<sup>5</sup> see [www.arra.ch](http://www.arra.ch) and [www.ch-q.ch](http://www.ch-q.ch)

<sup>6</sup> Especially the Canton of Geneva with the establishment of the Geneva Skills Assessment Centre (CEBIG) in 1993: [www.cebig.ch](http://www.cebig.ch)

- Women, where recognition of the skills gained from volunteer work and housework<sup>7</sup> can facilitate their reintegration into the labour market;
- Migrants, where recognition of qualifications, skills and experience gained abroad can facilitate their (re)integration into the labour market;
- Qualified or unqualified job seekers for the same reasons;
- Persons undertaking retraining;
- Persons who lack qualifications but would nevertheless like to enrol in an education and training programme. Application-based admission procedures exist, especially in the field of health and social care. The University of Geneva has used application-based admission procedures for most of its departments for over 30 years now;
- VET students, where recognition can encourage assimilation of knowledge and skills gained over the course of their dual-track (i.e. partly school-based and partly work-based learning) VET programme.

It is within this context that recognition practices and tools were developed. These ad hoc recognition initiatives have paved the way for the creation of formal qualification procedures. The following chronological milestones show how the formal bases for the validation of prior learning were laid:

- 1977 Possibility of being admitted to all departments (except medicine) of the University of Geneva through an application-based admission procedure.<sup>8</sup>
- 1978 Article 41 of the VET Act of 19 April 1978 stipulates that *“adults who learnt their occupation prior to the introduction of the current act shall be admitted to the final apprenticeship examination provided that they have worked in the occupation for a period of at least one and a half times that which is required for the apprenticeship. In addition, they must provide evidence of having followed a vocational course or of having acquired the professional knowledge in another manner.”*
- 1989 Continuing education and training initiative supported by the Federal Council, aimed at providing a solution to the lack of qualified personnel, in particular by:
- Using skills more effectively;
  - Promoting targeted efforts to improve skills, especially among women and migrants;
  - Promoting the reintegration of women into the labour market.
- 1992 Establishment of the Domestic Workers Union (SPAF) to promote economic, legal and social recognition of the skills gained in the home environment (e.g. raising a family, doing housework): [www.spaf.ch](http://www.spaf.ch).
- 1993 Establishment of the Geneva Skills Assessment Centre (CEBIG).
- 1993 Judith Stamm submitted a motion to the Federal Parliament calling for vocational education and training to be broken down into modules and based on a credit transfer system and for skills gained in the home environment to be recognised as professional experience, leading to the issuance of a formal qualification, within the meaning of Article 41 of the VET Act of 19 April 1978.

<sup>7</sup> Especially the European network “retravailler” <http://www.retravailler.org/reseau/?a=9>; in Switzerland: EFFE [www.effe.ch](http://www.effe.ch) and Retravailler-CORREF [www.corref.ch](http://www.corref.ch)

<sup>8</sup> See University of Geneva regulations, Article 15, Paragraph 3 at: [http://www.geneve.ch/legislation/rsg/f/s/rsg\\_C1\\_30P06.html](http://www.geneve.ch/legislation/rsg/f/s/rsg_C1_30P06.html)



- 1994 Introduction of application-based admission procedure in certain nursing schools and social work colleges in French-speaking Switzerland.
- 1996 Establishment of the (French-speaking) Association for the Recognition of Prior Learning (ARRA); the objectives of which are to promote and protect good-quality recognition procedures based on self-assessment forms and assessment portfolios.
- 1997 Cantonal Regulation on recognition and validation of prior learning in the Canton of Valais. Since then, the Canton of Valais has been issuing professional recognition certificates signed by the relevant trade association and the cantonal authorities.
- 1999 Learning guidelines for the Federal VET Diploma in Home Economics, the first formal qualification to validate prior learning gained in the home environment (culmination of the Stamm motion and implementation by SPAF).
- 1999 Establishment of the CH-Q Association, a Swiss vocational qualifications programme that has developed tools to document skills.
- 2001 Cantons of Geneva and Valais enact a Cantonal Act on Adult Education and Training. The Canton of Geneva's Act features an entire section on the validation of prior learning.  
  
 Founding of Valida Association by the Association for the Recognition of Prior learning (ARRA), the CH-Q Association and the Skills Assessment Accreditation Commission for the French- and Italian- speaking Regions of Switzerland (CORTAB). The aim of the Valida Association is to develop a Swiss-wide system for the recognition and validation of prior learning.
- 2002 Adoption of the Vocational and Professional Education and Training Act (VPETA, SR 412.10) which paves the way for the validation of prior learning (referred to in VPETA as an *"other qualification procedure"*) at the national level.
- 2004 These *"other qualification procedures"* begin to be transposed into cantonal legislation.
- 2005 Establishment of OPET's national "Validation of Prior Learning" project, bringing together the various partners and key players involved.

## 4 Swiss VET/PET system

### 4.1 Vocational education and training (VET, upper-secondary level)

In Switzerland, approximately two-thirds of all young people coming out of lower-secondary school enrol in an upper-secondary level vocational education and training programme, which offers a choice of over 200 occupations. Dual-track VET programmes are the most common form. These VET programmes combine part-time studies at a vocational school (i.e. school-based learning) with a part-time paid apprenticeship at a host company (i.e. work-based learning). These two forms of learning run parallel for the entire duration of the dual-track VET programme. For certain occupations, full-time VET programmes have been set up around an entirely school-based curriculum (i.e. no apprenticeship, all learning takes place at the vocational school). Both dual-track and full-time VET programmes lead to the issuance of a Federal VET Diploma (full three-year or four-year VET programme) or a Federal VET Certificate (less demanding two-year VET programme).

