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Introduction

This publication provides an overview of the diplomas obtained by people in education in Switzerland. It thus gives information on the country's socio-economic potential since the new graduates provide the pool of talent upon which the economy and the public administration can draw. The results have been differentiated in accordance with the levels of the Swiss educational system, namely the upper secondary level (vocational education and training (VET) and general education) and the tertiary level (professional education and training (PET) and higher education institutions). They are based on the most recent data, i.e. qualifications awarded in the year 2019. The focus is the qualification and not the person to whom it has been awarded, who may subsequently or indeed at the same time in some cases¹, obtain several qualifications.

In 2019, vocational education and training was the largest supplier of diplomas in Switzerland (68 011 units). This was followed by higher education institutions (61 101), general education courses (42 642) and advanced professional education and training (29 176).

Overview of diplomas, 2005–2019

T1

	2005	2010	2015	2019
Upper secondary level				
Vocational education and training (VET)	59 774	68 154	69 664	68 011
General education	30 266	36 364	40 351	42 642
Tertiary level				
College of professional education and training degrees ¹	4 163	8 211	9 841	11 217
Federal PET diplomas and advanced federal PET diplomas	14 807	16 304	17 542	17 593
Degrees from other professional education and training programmes ¹	10 023	3 691	484	366
Bachelor's degree from a higher education institution ²	11 499	24 125	31 237	33 326
Master's degree from a higher education institution ³	10 477	13 368	17 766	19 273
Doctorate from a university /institute of technology	3 100	3 593	3 853	4 307
Further education, specialised and advanced training at a higher education institution	4 145	4 492	4 246	4 195

¹ including postgraduate degrees

² including UAS/UTE degrees

³ including licence/diplôme study at a university / institute of technology

¹ For example: federal VET diploma and vocational baccalaureate

Upper secondary level: General remarks

The upper secondary level comes immediately after compulsory education. Obtaining a diploma at this level makes it possible either to enter the labour market or to pursue one's studies in order to obtain further qualifications.

In 2019, 110 653 diplomas were awarded at the upper secondary level. This covers two areas, of which the vocational education and training (VET) field is the most important, with 68 011 diplomas. The second area, that of general education, mainly involves academic and non-academic baccalaureate certificates (36 474 awarded in 2019).

The number of upper secondary level diplomas has increased by more than 22% since 2005. Vocational education and training (VET) qualifications grew by 14%, i.e. considerably less than those of general education (+41%). This can be explained by the significant growth in the awarding of federal vocational baccalaureate

Upper secondary level qualifications, 2005–2019 T 2

Upper secondary level	2005	2010	2015	2019
Vocational education and training (VET)	59 774	68 154	69 668	68 011
Federal VET diplomas	52 183	59 367	63 384	61 252
Federal VET certificates	94	3 690	5 917	6 707
Other federal VET diplomas	2 145	1 026	95	52
Trade certificates	2 826	2 897	2	–
Certificates of basic vocational education	2 526	1 174	270	–
General education	30 266	36 364	40 351	42 642
Academic baccalaureates	16 411	18 759	18 566	18 873
Vocational baccalaureates	10 719	12 249	14 023	14 524
Specialised baccalaureates	–	1 357	2 525	3 077
Transition programme certificates (vocational/specialised baccalaureate – universities and institutes of technology)	148	487	773	1 259
International baccalaureates	–	–	619	675
Specialised school certificates	2 617	3 357	3 845	4 234
Other programmes of general education	371	155	–	–

Sources: FSO – SBA, SBG-SFPI

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certificates (+35%)¹ in this period and the introduction in 2006 of specialised baccalaureates. It should be noted that from that year onward, certificates of basic vocational education have tended to be replaced by federal VET certificates. Since 2012, trade certificates have also been gradually replaced by federal VET diplomas for commercial employees E.

¹ The vocational baccalaureate corresponds to a double qualification since the holders must already possess a federal VET diploma.

Upper secondary level: Vocational education and training (VET)

Two out of three young people in Switzerland enter one of the nearly 250 vocational education and training programmes at the end of compulsory education. In 90% of cases these involve dual-track VET programmes which combine in-house corporate training (practical) and a vocational school (theory). The remaining 10% attend full-time schools. Most cases are regulated by the Federal Act on Vocational and Professional Education and Training (VPETA).

Federal VET diplomas, obtained after 3 to 4 years, accounted for 90% of the qualifications awarded under the vocational education and training scheme in 2019. With 61 252 units, this amounts to a 2% decrease compared with the previous year. This was followed by the federal VET certificates, which require 2 years (6707 units, a 4% increase over 2018). For more than a decade now, vocational education and training courses that are not governed by the VPETA are becoming less important and only 52 such certificates were awarded in 2019. This trend can be explained by the fact that the VPETA has been extended to include the fields of agriculture and healthcare.

