



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
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Eidgenössisches Volkswirtschaftsdepartement EVD
Bundesamt für Berufsbildung und Technologie BBT

**Educational Research and Development.
Joint OECD-CORECHED
international expert meeting
Bern, 1-2 October 2007**

Dr. Ursula Renold
Director, Federal Office for Professional
Education and Technology (OPET)
Member of CORECHED



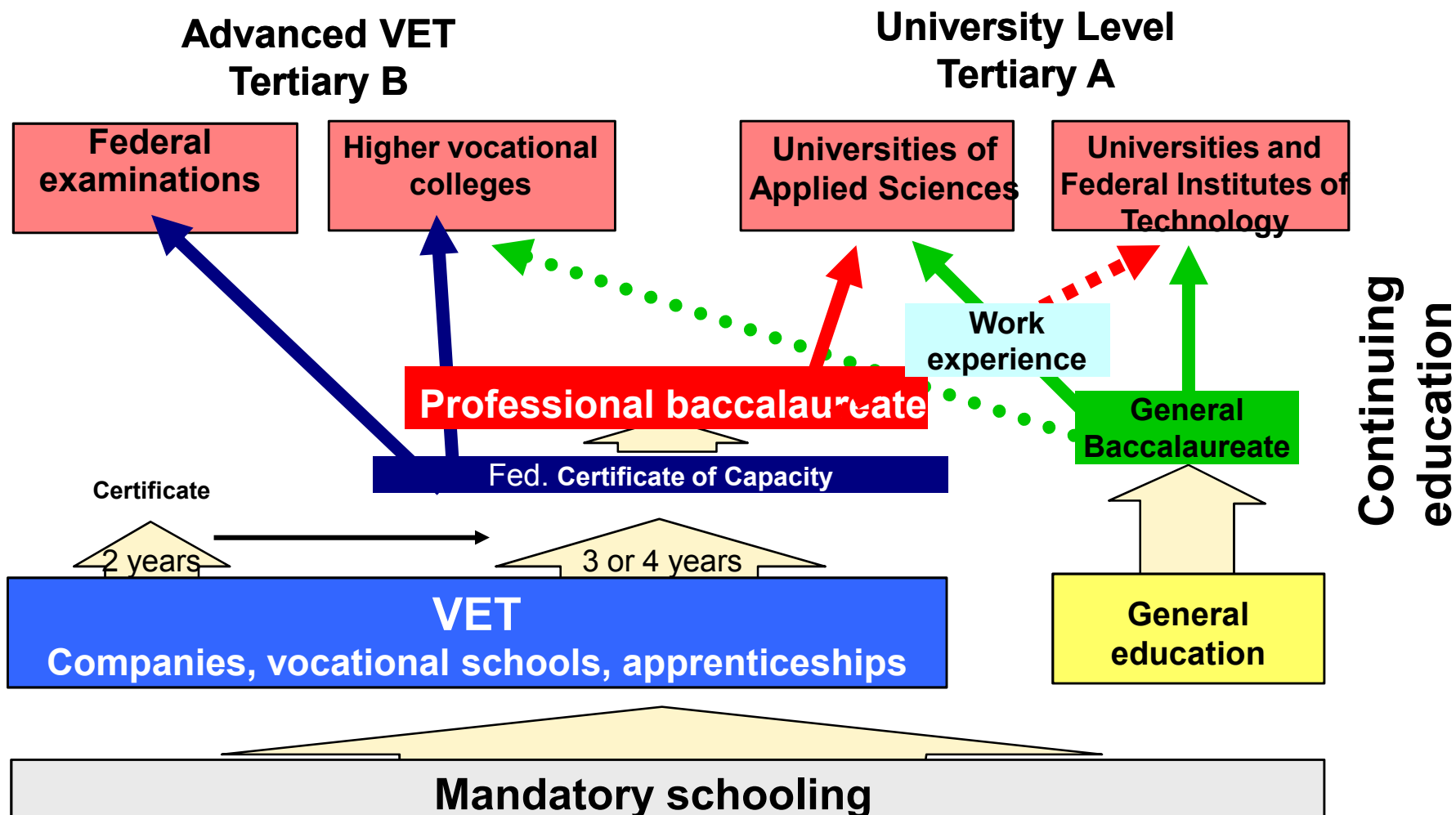
Welcome Address

- **Swiss Educational System and the role of CORECHED**
- **The rationale for launching the review in CH**
- **Research on VET: Our model of the links between research, political governance and practice**
- **Open questions**