Three main partners work together within Switzerland's VET/PET system, particularly in the VET sector:

- The Confederation establishes the legal framework, provides some of the funding and promotes VET and PET programmes at national level.
- Professional organisations (PrO), including trade associations, are responsible for developing VET and PET programmes and establishing the content of these programmes.
- The Cantons implement and monitor VET and PET programmes. They also issue qualifications on behalf of the Confederation.

The most developed framework and the largest number of instances of validation of prior learning can be found in the VET sector where qualification procedures lead to issuance of Switzerland's upper-secondary level Federal VET Diploma.

Although several cantonal laws have provided for this possibility since the late 1990s, it wasn't until 2002 that the validation of prior learning was introduced in federal legislation. While the Vocational and Professional Education and Training Act (VPETA, SR 412.10), which entered into force in 2004, makes no explicit reference to the validation of prior learning, it stipulates that "Related and unrelated professional **experience** gained outside the vocational education and training system, professional or unprofessional, as well as specialised or general education are also taken into account where appropriate."<sup>9</sup> It also stipulates that, "Professional qualifications shall be demonstrated on the basis of a general examination, a series of partial examinations or **other qualification procedures** recognised by OPET."<sup>10</sup>

In 2005, OPET launched the national "Validation of Prior Learning project", which paved the way for implementation of VPETA's provisions on the validation of prior learning. Within this context, a glossary was compiled and an exchange platform was set up to enable all of the partners and specialists involved to interact with one another. Various discussions held within working groups then led to the drafting of OPET's National Guide on the Validation of Prior Learning<sup>11</sup>, which includes a trilingual glossary (German, French and Italian) and serves as a common basis for the implementation of qualification procedures. The [www.validacquis.ch](http://www.validacquis.ch) Web site has all of the information and documents needed to gain an understanding of validation of prior learning within the VET sector. Information is provided in Switzerland's three official languages (German, French and Italian).

At present, the Cantons have the possibility of launching pilot projects, with a view to implementing their own system of validation of prior learning, in accordance with the framework provided by the Confederation. These projects are subject to OPET approval. The Swiss Conference of VET/PET Agencies (SBBK) has drawn up a list of offers by Canton, which can be found in Appendix 1.<sup>12</sup>

<sup>9</sup> VPETA, Article 9, Paragraph 2: Encouraging permeability within the education system

<sup>10</sup> VPETA, Article 33: Examinations and other qualification procedures. Full text of SR 412.10 can be found here: <http://www.admin.ch/ch/f/rs/4/412.10.fr.pdf> (in French); <http://www.admin.ch/ch/d/sr/4/412.10.de.pdf> (in German)

<sup>11</sup> See [http://www.validacquis.ch/documents/de/Grundlagendokumente/nationaler-leitfaden\\_de.pdf](http://www.validacquis.ch/documents/de/Grundlagendokumente/nationaler-leitfaden_de.pdf) (in German); [http://www.validacquis.ch/documents/fr/Documents-de-base/guide\\_national\\_validation.pdf](http://www.validacquis.ch/documents/fr/Documents-de-base/guide_national_validation.pdf) (in French)

<sup>12</sup> As of 22 January 2009.

Note the particularly extensive offer available in the Canton of Geneva. Since 2002, the Canton of Geneva has awarded more than 1,000 Federal VET Diplomas for around thirty different occupations on the basis of a qualification procedure to validate prior learning.<sup>13</sup>

For illustration purposes, a case study on the system of validation of prior learning in place in the Canton of Valais, leading to the issuance of the Federal VET Diploma in metalworking, has just been concluded and rounds off this report. It provides a concrete illustration of how validation of prior learning is implemented in the VET sector.

Another interesting project in the VET sector is the ValiPoste project, which was launched in 2006 by SwissPost in collaboration with the Confederation. The ValiPoste project introduces qualification procedures to validate the prior learning of sorting office staff (ValiTri) and postal delivery staff (ValiDist) (Voit *et al.*, 2007). Upon completion of the qualification procedure, candidates are issued a Federal VET Diploma in Logistics Management. The ValiPoste project is the first national project involving all Swiss Cantons.

#### 4.2 Professional education and training (PET, tertiary level type B)

In the PET sector, qualification procedures have been established to validate prior learning for two tertiary-level qualifications: the Federal PET Diploma in Adult Education and Training and the Advanced Federal PET Diploma in Education and Training Management. Responsibility for issuance of these two qualifications lies with the Swiss Federation for Adult Learning (SFAL). A description of the corresponding qualification procedures can be found on the organisation's Web site [www.alice.ch](http://www.alice.ch)<sup>14</sup>. The Federal PET Diploma in Adult Education and Training is also the subject of a case study, which accompanies this annual report.

### 5 Tertiary level type A institutions

Using Bologna terminology, "higher education" in Switzerland can be divided into different types of tertiary-level type A institutions: universities of applied sciences (UAS), the Swiss Federal Institute for Vocational Education and Training (SFIVET), teachers colleges (TC), cantonal universities and federal institutes of technology (FIT).