In demographic terms, the majority of holders of vocational education and training diplomas are male (55.5%) and are of Swiss origin (82.1%). The average age for those obtaining diplomas is 22 years.

Vocational education and training (VET) diplomas by type, gender and nationality, 2019

T3

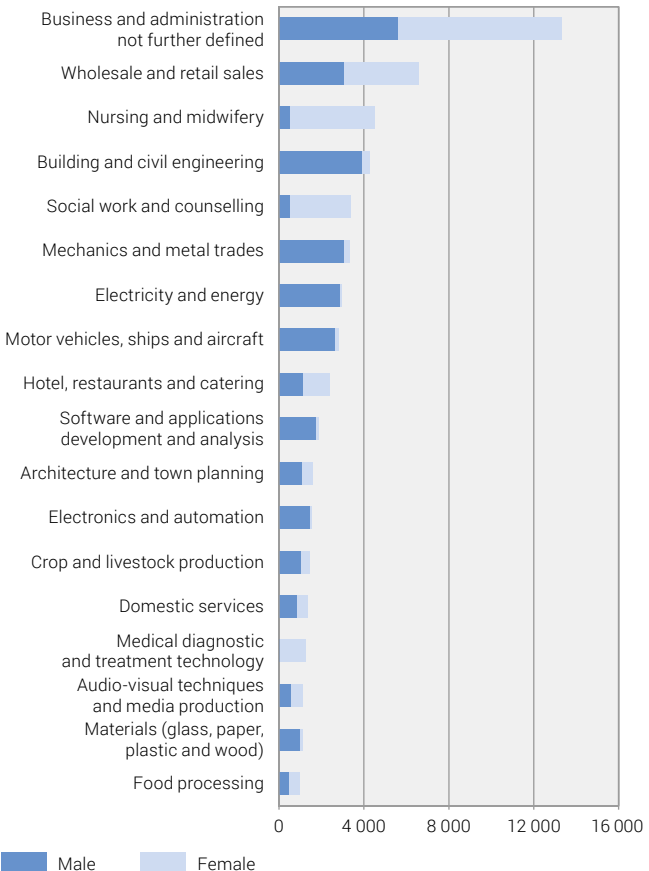
	Total	% Women	% Foreign nationals
Vocational education and training (VET)	68 011	44.5%	17.9%
Governed by the VPETA			
Federal VET diplomas	61 252	44.9%	15.2%
Federal VET certificates	6 707	41.4%	42.5%
Not governed by the VPETA			
Other federal VET diplomas	52	73.1%	*

* Not indicated as not applicable or relevant in this context.

Almost 90% of federal VET diplomas are awarded in one of the fields listed in the graph G1. Heading the list are *Business and administration* (22%), *Wholesale and retail sales* (11%) and *Nursing and midwifery* (7%). Whereas men and women are more or less evenly divided in the commercial professions, in other sectors one sex or the other clearly dominates (for example: women in *Nursing and midwifery* or *Social work and counselling*, men in *Building and civil engineering* or *Mechanics and metal trades*).

Federal VET diplomas by most represented fields of education and gender, 2019

G1



Source: FSO – SBG-SFPI

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At the level of federal VET certificates, 24% are awarded in the field of Wholesale and retail sales, followed by areas related to Health and welfare (16%) as well as to Building and civil engineering (10%). The remaining disciplines all account for less than 7% of the diplomas awarded. As for gender distribution, the holders of a federal VET certificate in the area of *Wholesale and retail sales* or *Health and welfare* are mainly women while those in areas related to *Building and civil engineering* are for the most part men.

Upper secondary level: General education

In principle general education does not lead directly to a profession, but rather helps prepare for advanced degree studies.

Altogether 42 642 qualifications were awarded in this area in 2019. For the most part these were baccalaureate certificates (44% of all general education qualifications) and federal vocational baccalaureate certificates (34%)¹. Among the remainder are specialised school certificates (10%) and specialised baccalaureate certificates (7%). Transition programme certificates (vocational/specialised baccalaureate – universities and institutes of technology) and international baccalaureates round off the offer (1934 qualifications).

In demographic terms, the majority of holders of general education diplomas are women (56.6%) and are of Swiss origin (91.0%). Those who obtain a specialised school certificate or a specialised baccalaureate include a great many women. As a rule general education diplomas are obtained at the age of 20. There are differences however within the various types of education. Thus the vocational baccalaureate (at age 21) and the transition programme certificates (vocational/specialised baccalaureate – universities and institutes of technology) (at age 22) tend to be awarded later than the other general education qualifications.

General education diplomas by type, gender and nationality, 2019

T4

	Total	% Women	% Foreign nationals
General education	42 642	56.6%	9.0%
Academic baccalaureates	18 873	57.0%	7.8%
Vocational baccalaureates	14 524	46.9%	7.9%
Specialised baccalaureates	3 077	78.3%	9.5%
Transition programme certificates (vocational/specialised baccalaureate – universities and institutes of technology)	1 259	51.3%	6.9%
International baccalaureates	675	50.1%	*
Specialised school certificates	4 234	74.8%	14.2%

* Not indicated as not applicable or relevant in this context.