Swiss Educational System

Secondary level II Tertiary level



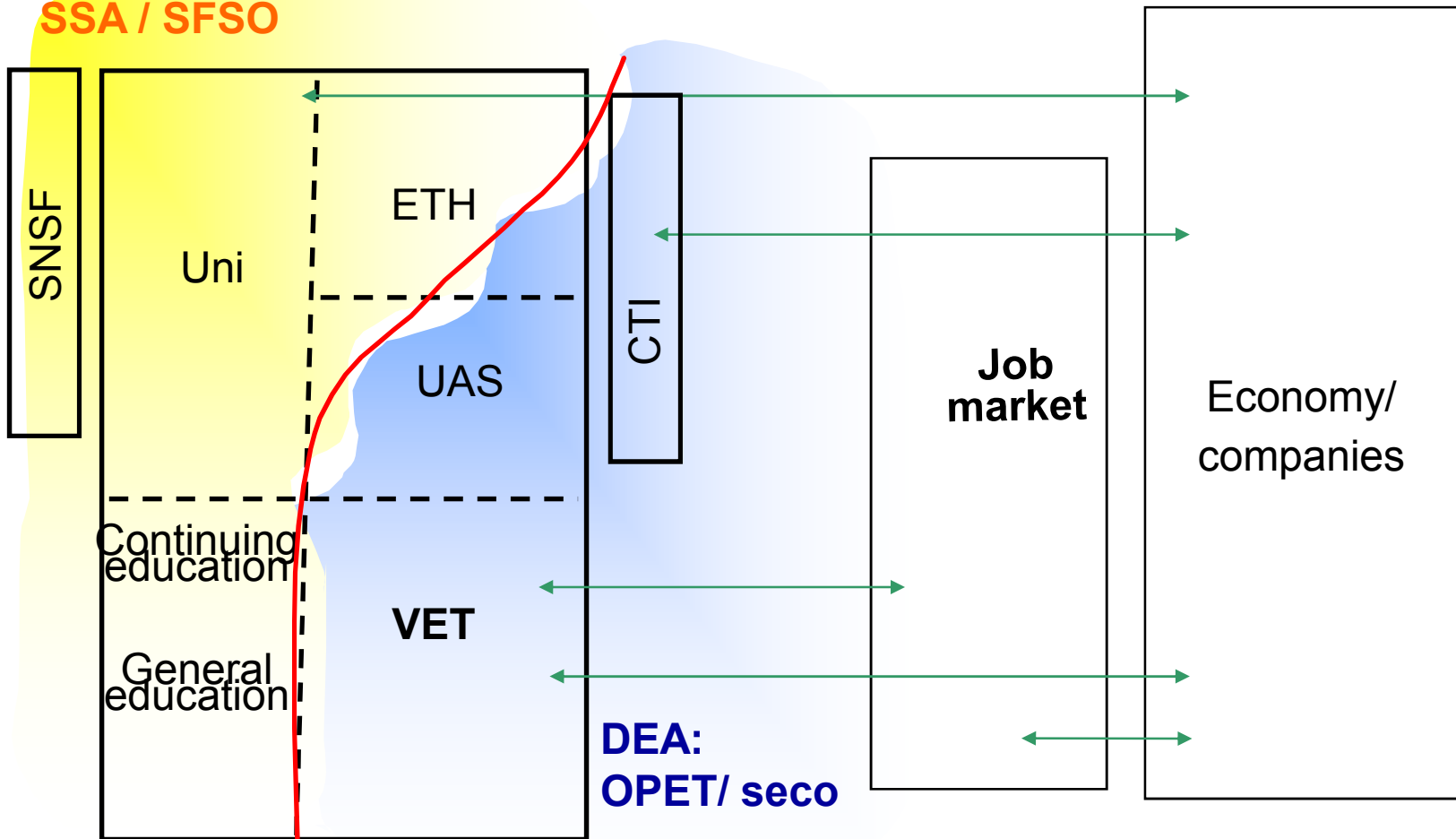


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Confederation

**DHA: Minister
SSA / SFSO**



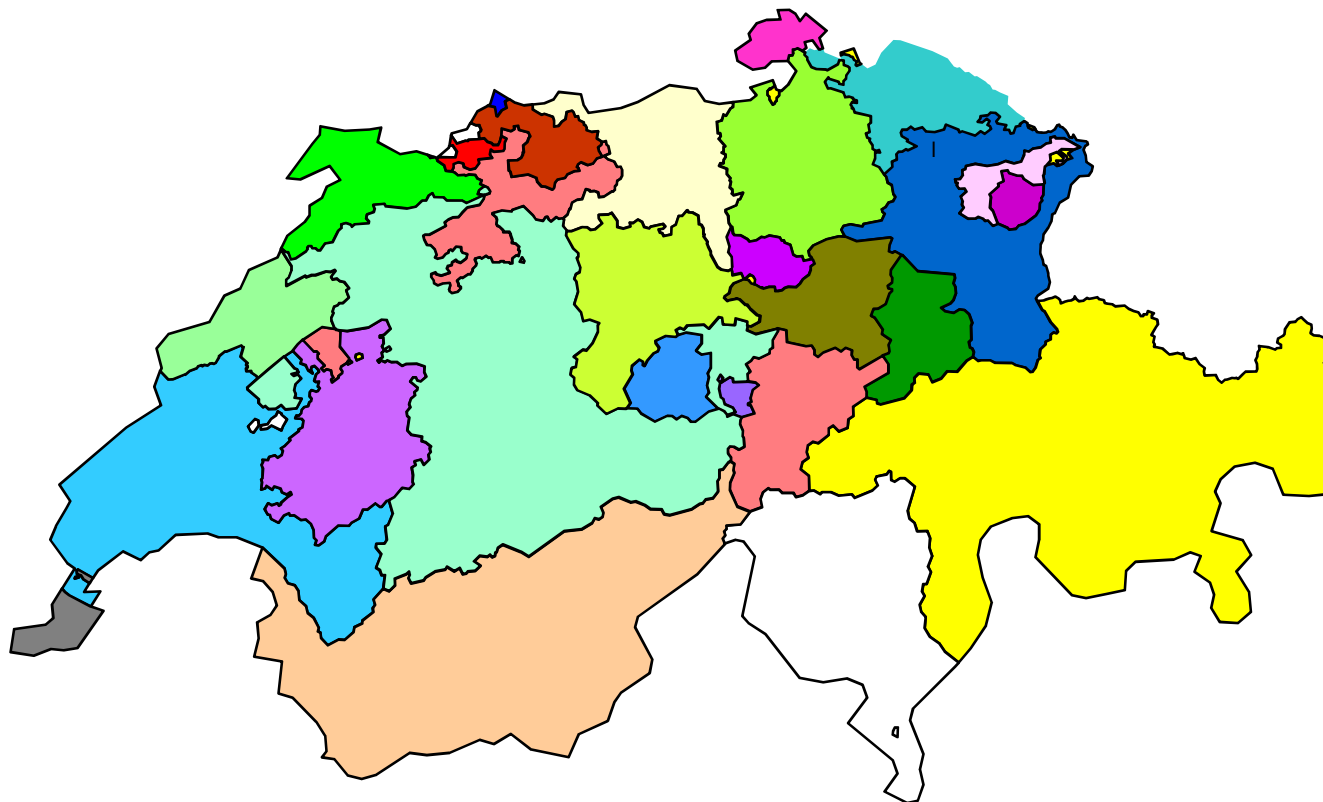


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26 cantons

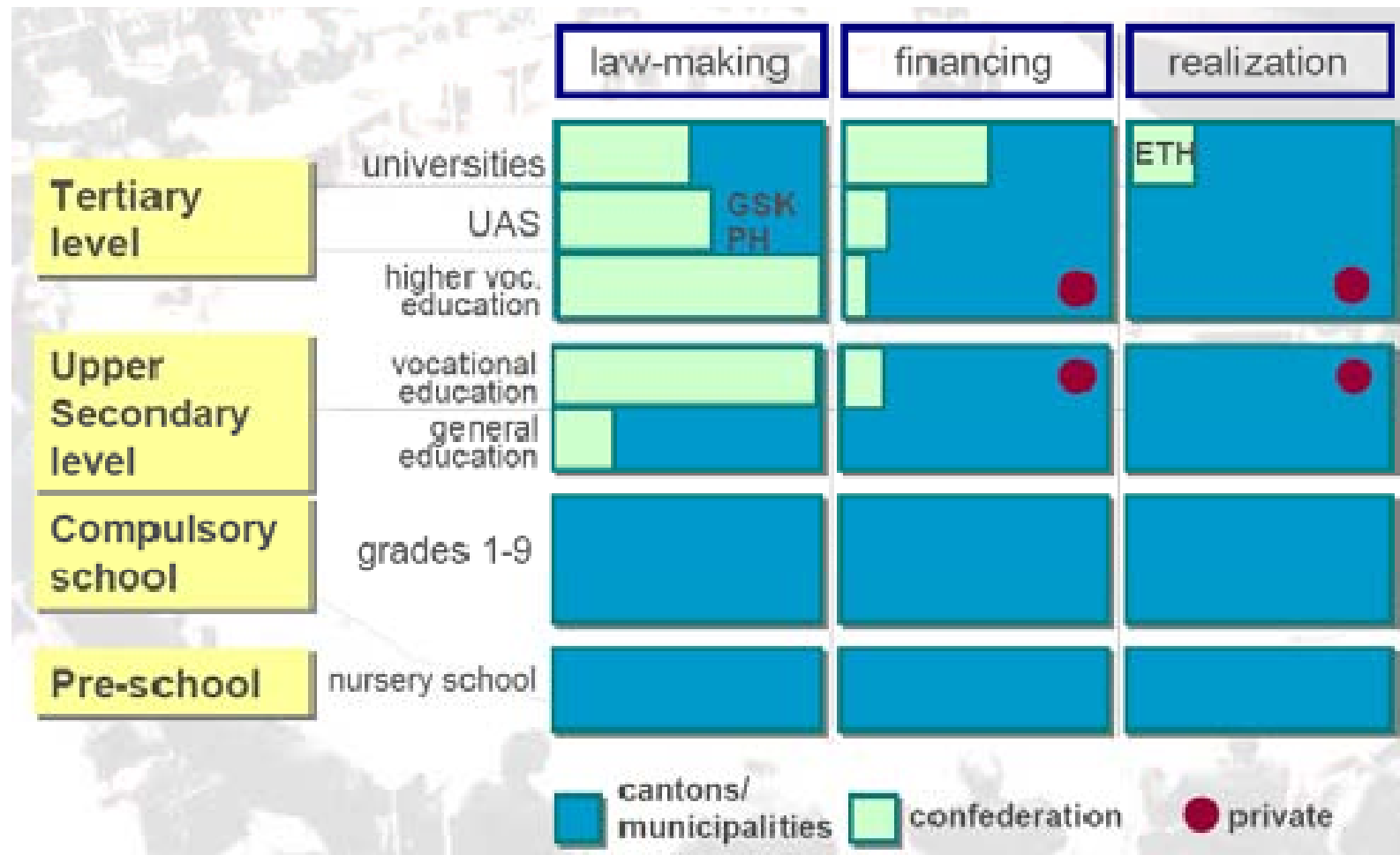
Swiss Conference of Cantonal Ministers of Education





Responsibilities in educational policy-making

Roles of the different governmental levels (review p 15)





Who is CORECHED?

**Swiss Council for Educational Research
COnseil suisse de la RECHerche en EDucation**

Confederation	Cantons	Private
DHA DEA	SCCME	
SER OPET	Secretariat general	SSRE
SNSF		
SFSO		

**CORECHED are conducted by the Swiss Coordination
Centre for Research in Education (SCCRE)**



The rationale for launching the review in CH



Education **policy** and educational **steering** play more and more an important role in politics. Is there any answer to the effectiveness or impact of educational R&D?