The Federal Department of Economic Affairs (FDEA), through its **Federal Office for Professional Education and Technology (OPET)**, is responsible for tertiary-level education and training provided by SFIVET and the various UAS. The Federal Department of Home Affairs (FDHA), through its **State Secretariat for Education and Research (SER)**, is responsible for tertiary-level education provided by FITs and cantonal universities. TCs are not subject to any specific federal law and are governed directly by the Cantons and their representative body, the **Swiss Conference of Cantonal Ministers of Education (EDK)**.

The State Secretariat for Education and Research (SER) has commissioned the Rectors' Conference of the Swiss Universities (CRUS), working with the Rectors' Conference of the Swiss Universities of Applied Sciences (KFH), the Swiss Conference of Rectors of Universities of Teacher Education (COHEP) and the Centre of Accreditation and Quality Assurance of the Swiss Universities (OAQ), to develop a national qualifications framework for Swiss tertiary-level institutions (nqf.ch-HS)<sup>15</sup>. All interested parties will also be involved to a sufficient extent.

<sup>13</sup> More information on the Canton of Geneva's qualification procedure for metalworkers can be found at: [http://www.geneve.ch/ofpc/former/diplomes/cfc\\_adultes.asp](http://www.geneve.ch/ofpc/former/diplomes/cfc_adultes.asp).

<sup>14</sup> More precisely, [http://www.alice.ch/001alc\\_0205\\_fr.htm](http://www.alice.ch/001alc_0205_fr.htm) and [http://www.alice.ch/pdf/ada/ada\\_e/Train\\_the\\_Trainer\\_presentation.pdf](http://www.alice.ch/pdf/ada/ada_e/Train_the_Trainer_presentation.pdf) to view a description in English

<sup>15</sup> See <http://www.crus.ch/la-crus/analyse-evalue/cadre-de-qualifications-nqfch-hs/consultation-2008.html?L=1#c5608>

Compatibility with similar projects run by the Federal Office for Professional Education and Training (NQF BB) and EDK (HarmoS) is ensured by means of close collaboration.

The qualification procedure must be adopted by all three Rectors' Conferences (CRUS, KFH, COHEP).

## 5.1 Universities of applied sciences (UAS)

Established around ten years ago, universities of applied sciences (UAS) offer very practical education and training, which is highly valued by students and employers alike. The establishment of UAS has helped to raise the profile of upper-secondary level vocational education and training by providing VET graduates with the opportunity to take their upper-secondary level education and training to tertiary level. The programme of studies covers the areas of technology, economics, design, health sciences, social work and the arts.

At present, there are nine UAS in Switzerland (resulting from the merger of around sixty different colleges). Each UAS is linked either to a single Canton or to an intercantonial agreement according to the map below:



Fig. 2: Network of Swiss universities of applied sciences

The Federal Act of 6 October 1995 on Universities of Applied Sciences (SR 414.71)<sup>16</sup> stipulates that “Related and unrelated professional experience gained outside the vocational education and training system as well as specialised or general education are also taken into account where appropriate.”

As is often the case in Switzerland, the federal act establishes the minimum framework and the Cantons implement this framework. Although the Rectors' Conference of the Swiss Universities of Applied Sciences (KFH)<sup>17</sup> issues recommendations, it is the institutions themselves that are responsible, among other things, for admission procedures and qualification procedures. Admission procedures depend, in particular, on the Bachelor's degree programmes, the campus and region, the number of places available and therefore the number of students wishing to be admitted to the degree programme. It is the institutions themselves that decide the outcome of application-based admission procedures and qualification procedures to validate modules or obtain ECTS credits<sup>18</sup>. This explains why there is no harmonised policy on the validation of prior learning despite the fact that federal legislation leaves room for such harmonisation.

<sup>16</sup> Art 1b Encouragement of permeability, see [http://www.admin.ch/ch/f/rs/414\\_71/index.html](http://www.admin.ch/ch/f/rs/414_71/index.html)

<sup>17</sup> See [www.kfh.ch](http://www.kfh.ch)

<sup>18</sup> European credit transfer system

To the best of our knowledge, it is currently not possible to validate modules or credits by providing evidence of the skills required for a bachelor's degree.

However, it is sometimes possible to gain application-based admission. This is especially the case for the degree programme in social work where it is possible to implement the admission procedure throughout Switzerland.<sup>19</sup> The University of Applied Sciences Western Switzerland (HES-SO)<sup>20</sup> uses an application-based admission procedure for its degree programme in health sciences. Before the HES-SO was created, application-based admission procedures were already being used in French-speaking Switzerland for admission to certain nursing colleges managed by the Swiss Red Cross as well as for admission to social work colleges. These admission procedures were therefore maintained when these colleges merged into the HES-SO.

As far as continuing education and training programmes leading to a Master of Advanced Studies (MAS) degree are concerned, Article 3, Paragraph 2 of FDEA Ordinance of 2 September 2005 on Degree Programmes, Postgraduate Programmes and University of Applied Sciences Degrees stipulates that "students not holding a qualification from a tertiary-level institution may be admitted to postgraduate programmes if they are able to provide evidence of some kind of their aptitude to attend such programmes." Once again, the FDEA Ordinance is not restrictive and the Cantons and institutions are assigned responsibility for implementation.