Source: FSO – SBA

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¹ The vocational baccalaureate corresponds to a double qualification since the holders must already possess a federal VET diploma.

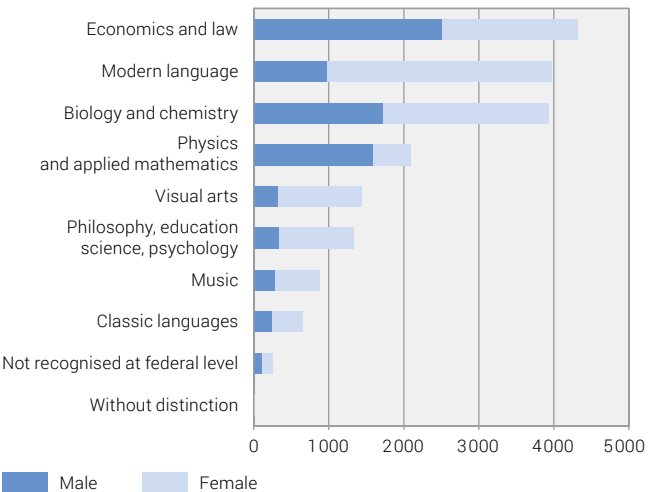
Upper secondary level: Baccalaureate

Some 99% of baccalaureate certificates are officially recognised by the Confederation (Ordinance on the Recognition of Baccalaureate MAV) and the cantons (Regulation on the Recognition of Baccalaureate MAR). The remaining 1% are recognised only at the cantonal level. The baccalaureate provides access to the universities and the universities of teacher education, and after practical training, to the universities of applied sciences. Access to the higher education institutions is more restricted for the holders of baccalaureates recognised only at the cantonal level.

In 2019, 18 873 baccalaureate certificates were awarded. The three most common specific options are: *Economics and law* (23%), *One modern language* (21%) and *Biology and chemistry* (21%). Most of the baccalaureates were obtained by women (57% on average), except in the case of the specific options *Physics and applied mathematics* and *Economics and Law* in which women accounted for only 24% resp. 42% of the total.

Baccalaureate certificates by specific option and gender, 2019

G2



Source: FSO – SBA

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Upper secondary level: Federal vocational baccalaureate

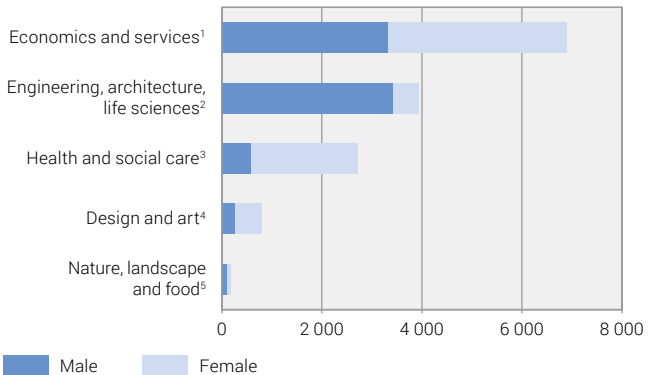
The federal vocational baccalaureate, created at the beginning of the 1990s, provides access above all to the universities of applied sciences. It corresponds to a double qualification as the holders must already possess a federal VET diploma.

Federal vocational baccalaureate studies can be undertaken at the same time as vocational education and training (FVB1) or afterwards (FVB2). The number of persons obtaining the federal vocational baccalaureate in accordance with the FVB2 model has continued to increase in recent years (from 29% in 2000 to 51% in 2019).

In 2019, 14 524 vocational baccalaureate certificates were awarded, i.e. a number that was slightly increasing in comparison with the previous year (+2.1%). Graph G3 shows the options available with the new titles introduced following the reorganisation of the vocational baccalaureates (Ordinance on the Federal Vocational Baccalaureate, BMV, of 2009). The *Economics and services* option awarded the most diplomas (47%). This was followed by the *Engineering, architecture, life sciences* (27%) and *Health and social care* (19%) options. Women are especially well-represented amongst holders of *Health and social care* as well as *Design and art* options, whereas

Federal vocational baccalaureate certificates by option and gender, 2019

G3



¹ Including Commercial option according to BMV 1998

² Including Technical option according to BMV 1998

³ Including Health/social care option according to BMV 1998

⁴ Including Arts option according to BMV 1998

⁵ Including Natural sciences option according to BMV 1998

certificates for *Engineering, architecture, life sciences* or *Nature, landscape and food* are mainly held awarded to men. The sexes are more or less evenly balanced among holders of a vocational baccalaureate in *Economy and services*.