Evidence-based policy determines many politics-areas: Is the steering of the Swiss educational system evidence-based or not?



Paramount questions:

- How does Swiss governance in educational R&D works?
- What's about quality?
- Who decide on which level?
- How does the quality control work?
- Do we have best practice?

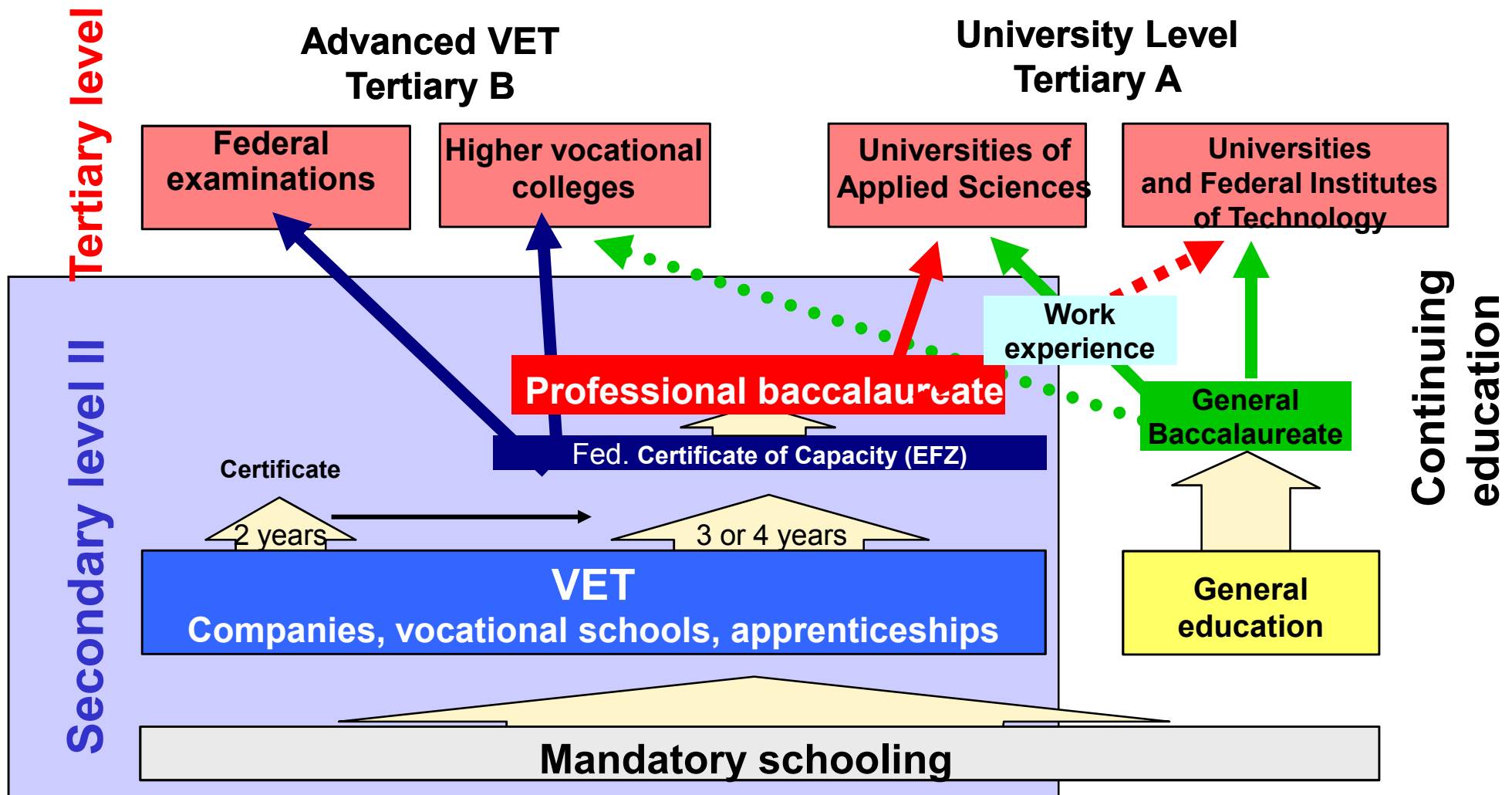


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Research on Secondary Level II in VET-System