## **5.2 Swiss Federal Institute for Vocational Education and Training (SFIVET)**

The Swiss Federal Institute for Vocational Education and Training (SFIVET) has a federal mandate to provide basic and continuing training to VET professionals (i.e. vocational teachers at vocational schools, vocational trainers at host companies, examiners), PET professionals (i.e. teachers working at tertiary-level type B professional colleges) and VET/PET specialists (graduates of SFIVET's MSc degree programme in VET). It also supports VET/PET research and development projects.

In 2004, a procedure for the validation of prior learning for the Federal Degree in Vocational Pedagogy (FDVP) was developed in French-speaking Switzerland by SFIVET's regional campus in Lausanne. The FDVP is intended for teachers working at upper-secondary level vocational schools. To date, 106 participants have been admitted to the FDVP programme.

SFIVET became a federal tertiary-level institution in 2007. As such, the FDVP programme must meet tertiary-level criteria and is currently in the process of being accredited. In the future, there are also plans to extend the validation of prior learning to vocational teachers in the German-speaking and Italian-speaking parts of Switzerland.

This case of validation of prior learning is presented in a publication (Albornoz & Dupuis, 2008).

<sup>19</sup> More information on the application-based admission procedure to UAS Bachelor's degree programmes in social work can be found at: <http://www.sassa.ch/francais/asd.htm>.

<sup>20</sup> The rules and regulations on admission to the HES-SO's Bachelor's degree programme in health sciences can be found at: [http://www.heds-ge.ch/admissions/conditions/Dir\\_adm\\_bachelor\\_sante.pdf](http://www.heds-ge.ch/admissions/conditions/Dir_adm_bachelor_sante.pdf). More general information on admission to the HES-SO's Bachelor's degree programme in health and social sciences can be found at: <http://www.hes-so.ch/documents/showFile.asp?ID=2985>

### 5.3 Teachers colleges (universities of teacher education)

The aim of teachers colleges (TC) is to train teachers at the pre-school, primary, lower-secondary and upper-secondary levels, to train teachers in special needs education and to train speech and language therapists and psychomotricians.

Teachers colleges have independent status amongst tertiary level institutions. The Cantons are solely responsible for teachers colleges and they are subject to intercantonal laws. The EDK has assigned responsibility for the coordination of teaching between the various establishments to the Swiss Conference of Rectors of Universities of Teacher Education (COHEP)<sup>21</sup>, which is made up of rectors of teachers colleges and other teacher training institutes.

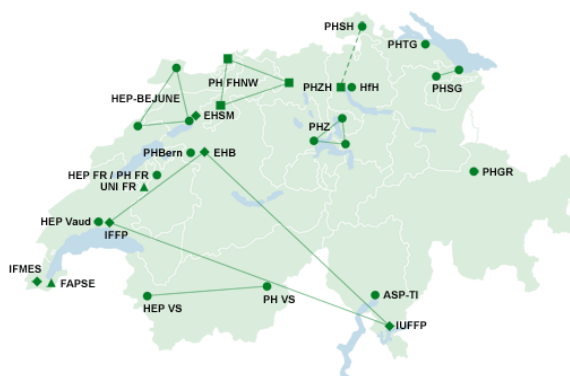


Fig. 3: the network of TCs in Switzerland

For the same reasons as in the UAS sector, there is currently no uniform policy on the recognition and validation of prior learning.

The Teachers College of Vaud has come up with a proposal for a “qualification procedure” (...) based on the concept of the draft bill on vocational and professional education and training in the Canton of Vaud (...)” submitted in 2008. The procedure proposed by the teachers college is currently in the process of review. If approved, it would enable “(...) a candidate to have his/her prior learning, i.e. professional skills, to be validated and a basic teaching degree to be issued.” (Teacher College of Vaud, 2008), provided that the candidate satisfies the admission criteria, has 5 years’ of teaching experience (working at least 80% of a full-time teaching workweek), is employed in a public school and teaches a subject that matches the qualification that the candidate wishes to obtain.

### 5.4 Cantonal universities and federal institutes of technology

With the exception of FITs, which come under the responsibility of the Confederation, cantonal universities are governed by the Cantons, although the Federal Department of Home Affairs, via the State Secretariat for Education and Research<sup>22</sup>, contributes to cantonal university funding and co-ordinates intercantonal collaboration.

Within this context, recognition and validation of prior learning are also the responsibility of the cantonal universities themselves. A number of cantonal universities have application-

<sup>21</sup> See [www.cohep.ch](http://www.cohep.ch)

<sup>22</sup> See [http://www.sbf.admin.ch/html/sbf/sbf\\_en.html](http://www.sbf.admin.ch/html/sbf/sbf_en.html)

based admission procedures<sup>23</sup>, especially the universities of Lausanne, Neuchâtel, Fribourg, Lucerne, Lugano and Geneva.

Reference has been made to the University of Geneva in discussions relating to this topic for many years now. As it happens, the University of Geneva has been using application-based admission since 1978!<sup>24</sup> Moreover, the “theory” behind the validation of prior learning forms a major part of the programmes offered by the department of psychology and educational sciences: alumni share their knowledge and sometimes help introduce qualification procedures in their respective occupational fields. As we have also seen in the section dedicated to vocational education and training, Geneva has shown and continues to show real political resolve in this area.

