



Pioneering policies and practices tackling educational inequalities in Europe

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Two-year basic vocational training with federal certificate of vocational education and training [32]

<b>Country</b>	Switzerland
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<b>Name of the policy / practice</b>	Two-Year Basic Vocational Training with Federal Certificate of Vocational Education and Training (Berufliche Grundbildung mit eidgenössischem Berufsattest EBA) [32]
<b>Short description and the main characteristics of the policy / practice</b>	Two-year basic vocational training awarding a Federal Certificate of Vocational Education and Training (EBA) refers to a form of vocational education and training. In contrast to apprenticeships that award a Federal Diploma of Vocational Education and Training (EFZ), EBA provides more practically oriented training. EBA is tailored towards school leavers who are primarily practically inclined and who likely would not meet the requirements for successfully completing EFZ training. EBA serves as a measure to ensure that nearly all school leavers complete upper secondary education and to facilitate labour market entry of low-performing students. At the systemic level, EBA aims to prevent young people from becoming NEET. EBA comprises vocational training and education in host companies, vocational schools and branch courses. Upon completion, EBA graduates are granted a nationally recognised certificate that facilitates labour market entry or enables them to continue vocational training to obtain an EFZ. Over the last 20 years, EBA progressively replaced a form of vocational education and training called “Attestausbildung/Anlehre”, which targeted similar school leavers but was not nationally recognised. Hence, the introduction of EBA involved the valorisation of more practically oriented training.
<b>Target group of the policy / practice:</b>	EBA targets predominantly practically inclined school leavers, which likely would not meet the requirements for successfully completing EFZ training. In practice, young people who enter EBA are systematically more likely to live in low-SES parental households and/or to have a migration background.
<b>Educational stage or transition phase of the policy / practice</b>	EBA is an educational programme at the upper secondary level.
<b>Type of inequality the policy / practice tackles</b>	By providing learning opportunities at the secondary level for practically inclined school leavers, EBA mainly addresses inequality in access to education. In addition, EBA paves the way for further learning opportunities and, thus, fosters, permeability within the education system.
<b>Level of implementation</b>	EBA is implemented at the national level and grants a nationally recognised certificate. A specific feature of the vocational sector of the Swiss educational system is the close cooperation between national and cantonal authorities and professional organisations in the process of strategic management and defining

		training content and material. At the micro level, host companies and vocational schools actually train young people in EBA programmes.	
<b>MILC dimensions</b>		<p><i>Multilevel:</i> At the macro level, EBA aims to reduce the number of young people who do not complete upper secondary education and to ensure permeability in post-compulsory education. At the meso level, to ensure the supply of skilled workers, host companies value EBA since it provides low-threshold access to vocational training and promotes young people’s successful entry into the labour market. At the micro level, particularly for low-performing school leavers, a low-threshold training option is vital to enhance their labour market prospects.</p> <p><i>Intersectionalities:</i> While EBA does not explicitly address intersectional inequalities, in practice, many students who enter vocational training granting an EBA belong to groups that faced educational disadvantages throughout their school careers.</p> <p><i>Life course perspective:</i> EBA acknowledges the specific long-term penalties that individuals may face when not completing upper secondary education. By providing a low-threshold alternative to EFZ, EBA increases permeability both into and within post-compulsory education.</p>	
<b>Key dimensions of the identification procedure</b>			
<b>CONDITIONS: Foundational premise level</b>	<i>Comprehensive</i>	Since the policy is limited to a specific transition, it does not (need to) represent a holistic and comprehensive understanding of educational inequality.	Low
	<i>Coherent</i>	The policy aims to increase permeability at the upper secondary level and ensure that nearly all school leavers complete some upper secondary education, providing them with skills to enter the labour market or pursue further vocational education.	Medium
	<i>Continuous</i>	EBA is a nationwide policy introduced in close cooperation with all relevant actors, particularly the professional organisations, which ensure that the EBA are also in demand on the labour market.	High
<b>ELEMENTS: Structural level</b>	<i>Contextual</i>	EBA creates learning opportunities in various occupational fields and thus provides school leavers with several options that may fit their educational needs. EBA valorises vocational training opportunities for low-performing school leavers.	Low
	<i>Relational</i>	The quality and sustainability of EBA are assured through professional organisations that manage EBA in a specific occupational field. Host companies and vocational schools monitor EBA trainees’ progress.	Medium

<b>TOOLS: Action level</b>	<i>Autonomous</i>	Since trainees are mostly trained in host companies, their individual learning needs can be addressed effectively.	Medium
	<i>Reflexive</i>	Like any other employee, young people pursuing EBA training reflect their development with their host firm. In addition, EBA trainees benefit from special one-to-one coaching measures, which cover all aspects of training.	Medium
<b>Evidence backing the policy / practice:</b>		Evaluations suggest that the introduction of EBA was a success since it improved the integration of predominantly practically inclined young people into the labour market and increased permeability to further education opportunities. Almost all young people that enter vocational education leading to an EBA are able to successfully complete it. In most cases, graduates from EBA successfully enter the labour market. The introduction of EBA was also related to a decrease in the number of learners abandoning their training. The provision of one-to-one coaching for EBA trainees is regarded as a meaningful measure that promotes successful training (Swiss Federal Council 2019, Stern et al. 2010, Econcept and Link 2016, Stern and von Dach 2018).	
<b>Brief concluding analysis of policy / practice in the context:</b>		EBA was introduced to provide mostly practically inclined, low-performing school leavers with a valuable option to continue education at the upper secondary level. EBA increases permeability at the upper secondary level, providing its graduates with the necessary skills to enter the labour market or subsequently pursue EFZ education. Vocational schools, host companies and one-to-one coaches support EBA trainees in successfully completing their education.	

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