Challenges faced by basic VET system

Advanced VET

Career changes among under-25s

Withdrawals from apprenticeships

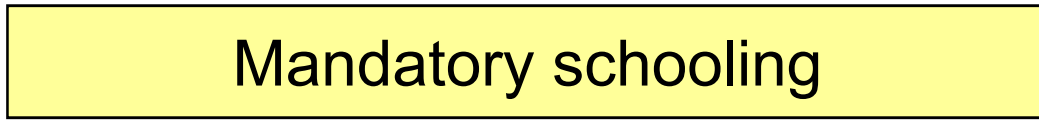
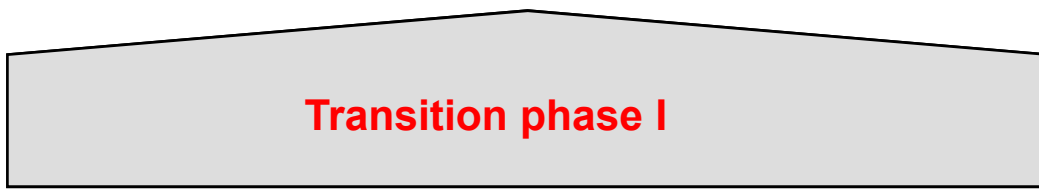
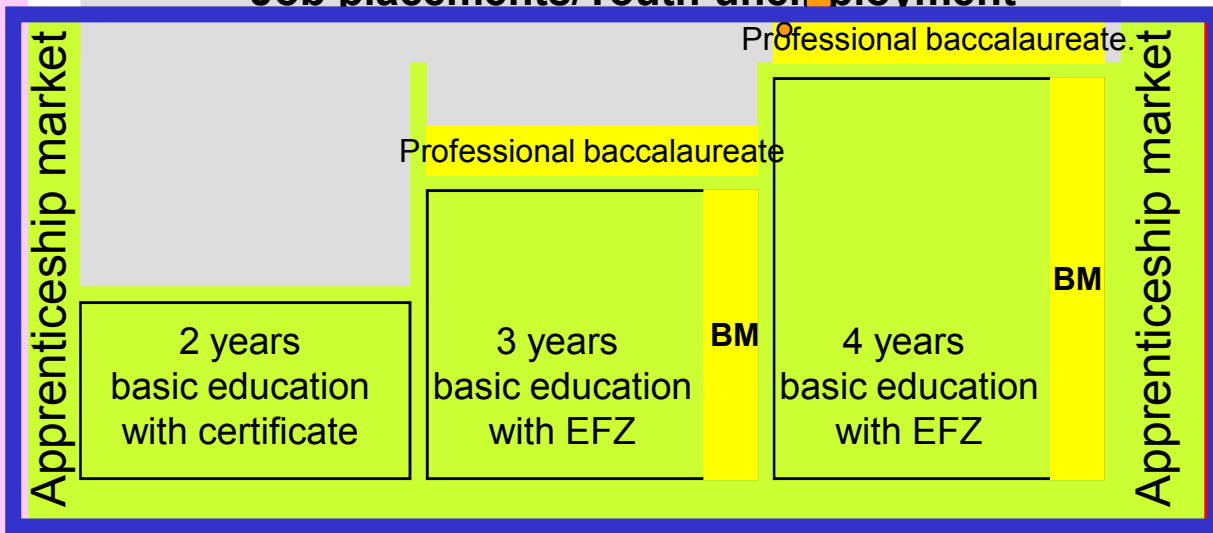
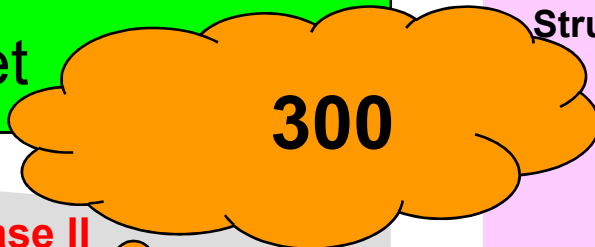
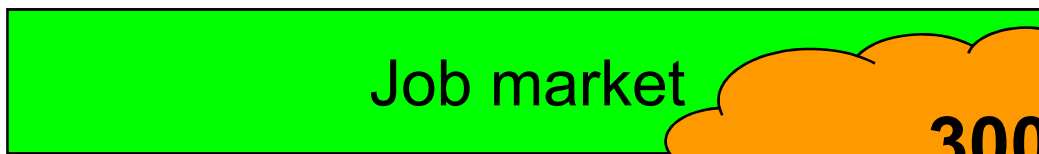
Quality standards