At present, this pioneering role is also confirmed at the university level, since the University of Geneva offers partial exemption for candidates studying for a bachelor’s degree in three of its departments: psychology and education science; science; economics and social sciences<sup>25</sup>.

## 6 Current status of non-formal and informal learning

When referring to prior learning at the European level, a distinction is usually drawn between “non-formal learning” and “informal learning”.

**Non-formal learning** “(...) covers all forms of learning that are not provided by the formal education and training system.<sup>26</sup> It mainly includes refresher courses but also other activities based on a student-teacher relationship. It may also include attendance of conventions, seminars, conferences or long-distance learning with the aid of information and communications technology (ICT).” (Office fédéral de la statistique, 2006, p.9)

**Informal learning** “(...) is the result of everyday activities linked to work, family and hobbies. It is neither organised nor structured (in terms of objectives, time or resources). In most cases, informal learning is unintentional on the part of the learner. It does not usually lead to a qualification.” (European Centre for the Development of Vocational Training, 2004, p.77)

As mentioned in Section 3 of this report, recognition procedures mainly originated in the non-formal/informal learning sector.

In the area of non-formal learning, a certain number of associations, sometimes working with trade unions, have for many years been involved in efforts to help migrants become integrated in the labour market. This can be achieved by providing migrants with continuing education and training but also by recognising the skills gained through employment in their country of origin or in Switzerland. The Institute for Vocational Training, Continuing Education and Research (ECAP)<sup>27</sup> has been particularly active in this area for a number of years. In addition, the Swiss Association for Community Interpreting and Cultural Mediation (Interpret) and the Swiss Federation for Adult Learning (SFAL) have established a programme leading

<sup>23</sup> See <http://www.crus.ch/information-programmes/reconnaissance-swiss-enic/admission/sans-certificat-de-maturite.html?L=1>

<sup>24</sup> See Article 15 of the University of Geneva regulations at [http://www.geneve.ch/legislation/rsg/f/s/rsg\\_C1\\_30P06.html](http://www.geneve.ch/legislation/rsg/f/s/rsg_C1_30P06.html)

<sup>25</sup> A description of the exemption procedure can be found at <http://www.unige.ch/vae/index.html>

<sup>26</sup> “Formal education corresponds to the national education system which comprises upper-secondary level and tertiary level school-based programmes at education institutions.” (Federal Statistics Office, 2006, p.9)

<sup>27</sup> [www.ecap.ch](http://www.ecap.ch)

to a certificate in community interpreting. This certificate can also be obtained through a recognition procedure that takes into account the prior learning of migrants who have worked as interpreters on an ad hoc basis. This is a perfect example of how recognition of prior learning can develop into a more formal qualification procedure within the Swiss education system. As mentioned earlier, the first step is to demonstrate that a recognition procedure is both necessary and effective. Once this has been done, the recognition procedure can become more formalised. As a case in point, Interpret's certificate in community interpreting is now taken into account when determining whether a candidate may take the national professional examination to obtain the Federal PET Diploma in Community Interpreting.<sup>28</sup> This means that Interpret's certificate in community interpreting has gained OPET recognition;<sup>29</sup> one of the cases studies presented as a complement to this report describes the process whereby an ad hoc recognition procedure gradually develops into a more formal qualification procedure.

In the area of informal learning, associations for the promotion of volunteer work are also committed to obtaining recognition of informal learning and, by extension, the skills gained from unpaid work. By way of example, let us mention the volunteer assessment portfolio, which pursues this objective,<sup>30</sup> especially with employers. In Switzerland, the people primarily concerned by this type of initiative are women, but also migrants who often take up unpaid work as their first employment in Switzerland before integrating themselves into the labour market.

## **7 Success factors, challenges and current debates**

As we have seen, it is difficult at present to gain an overview of all recognition and validation of prior learning practices in Switzerland in all education and training sectors. However, the cases mentioned here in the various education and training sectors nevertheless give a fairly realistic portrayal of the situation: most experiences in this field can be found in the French-speaking region of Switzerland. This is mainly due to close cultural and linguistic ties with France and Quebec. These cultural and linguistic ties can also be found in the Italian-speaking region of Switzerland, represented by the Canton of Ticino. Moreover, the sectors with the best coverage are the VET sector and the non-formal/informal learning sector where these practices often originate.

Validation of prior learning, which enables participants to gain all or part of a qualification, is found predominantly in the VET sector or in the non-formal/informal learning sector. Recognition of prior learning at tertiary level essentially includes application-based admission procedures intended for people who do not possess the necessary prerequisites to enrol in a degree programme. There are also equivalence procedures that enable exemption of certain modules.

Although the complexity of the education system and political system in Switzerland make it difficult in some respects to establish a harmonised policy on the recognition and validation of prior learning, the autonomy conferred by the federalist system has made it possible for a number of pioneering initiatives to be launched. Such initiatives now serve as a point of reference and springboard for new initiatives. Moreover, those behind these pioneering initiatives have established field-tested practices that have helped to give the initiatives a sense of direction and demonstrate their value. The initiatives consequently enjoy a greater level of legitimacy at the political level and can thus be formalised through a legal framework.