Upper Secondary level: Specialised school certificates and specialised baccalaureates

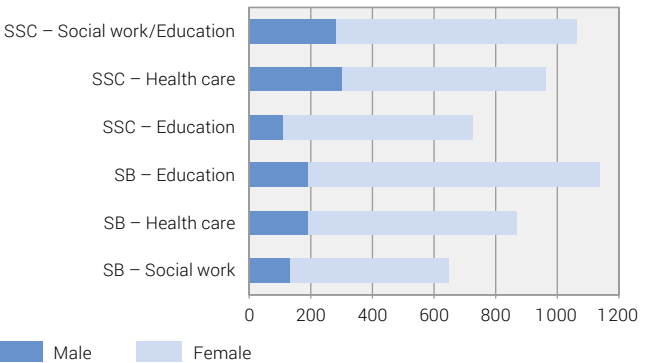
The upper secondary specialised schools, which come under the authority of the Swiss Conference of Cantonal Ministers of Education (EDK), provide general education while at the same time introducing students to a professional sector. The specialised school certificate is awarded after three years, and, once students have completed a practical internship, they can be admitted to a professional education and training college. Since 2006, with an additional year's study, students can obtain a specialised baccalaureate. This certificate enables holders access to the universities of applied sciences and to the universities of teacher education, after completion of a practical internship.

In 2019, 4234 specialised school certificates and 3077 specialised baccalaureates were awarded, which compared to the previous year, represents virtual stagnation in the first case (+0.1%) and an increase of 8% in the second.

Nearly two-thirds of the specialised school certificates were awarded in one of the following fields: *Social work/Education* (25%), *Health care* (23%), *Education* (17%). As for the specialised baccalaureates, they are mainly awarded in the *Education* (37%), *Health care* (28%) and *Social work* (21%) fields. It is worth noting that 76% of the holders of both types of diploma are women.

Specialised school certificates (SSC) and specialised baccalaureate certificates (SB) by most represented fields and gender, 2019

G 4



Source: FSO – SBA

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Tertiary level: General remarks

There are two types of institutions that award qualifications at the tertiary level: the professional education and training (PET) institutions and the higher education institutions. Access to education at the tertiary level in an institution of higher education requires candidates to be in possession of a baccalaureate (academic or not). These institutions are reluctant to accept persons who do not possess one. Access to professional education and training is only granted to holders of suitable educational credentials from the upper secondary level. In some cases, professional experience is also required.

In 2019, nearly 90 300 qualifications were awarded at the tertiary level, two-thirds by higher education institutions, the remainder in the context of professional education and training. The doubling of the number of qualifications awarded by the higher education institutions since 2005 is due to the reorganisation of programmes at the tertiary level¹.

Tertiary level qualifications, 2005–2019

T5

	2005	2010	2015	2019
Professional education and training (PET)				
College of professional education and training degrees	3 905	7 337	8 451	9 732
Advanced federal PET diplomas	2 556	3 167	2 707	2 876
Federal PET diplomas	12 251	13 137	14 835	14 717
Degrees from other professional education and training programmes	9 194	3 148	460	322
Postgraduate degrees from colleges of professional education and training and other institutions	1 087	1 417	1 414	1 529
Higher education institutions				
UAS/UTE diplomas	7 889	2 024	1 048	1 074
UAS/UTE Bachelor diplomas	684	10 565	15 897	17 481
UAS/UTE Master diplomas	–	2 081	3 831	4 807
UIT First university degree diplomas	9 187	3 326	495	101
UIT Bachelor diplomas	2 926	11 536	14 292	14 771
UIT Master diplomas	1 290	7 961	13 440	14 365
UAS/UTE further education diplomas	2 453	2 725	2 569	2 551
UIT further education and advanced studies diplomas	1 692	1 767	1 677	1 644
Doctorates	3 100	3 593	3 853	4 307

Sources: FSO – SBA, SHIS-studex

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¹ Transfer towards the tertiary level of studies which previously were at the upper secondary level, application of the directives of the Bologna Declaration in the institutions of higher education.

Tertiary level diplomas: Professional education and training (PET)

Professional education and training enables persons fulfilling the conditions of admission to deepen or widen their knowledge. The programmes are focused above all on practical experience and help prepare for the exercise of technical and managerial functions. The recognised diplomas of professional education and training as well as the courses of education (professional colleges only) are regulated at the federal level by the VPETA.

Federal PET diplomas accounted for nearly half of the 29 176 qualifications awarded in the field of professional education and training in 2019. Next with 38% came diplomas as well as post-graduate diplomas from colleges of professional education and training, advanced federal PET diplomas (10%) and diplomas as well as post-graduate diplomas from professional education and training unregulated by the VPETA (1%). The number of qualifications awarded in the last mentioned areas have fallen enormously since 2005 (–96%), due to the fact that a large number of programmes, particularly in the fields of healthcare and social care, are now recognised by the VPETA.