Quantity of VET teaching staff/instructors

Learning strategies

Integration/Migration

Lifestyles of the younger generation



Dynamics of corporate development

Structural changes in the for-profit sector
Forecast

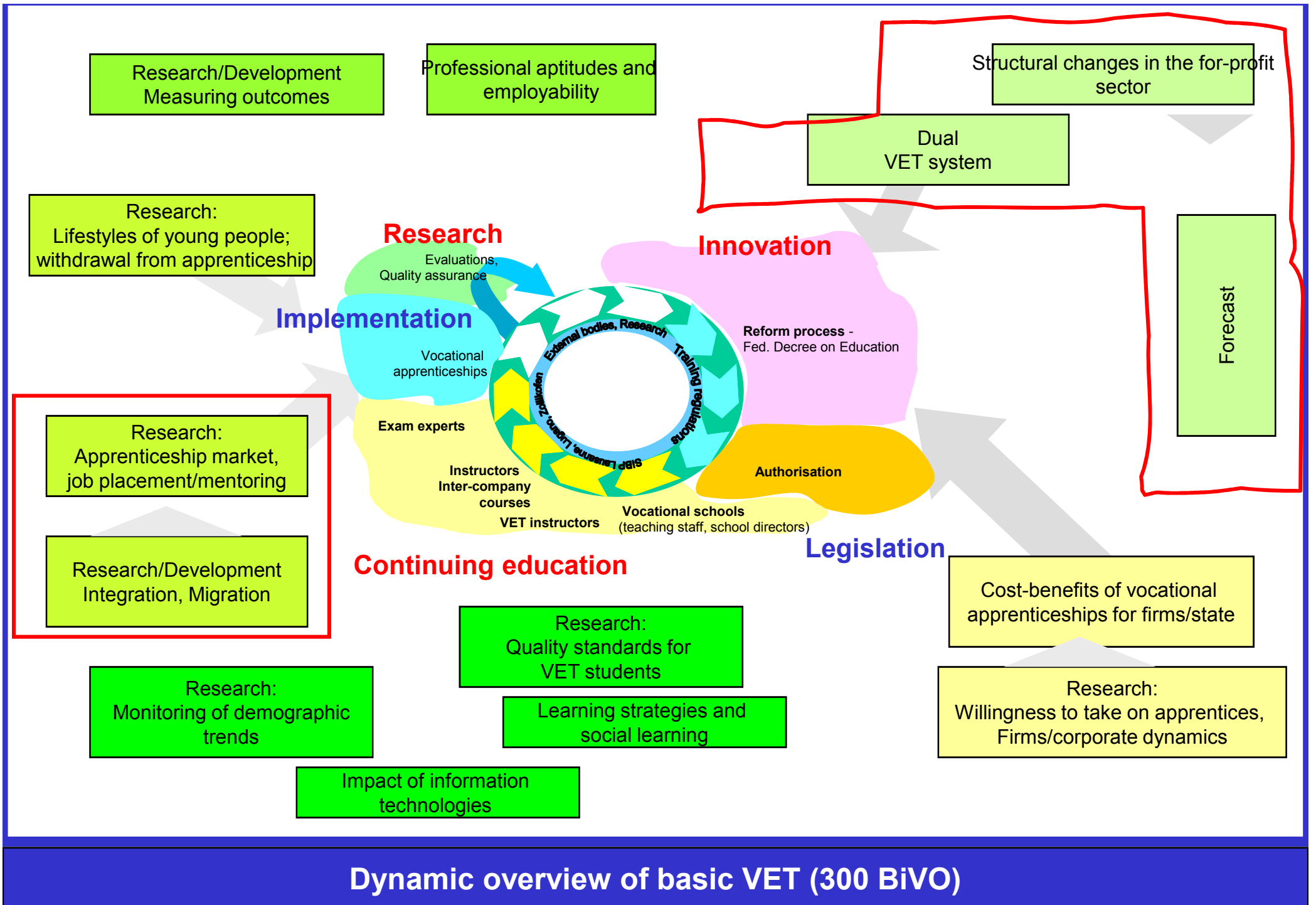


Vocational training models

Preparation for basic VET

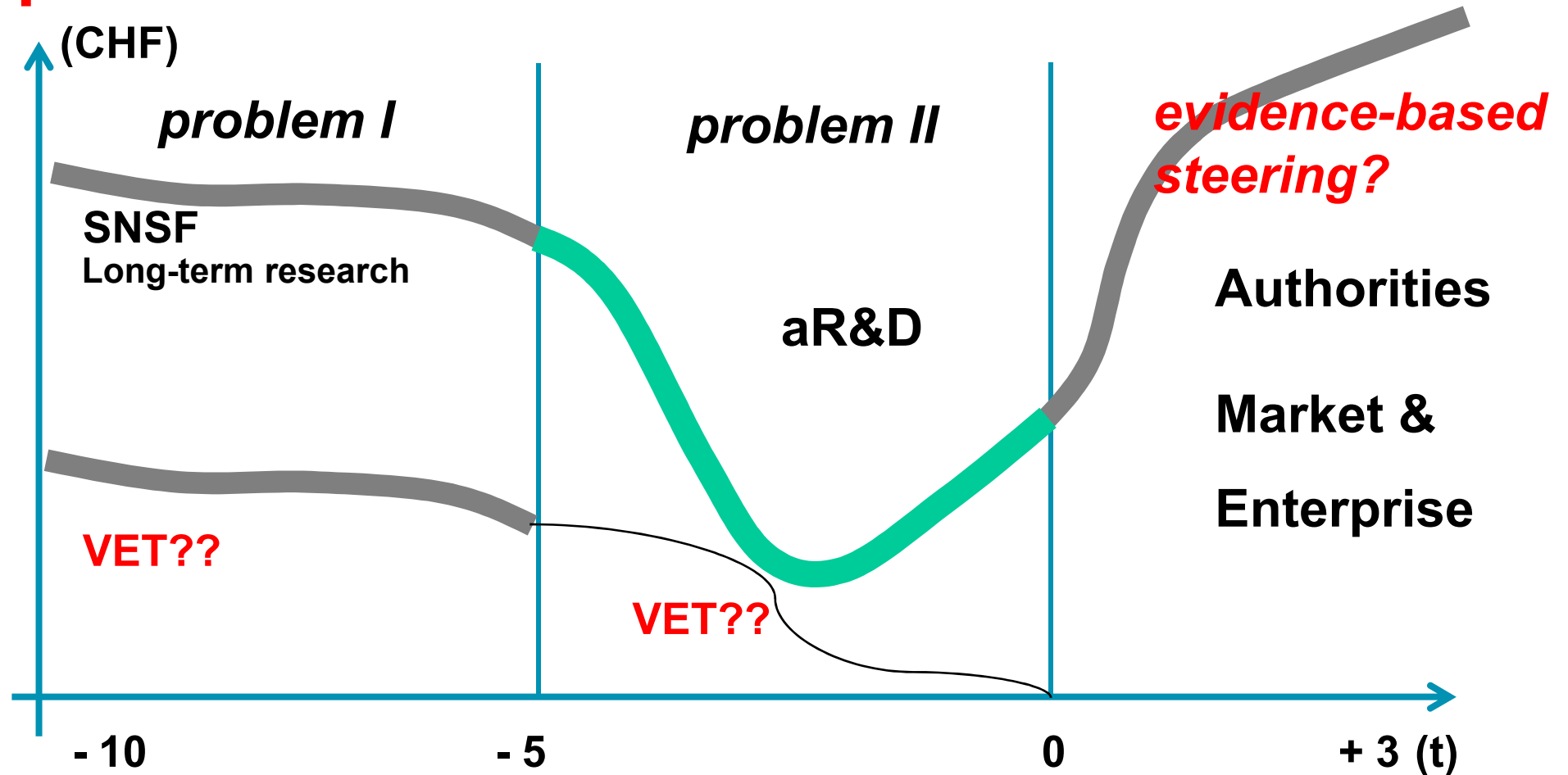
Basic Multicheck

Performance level PISA/Harmos



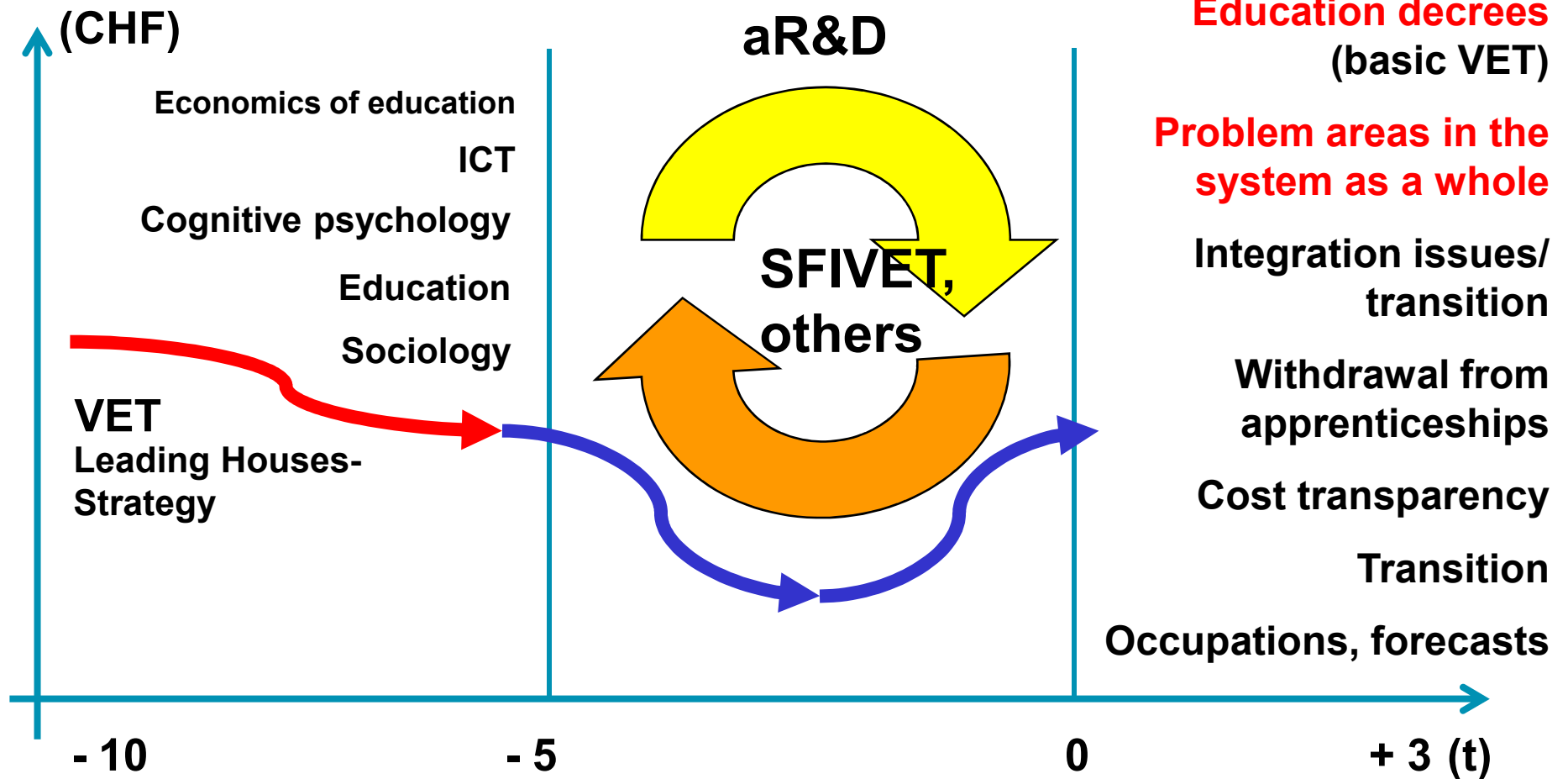


Death Valley – Science to Market prior to 2000 – Value chain didn't exist





A bridge over Death Valley





Effective implementation in practice:

Simulation of the cost-benefits for firms due to reforms of the Federal Decree on Education

During the apprenticeship	Gross costs	Productive performance
	Apprentice wages + Instructor costs + Administrative costs + Investment costs + Material costs + Other costs	(Time spent on unskilled productive activity x wage of unskilled workforce + (Time spent on skilled productive activity x Performance level of apprentices x Wage of skilled workforce)
Net costs = Gross costs - Productive performance		

After apprenticeship	Returns from recruitment opportunities
	Cost of finding and training of external skilled labour x share of apprentices who stay with the training firm for at least one year after successful completion of apprenticeship