<sup>28</sup> [www.inter-pret.ch](http://www.inter-pret.ch)

<sup>29</sup> See also <http://inter-pret.ch/contenus/shtml/qs-systeme-fr.shtml> and <http://inter-pret.ch/contenus/shtml/formation/brevet/brevet-apercu-fr.shtml>

<sup>30</sup> <http://www.dossier-benevolat.ch/index.php?lang=F>



In some cases, strong local political resolve has enabled broader frameworks to be developed, eventually drawing other partners and serving as a source of inspiration.

We therefore find ourselves in a situation where different viewpoints and interests must be reconciled. In actual fact, the pioneers whose expertise in the validation of prior learning is recognised are deprived of an official role in the process when they are not members of official bodies charged with the task of implementing qualification procedures. Moreover, official regional bodies (e.g. pioneering Cantons and regional trade associations in the VET sector) must adapt their systems to conform to formal national frameworks and therefore move from a “bottom up” logic to a “top down” logic which creates tensions between the various players concerned. Finally, partners who remain sceptical about these new systems await additional instructions in order to feel capable of implementing the framework that is being imposed upon them.

There is also a downside to the flexibility that enables recognition and validation of prior learning to be rapidly implemented, at least at the local level. First of all, candidates are not placed on an equal footing, as their ability to access recognition and qualification procedures is dependent on where they live. Moreover, recognition and validation of prior learning is based on local initiatives, which sometimes give the impression that they are dependent on people rather than on coordinated policy. Sometimes supporters of the validation of prior learning end up regretting the absence of a restrictive framework.

In the VET sector, the questions currently being raised revolve around implementation, which occasionally generates a great deal of uncertainty. This is noticeable in professional organisations (especially trade associations) and at the cantonal level. In fact, while the framework is provided in OPET’s National Guide on the Validation of Prior Learning, it is the Cantons and professional organisations that are responsible for implementation on the ground. These partners do not always know how to go about doing this in concrete terms: how are competency profiles drafted?<sup>31</sup> What format should an assessment portfolio take? Should assessment portfolio formats be standardised? How should complementary training be organised if candidates need to fill observed gaps in knowledge and skills? What mechanisms can be set up to enable Cantons to coordinate their activities? How can recognition and validation of prior learning be standardised? etc.

The questions therefore relate mainly to implementation, intercantonal collaboration and the sharing of competences at the cantonal, intercantonal and federal level. Whenever the need for clarification arises, ad hoc working groups are set up specifically for this purpose.

What is clear is that the various actors and partners need to look beyond their respective experiences and cultures and engage in a process that will result in a change in paradigm. The way in which systems have already changed shows great motivation and progress towards implementation of initiatives. However, actor stances and observation of the various

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<sup>31</sup> Used within the framework of a qualification procedure, competency profiles show the full range of knowledge and skills that a candidate needs to possess in order to obtain a qualification (e.g. Federal VET Diploma in the VET sector). Broken down into modules, a competency profile is used as a frame of reference for candidates filling out their self-assessment form and preparing their assessment portfolio (which contains both the self-assessment form and supporting documents attesting to the candidate’s knowledge and skills). The competency profile also enables the experts reviewing a candidate’s assessment portfolio to identify gaps in knowledge and skills and/or validate the various modules leading to issuance of the desired qualification. See glossary in OPET’s National Guide on the Validation of Prior Learning for more information.

practices seem to indicate that the desired change in paradigm is not yet firmly established. For example, it is still difficult at times to:

- Draw a clear distinction between the various target groups seeking to obtain a qualification. For example: teenagers who have not yet completed their upper-secondary level VET programme; and experienced, socially and professionally integrated adults. Both target groups are candidates for the validation of prior learning;
- Assess skills (i.e. the ability to do something) rather than assess course content (i.e. knowledge);
- Give value to prior learning (positive approach) rather than focussing only on gaps in knowledge and skills (negative approach);
- Give preference to evidence-based assessment (i.e. on the basis of supporting documents in assessment portfolios) rather than examination-based assessment; to move away from scholastic-style grades.

Current debates relate to various aspects, in particular the question of the ways in which evidence may be provided. Is the assessment portfolio sufficient to provide evidence of the skills required in order to obtain a Federal VET Diploma? What other forms of evidence may be provided? (e.g. personal interview for greater clarification mentioned in OPET's National Guide on the Validation of Prior Learning) Should situation-based scenarios be used for certain target groups? Should the production of a "workpiece" or a "masterpiece" be considered as additional evidence or as an examination?

Another discussion concerns the roles played by the professionals involved in the various stages of the qualification procedure. Skills advisers should provide candidates with information and help them to compile their assessment portfolios. The progress made by candidates should also be monitored throughout the entire duration of the qualification procedure. Skills advisers are sometimes assigned the task of carrying out this monitoring.

Many questions have since arisen in relation to this role: do skills advisers need to be specialised in the occupation for which candidates seek a qualification? This raises the question of whether expertise lies with the candidate or with the person providing the candidate with guidance. Moreover, is it possible for skills advisers to help candidates compile assessment portfolios and guide them through the qualification procedure without losing objectivity? Is there not a risk of a blurring of roles?