In demographic terms, holders of professional education and training diplomas are for the most part men (56.9%) and are of Swiss origin (90%). Professional education and training diplomas were awarded to persons with an average age of 32.

Professional education and training (PET) diplomas by type, gender and nationality, 2019 T6

	Total	% Women	% Foreign nationals
Professional education and training (PET)	29 176	43.1%	10.0%
Governed by the VPETA			
College of professional education and training degrees	9 732	49.0%	9.9%
Advanced federal PET diplomas	2 876	33.0%	8.1%
Federal PET diplomas	14 717	40.4%	10.0%
Postgraduate degrees from colleges of professional education and training	1 485	42.5%	15.3%
Not governed by the VPETA			
Degrees from other professional education and training programmes	322	73.0%	*
Postgraduate degrees	44	93.2%	9.1%

* Not indicated as not applicable or relevant in this context.

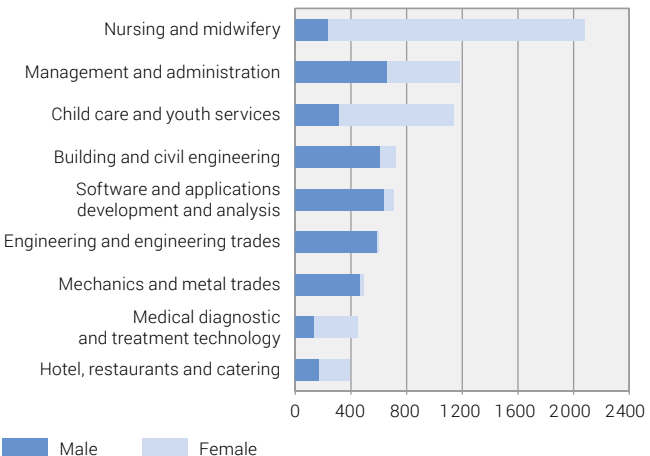
Tertiary level: Professional education institutions

Professional education and training colleges offer courses lasting a minimum of three years to persons who study and work at the same time and a minimum of two years when studying full time. The disciplines are recognised at the federal level by the State Secretariat for Education, Research and Innovation (SERI). Successful completion of a programme at professional education institutions leads to the awarding of a diploma with the mention “professional education institutions”.

In 2019 some 9732 diplomas and 1485 post-graduate diplomas were awarded, in the case of the diplomas an increase of 7% over the previous year and in the case of post-graduate diplomas an decrease of 2%. The number of diplomas has more than doubled in the past decade, due mainly to the recognition by SERI as of 2005 of the various healthcare disciplines.

Nearly 80% of the diplomas were awarded in one of the areas mentioned in the graph G5. The number of qualifications was highest in the *Nursing and midwifery* (21%) sector, followed by *Management and administration* (12%) and *Child care and youth services* (12%). The various healthcare disciplines involve women for the most part. The opposite is true in areas related to *Software and applications development and analysis*, *Building and civil engineering* as well as *Mechanics and metal trades*.

Professional education institutions diplomas by most represented training sectors and gender, 2019 G5



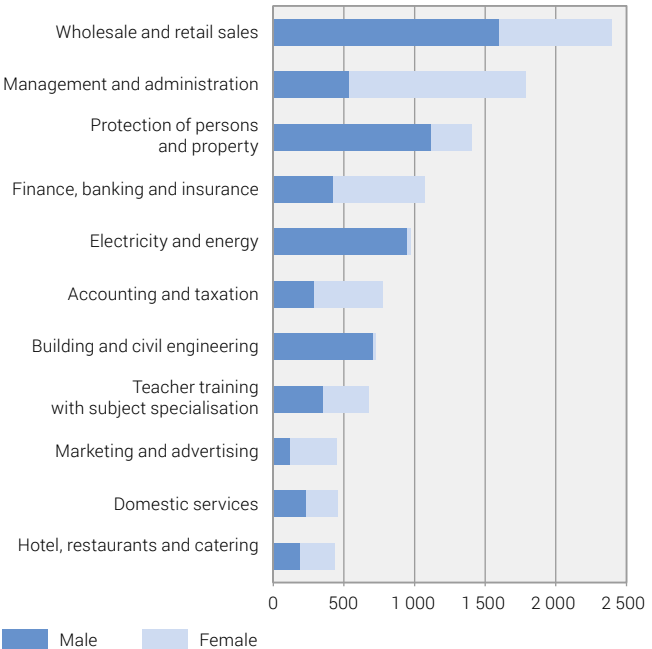
Tertiary level: Federal and advanced federal PET diplomas

The federal PET diploma corresponds to initial specialisation and deepening of one's knowledge after the vocational education and training (VET). The advanced federal PET diploma enables professionals to qualify as an expert and prepares the way for carrying out managing functions within a company. If an advanced PET diploma examination exists within the same training sector, the federal PET diploma is generally required to obtain an advanced federal PET diploma. Both qualifications are recognised and protected at the federal level.