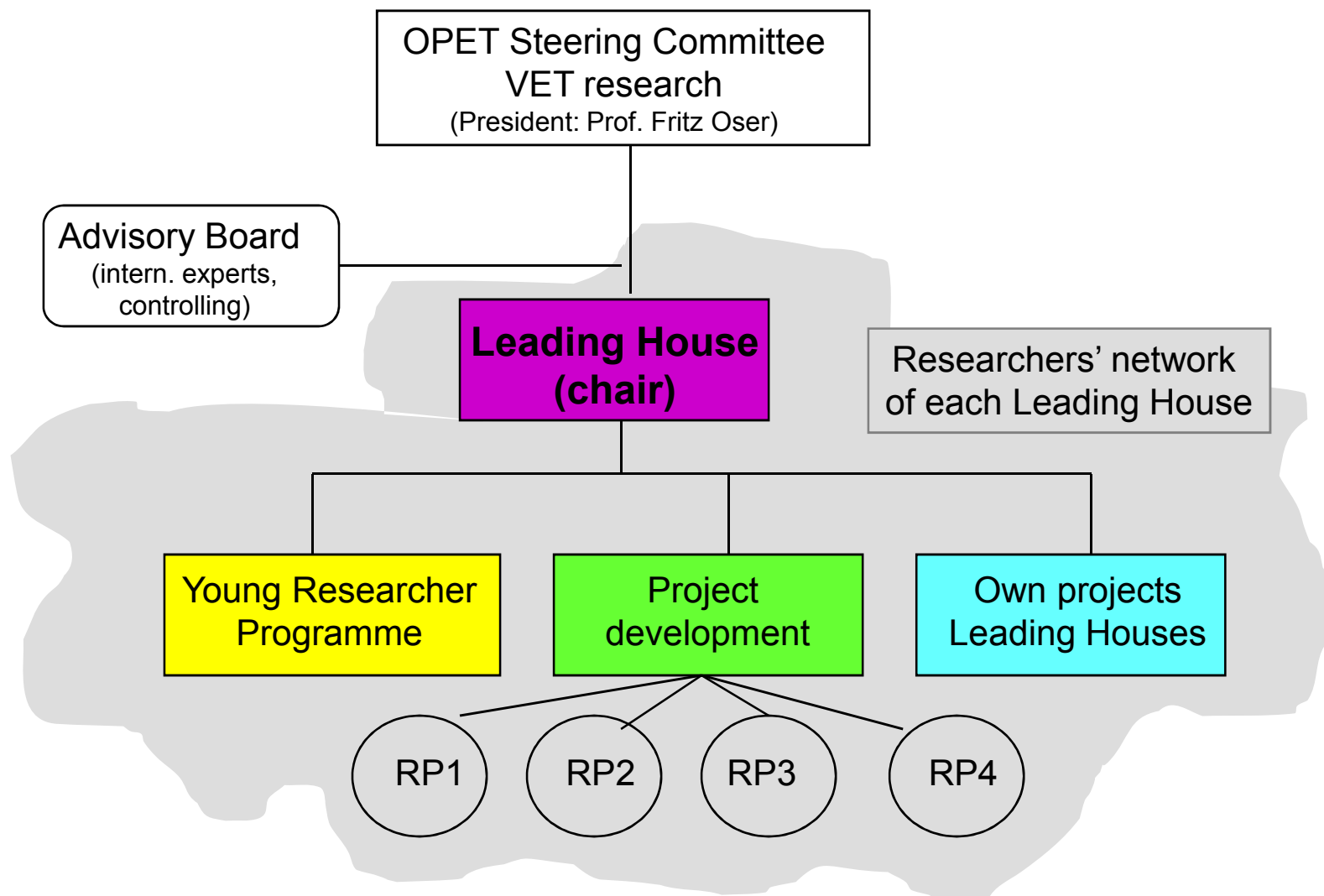
Six Leading Houses for VET research in Switzerland

The Leading Houses have been created – all are attached to a Swiss University and each of them is a competence centre in a given specialist field:

- **Social Competences**, University of St. Gallen
- **Quality of VET**, University of Fribourg
- **Learning Strategies**, University of Basel
- **Learning technologies for VET**, Universities of Fribourg, Lausanne and Geneva
- **Economics of Education: transitions, skills and labor, Economics of Education: firm behaviour and training policies**, Universities of Zurich and Berne;
- **Systems and Professional Transitions**, open



Functioning of the Leading Houses



RP = Research project



National Review of Educational R & D Switzerland

„Since OPET has developed its own nationwide strategy for educational R&D, involving working with key actors and building consensus on national priorities, Switzerland can be said to have a ***national system of educational research in vocational education.***“

„The successful role played by educational research in ***the vocational education sector*** seems to indicate that such an increase in the competency base can be achieved ***if the adequate frameworks*** and ***incentives*** are in place.“

„The Leading Houses set up by the OPET might be seen as a ***model of connection research, policy-making and practice*** for other education sectors.“



What have we done since the review?

National policy/strategy for educational R&D in VET

- Ongoing process
- Evaluation of the LH by advisory boards; evaluation of the six major priorities by the steering committee

Capacity building an appropriate incentives

- We put the six priorities out for tender if possible
- Leading Houses → service agreement with OPET for 3 years
- Publications and PhD-students

Measurements of the quality and outputs

- Reports of the advisory boards
- Publications and PhD-students



What have we done since the review?

Use of educational R&D by policy-makers/ practitioners

- Ongoing process; one positive example = cost/benefit-study
- development of indicators, incentives etc. will be necessary

Opportunities for international collaboration on monitoring the development of educational R&D

- Advisory board of each LH build up possibilities for international cooperations → has to be strengthened
- Evaluation of the advisory boards by a peer review will be organized



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Open questions in the VET-model:

**Dissemination and a lasting evidence-based steering:
How long does it take?**

How do we measure a good dissemination?

**Disciplinary versus interdisciplinary R&D: may
aR&D-institutions like SFIVET solve the problem
of multidisciplinary issues?**

Critical mass of expertise in a small country?



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Thank you for listening!

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