Although the number of adult candidates seeking to validate prior learning in the VET sector remains confidential compared to the number of young people enrolled in VET programmes,<sup>32</sup> all "other qualification procedures" positively subscribe to the notion of lifelong learning. However, there are many challenges associated with promoting new qualification routes. It is a matter of building confidence between authorities, the education and training institutions wishing to introduce qualification procedures and all partners involved. The methodological, social and political stakes give an idea of how much persuasion and consolidation work needs to be done over the next few years.

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<sup>32</sup> In 2008, 59,400 young people (12,500 French-speaking and Italian-speaking regions) were awarded a Federal VET Diploma in Switzerland. For adults, the 2008 statistics for the French-speaking and Italian-speaking regions of Switzerland show that 1,070 people obtained their Federal VET Diploma by means of an "other qualification procedure", 300 of whom through the validation of prior learning.

However, it is likely that the experience gained over the past few years and in the years to come will help to establish this confidence in such a way as to enable it to be spread throughout Switzerland and in all sectors of the Swiss education system.

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[http://www.ehb-schweiz.ch/de/ueberuns/publikationen/Documents/Schriftenreihe\\_nr.3.pdf](http://www.ehb-schweiz.ch/de/ueberuns/publikationen/Documents/Schriftenreihe_nr.3.pdf)

## 8.2 Useful links

Confederation

[www.admin.ch](http://www.admin.ch)\*  
[www.bbt.admin.ch](http://www.bbt.admin.ch)\*  
[www.validacquis.ch](http://www.validacquis.ch)

Cantons

[www.cebig.ch](http://www.cebig.ch)  
[www.csfp.ch](http://www.csfp.ch)  
[www.edk.ch](http://www.edk.ch)\*  
[www.geneve.ch](http://www.geneve.ch)  
[www.orientation.ch](http://www.orientation.ch)

Tertiary-level institutions

[www.cohep.ch](http://www.cohep.ch)\*  
[www.crus.ch](http://www.crus.ch)\*  
[www.hes-so.ch](http://www.hes-so.ch)  
[www.iffp-suisse.ch](http://www.iffp-suisse.ch)\*  
[www.kfh.ch](http://www.kfh.ch)\*  
[www.oaq.ch](http://www.oaq.ch)\*  
[www.sassa.ch](http://www.sassa.ch)  
[www.sbf.admin.ch](http://www.sbf.admin.ch)\*  
[www.unige.ch](http://www.unige.ch)\*

Non-formal and informal sector

[www.alice.ch](http://www.alice.ch)\*  
[www.arra.ch](http://www.arra.ch)  
[www.ch-q.ch](http://www.ch-q.ch)  
[www.dossier-benevolat.ch](http://www.dossier-benevolat.ch)  
[www.ecap.ch](http://www.ecap.ch)  
[www.educa.ch](http://www.educa.ch)\*  
[www.effe.ch](http://www.effe.ch)  
[www.inter-pret.ch](http://www.inter-pret.ch)  
[www.retravailler.org](http://www.retravailler.org)  
[www.valida.ch](http://www.valida.ch)