In 2019, 14 717 federal PET diplomas were awarded, that is virtual stagnation compared to the previous year (+1.0%). Since 2005, the number of federal PET diplomas has grown by 20%. As for the advanced federal PET diplomas, 2876 of these were awarded in 2019, a increase of 1% compared to the previous year. The number of advanced federal PET diplomas has however practically not evolved for several years.

Federal PET diplomas by most represented training sectors and gender, 2019

G6



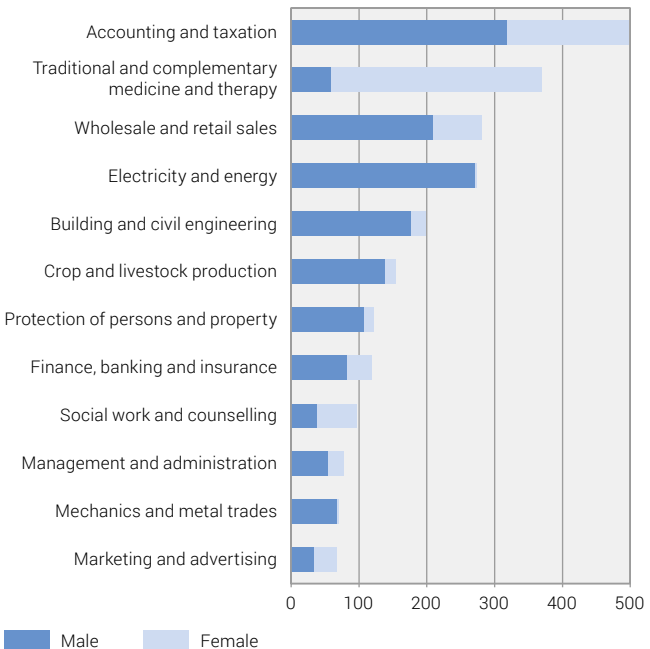
Nearly 80% of federal PET diplomas awarded in 2019 were in one of the disciplines listed in the graph G6, headed by *Wholesale and retail sales* (16%), *Management and administration* (12%), *Protection of persons and property* (10%).

In so far as advanced federal PET diplomas are concerned, 80% of these were awarded in the training sectors shown in graph G7. *Accounting and taxation* (17%) occupies first place followed by *Traditional and complementary medicine and therapy* (13%) and *Wholesale and retail sales* (10%).

In some areas of education and training the representation of men and women is more or less equal (for example: *Accounting and taxation* or *Management and administration*). In other areas one of the sexes clearly dominates (for example: *Marketing and advertising* or *Medical diagnostic and treatment technology* in the case of women, *Electricity and energy* or *Building and civil engineering* in the case of men). It is worth noting that women are better represented as holders of federal PET diplomas (40%) than of advanced federal PET diplomas (33%).

Advanced federal PET diplomas by most represented training sectors and gender, 2019

G7

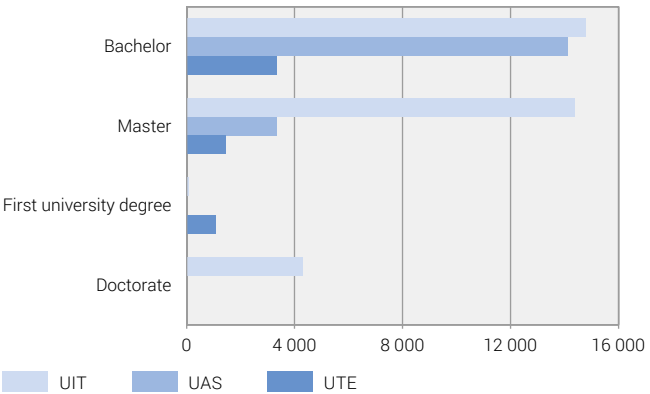


Tertiary level: Higher education institutions

The main diplomas awarded by the higher education institutions are Bachelor's degrees and Master's degrees. It requires 180 ECTS credits for a Bachelor's degree, i.e. 3 years full-time study. A Master's requires between 90 and 120 ECTS credits (in medicine 180 credits). Subsequent to the Bologna reform the Bachelor's and Master's degrees have gradually replaced the university of applied sciences diploma (UAS) and the university or institutes of technology Licentiate degree or diploma (UIT). The universities also award Bachelor's degrees, but these are mainly an initial diploma since almost all students go on to take a Master's (83% within 2 years after obtaining the Bachelor's, 15% in UAS¹). Although fewer degree programmes are on offer for an UAS Master's than for a Bachelor's they are on the increase. The nature of the final diploma in universities of teacher education (UTE), depends on the teaching level sought by the future teacher. The UTE diploma is frequently awarded to students (more than 1000 diplomas in 2019), unlike the UAS diploma (none since 2015) or the UNI licentiate/diploma (approximately 100 awarded mostly by the University of Geneva for pre-primary and primary teaching).

Number of diplomas by level of graduation and type of higher education institutions (excluding further education), 2019

G8



Source: FSO – SHIS-studex

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¹ Project LABB, FSO, Neuchâtel

The three types of higher education institutions also offer different kinds of further education leading to a variety of diplomas, depending on the duration of the course followed². Moreover, only UIT programmes lead to Doctorates. The G8 graph provides an overview of the qualifications awarded in 2019 by level of studies and the type of higher education institution.

² For the SIUS, only continuing education courses of at least 50 ECTS (MAS) are counted.

Tertiary level: Universities and institutes of technology

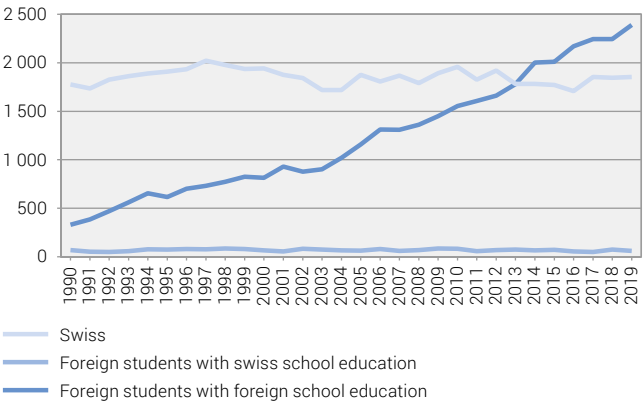
In 2019, the UIT awarded 14 771 Bachelor's degrees, 14 365 Master's, 4307 Doctorates and more than 1600 diplomas of further education or for advanced studies. Although the transition to the Bologna structure has now been completed, the UTE awarded almost 100 licentiates/diplomas, of which barely 5% were to students finishing their course under the old system. The remainder were awarded by the University of Geneva to people registered in teacher training at pre-primary and primary level.

In 2019 nearly a third of the Bachelor's degrees and a quarter of the Master's went to students in the *Humanities and social sciences*. At the Doctorate level the greatest number were awarded in *Exact and natural sciences* (33% of the Doctorates).

The number of diplomas awarded to women varies according to the different levels of education). The number is lower than for men at the Doctorate level (46%), higher at the level of a Bachelor's degree (53%) or for a Master's (51%). The number of diplomas obtained by foreign students is considerably higher when it comes to Doctorates (57% in 2019) than to Bachelor's (18%) or Master's (30%) degrees. As can be seen in graph G9, their importance is closely linked to the increase in Doctorates awarded to foreign-educated foreign students who came to Switzerland specifically to study for a Doctorate.

Development of doctorates by nationality (category) and place of education

G9



Source: FSO – SHIS-studex

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Tertiary level: Universities of applied sciences

The Bachelor's degree has replaced diplomas in the universities of applied sciences. In 2019, 14 118 Bachelor's degrees were awarded, while no diplomas were accorded. More than half of the Bachelor's degrees were awarded to students in *Business, management and services* (32%) and in *Engineering and IT* (19%). The range of degree studies for a Master's is less extensive and less generalised than for a Bachelor's. More than 40% of the 3353 Master's awarded in 2019 were in artistic disciplines. The universities of applied sciences awarded 2463 diplomas of continuous education and training, about two-thirds of them in the area of *Business, management and services*.

The percentage of diplomas awarded to women (49% of Bachelor's and Master's) varies in relation to the field of studies concerned. In 2019, only 10% of the Bachelor's and 6% of the Master's in *Engineering and IT* studies were awarded to women, who on the other hand obtained 86% of the Bachelor's degrees and 87% of the Master's in *Health*. 15% of the Bachelor's degrees were awarded to foreign students. The proportion is greater at the level of Master's (40%), which accounts to a great extent for the large number of foreign students who come to Switzerland for a Master's in the music field.

Proportion of bachelor's and master's degrees awarded to women and foreigners by field of study, 2019

T7

	Bachelor		Master	
	% Female	% Foreign	% Female	% Foreign
Total	49.0	14.8	49.0	39.6
Architecture, construction and planning	30.5	17.4	35.4	25.7
Engineering and IT	10.4	12.0	5.8	16.6
Chemistry and life Sciences	41.0	14.8	43.3	28.9
Agriculture and forestry	42.3	6.0	0.0	0.0
Business, management and services	46.8	15.0	44.3	28.6
Design	65.8	21.0	61.3	55.9
Sport	15.4	2.6	42.9	14.3
Music, theatre and other Arts	57.1	34.5	52.1	61.9
Applied linguistics	81.4	9.3	69.4	5.6
Social work	78.2	8.9	80.4	16.8
Applied psychology	75.6	10.4	78.2	7.9
Health	85.2	13.3	86.6	15.4