\*Pages also available in English

## Validierung von Bildungsleistungen: Überblick über das Angebot in den Kantonen

Kanton	Angebot Validierung	Bemerkungen
AG	-	Projekt "Validierung Plus" mit den Kantonen AG, BL, BS und SO > Bedarfserhebung geplant
AI	-	
AR	-	
BE	Detailhandelsfachfrau/-mann (EFZ) Kaufrau / Kaufmann (EFZ) Mechpraktiker (EFZ) > nur für frankophoner Kantonsteil Printmedienverarbeiter/in EFZ, Fachrichtung Druckausrüstung	Arbeiten mit diversen Kantonen zusammen > Daten werden noch spezifiziert
BL	Logistik > Bereich ABU (Valitri)	
BS	-	Projekt "Validierung Plus" mit den Kantonen AG, BL, BS und SO > Bedarfserhebung geplant
FL	ValiPoste	Projekt "Validierung Plus" mit den Kantonen AG, BL, BS und SO > Bedarfserhebung geplant
FR	-	FL möchte die Angebote der CH-Kantone nutzen (zu klein, um eigenes VdA-Angebot auszuarbeiten)
FR	Detailhandel Gesundheitsberufe Logistikassistent/in (EFZ) Mauerer/in (EFZ) Sozialberufe ValiTri im Projekt ValiPoste	Interkantonale Zusammenarbeit mit allen Kantonen die Angebote führen, hauptsächlich aber mit der Romandie und sprachübergreifend mit dem Kanton Bern.
GE	Augenoptiker/in (EFZ) Automatiker/in (EFZ) Automechaniker/in (EFZ) Bijoutier (CFC) Chemielaborant/in (EFZ) Coiffeur/Coiffeuse (EFZ) Dekorationsgestalter/in (EFZ) Dentalassistent/in (EFZ) Detailhandelsfachfrau/-mann (EFZ) Elektromonteur/in (EFZ) Etuimacher/in (EFZ) Fachfrau/-mann Betreuung (EFZ) Fachfrau/-mann Gesundheit (EFZ) Fachfrau/-mann Hauswirtschaft (EFZ) Florist/in (EFZ) Gärtner/in (EFZ) Gebäudereiniger/in (EFZ) Goldschmied/in (EFZ) Grafiker/in (EFZ) Hotelfachfrau/-mann (EFZ) Informatiker/in (EFZ) Informations- und Dokumentations-assistent/in (EFZ) Kaufrau / Kaufmann (EFZ) Koch/Köchin (EFZ) Koch/Köchin (EFZ) Konditor/in-Confiseur/in (EFZ) Kosmetiker/in (EFZ) Lastwagenführer/in (EFZ) Logistikassistent/in (EFZ) Maler/in (EFZ) Mauerer/in (EFZ) Mediamatiker/in (EFZ) Medizinische Praxisassistent/in (EFZ) Metallbauer/in (EFZ) Motorradmechaniker/in (EFZ) Plattenleger/in (EFZ) Polisseuse / Plisseur (EFZ) Polymechaniker/in (EFZ) Restaurationsfachfrau/-mann (EFZ) Steinmetz/in (EFZ) Tierpfleger/in (EFZ)	Zusammenarbeit mit diversen Kantonen
GL	-	
GR	-	offen für die Zusammenarbeit mit anderen Kantonen der Region Ostschweiz und ev. auch mit dem FL oder TI
JU	-	
LU	Fachfrau/-mann Betreuung (EFZ) Fachfrau/-mann Gesundheit (EFZ) Fachfrau/-mann Hauswirtschaft (EFZ)	Alle 6 Zentralschweizer Kantone arbeiten via ZBK zusammen.
NE	Fachfrau/-mann Betreuung (EFZ)	
NW	Fachfrau/-mann Gesundheit (EFZ) Fachfrau/-mann Betreuung (EFZ) Fachfrau/-mann Hauswirtschaft (EFZ)	Alle 6 Zentralschweizer Kantone arbeiten via ZBK zusammen.
OW	Fachfrau/-mann Betreuung (EFZ) Fachfrau/-mann Gesundheit (EFZ) Fachfrau/-mann Hauswirtschaft (EFZ)	Alle 6 Zentralschweizer Kantone arbeiten via ZBK zusammen.
SG	Bau Gastgewerbe Gesundheit Hauswirtschaft Holz Metall/Maschinen Textilien Verkehr/Logistik Wirtschaft/Verwaltung	Es werden die Phasen 1-3 beim Verfahren abgedeckt, jedoch nicht bis zum eidg. Abschluss. Es werden nur kantonale Zertifikate ausgestellt. Das Angebot wird auf die Kandidaten zugeschnitten.
SH	-	
SO	-	Projekt "Validierung Plus" mit den Kantonen AG, BL, BS und SO > Bedarfserhebung geplant
SZ	Fachfrau/-mann Betreuung (EFZ) Fachfrau/-mann Gesundheit (EFZ) Fachfrau/-mann Hauswirtschaft (EFZ)	Alle 6 Zentralschweizer Kantone arbeiten via ZBK zusammen.
TG	-	

Kanton	Angebot Validierung	Bemerkungen
TI	Kauffrau/Kaufmann (EFZ)	
	Logistiker/in EFZ	
	Maurer/in EFZ	
UR	Detailhandel	Alle 6 Zentralschweizer Kantone arbeiten via ZBK zusammen.
	Fachfrau/-mann Betreuung (EFZ)	
	Fachfrau/-mann Gesundheit (EFZ)	
	Fachfrau/-mann Hauswirtschaft (EFZ)	
	Gastgewerbe	
Landwirtschaft		
VD	Fachfrau/-mann Betreuung (EFZ)	für diverse Berufe Zusammenarbeit mit dem Kanton GE.
	Mediamatiker/in (EFZ)	
	Metallbauer/in (EFZ)	
VS	Detailhandelsfachfrau/-mann (EFZ)	
	Fachfrau/-mann Betreuung (EFZ)	
	Fachfrau/-mann Gesundheit (EFZ)	
	Fachfrau/-mann Hauswirtschaft (EFZ)	
	Gebäudereiniger/in (EFZ)	
	Hauspfleger/in	
	Informatiker/in (EFZ)	
	Kauffrau/Kaufmann (EFZ)	
	Logistikassistent/in (EFZ)	
	Mediamatiker/in (EFZ)	
	Medizinische/e Assistent/in (EFZ)	
	Metallbauer/in (EFZ)	
	Restaurationsfachfrau/-mann (EFZ)	
	ZG	Fachfrau/-mann Gesundheit (EFZ)
Fachfrau/-mann Betreuung (EFZ)		
Fachfrau/-mann Hauswirtschaft (EFZ)		
ZH	Fachfrau/-mann Betreuung (EFZ), Fachrichtungen "Behindertenbetreuung" und "Betagtenbetreuung"	
	Fachfrau/-mann Gesundheit (EFZ)	Harmonisierung der FaGe zwischen Zentralschweiz und ZH
	Informatiker/in (EFZ)	

#### Farblegende

dunkelrot markierte Berufe = vom BBT bewilligte Projekte im Rahmen des Projekts Valiposte

blau markierte Berufe = Berufe, die bereits vor der Pilotphase validiert wurden

grün markierte Berufe = geplante Pilotprojekte für die Erprobungsphase, offizielle BBT-Bewilligung noch nicht erteilt

orange markierte Berufe/Branchen: eventueller Ausbau des Angebots auf diese Berufe ausgebaut (Bedarfserhebung und Abklärung mit OdA laufen)

schwarz markierte Berufe = vom BBT bewilligte Pilotprojekte für die Erprobungsphase