Source: FSO – SHIS-studex

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Tertiary level: Universities of teacher education

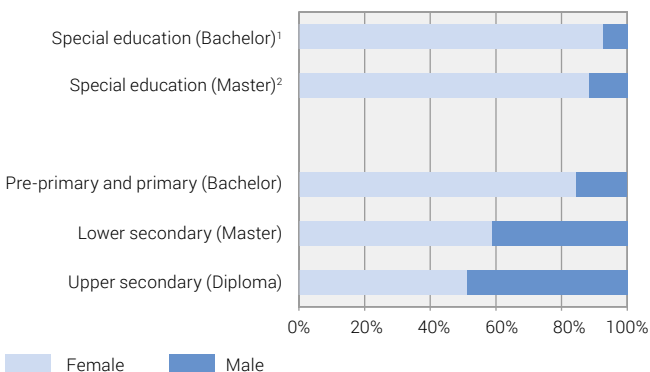
The UTE were created in the early 2000s for the purpose of harmonising the training of future teachers at the national level. The diplomas are recognised in all parts of Switzerland, thus helping to improve the mobility of teachers. With UTE, the type of final qualification depends on the branch studied. Thus 82% of the 3363 Bachelor's in 2019 were awarded to future *pre-primary and primary* school teachers. UTE courses also accounted for 1454 Master's essentially for the training of teachers at the *lower secondary level* (876, 60% of the total of Master's) and in *special education* (535, 37%). Finally, UTE diplomas awarded went to future teachers at the *upper secondary level*.

81% of Bachelor's degrees, 71% of Master's and 51% of UTE diplomas were awarded to women. The proportion of women is in all branches of study higher than the proportion of men, it varies, however, depending on the branch of study. In general, and with exception of the special needs education, it can be said that the proportion of women decreases as the level of education, which will be taught by the future teachers, increases (graph G10).

The proportion of qualifications awarded to foreign students varies between 7% and 10% depending on the level under consideration.

Proportion of diplomas awarded to men and women by branch of study, 2019

G10



¹ speech therapy and Psychomotor education

² other special education

Sources

Vocational education and training (VET) statistics (SBG-SFPI)

The vocational education and training (VET) statistics (SBG-SFPI) provide information on all persons involved in studies leading to a federal diploma of vocational education and training or a federal certificate of vocational education and training. All persons following a vocational education and training path, in particular those linked to an apprenticeship contract with a training company (or with a trade school or a commercial school in the case of full-time education), and registered in a vocational school are included. Also included are all persons who are involved in a qualification or validation procedure without an apprenticeship contract.

Statistics on certificates (SBA)

Each year the statistics on certificates (SBA) take stock of the general education certificates from the upper secondary level as well as diplomas and post-graduate diplomas at the tertiary level (professional education and training PET). Vocational education and training (VET) qualifications are recorded separately (see SBG-SFPI).

Students and degrees in higher education institutions (SHIS-studex)

The Swiss Students and Degrees in Higher Education database (SHIS/SIUS) was conceived at the beginning of the 1970s to meet the growing need for coordination and planning by the Confederation and the cantons with regard to higher education institutions. It provides information in relation to studies, the procedures involved as well as various socio-demographic factors relating to the students. All registered persons have a personal identifier which makes it possible to process personal data anonymously and carry out flow analyses (e.g. changes from one higher education institution or branch to another, pass rates, duration of studies).

The database makes it possible to carry out scientific analyses on how studies are proceeding at Swiss higher education institutions, notably with regard to the relevant indicators and the forecast of student numbers by the Federal Statistical Office (FSO). Since the school year 2012/13, a complementary NAVS13 has been conducted for each person, making it possible to conduct longitudinal analyses for all levels of education and training.

Abbreviations

BMV	Ordinance on the Federal Vocational Baccalaureate
EDK	Conference of Cantonal Ministers of Education
EPF	Federal Institutes of Technology
FSO	Federal Statistical Office
FVB	Federal vocational baccalaureate
MAR	Regulation on Recognition of Baccalaureate
MAV	Ordinance on the Recognition of Baccalaureate
PET	Professional education and training
SB	Specialised baccalaureate
SBA	Statistics on certificates
SBG-SFPI	Vocational education and training statistics (VET)
SERI	State Secretariat for Education, Research and Innovation
SHIS	Swiss University Information System
SHIS-studex	Students and Degrees of Higher Education Institutions
SSC	Upper Secondary Specialised School
UAS	Universities of Applied Sciences
UIT	Universities and Federal Institutes of Technology
UTE	Universities of Teacher Education
VET	Vocational education and training
VPETA	Federal Act on Vocational and Professional Education and Training

The FSO regularly produces publications and thematic studies on this subject. For further information please consult the following website: www.education-stat.admin.ch

Information

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