UDC 377:37.014.6(494)
ISSN: 2707-3092 (Online)
DOI: https://doi.org/10.32835/2707-3092.2025.31.91-101

Institute of Vocational Education of NAES of Ukraine

Professional Pedagogics/2(31)'2025, pp. 91-101

FEATURES OF QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING IN SWITZERLAND: AN ANALYSIS OF INSTITUTIONAL ARCHITECTURE AND PRACTICAL MECHANISMS

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Abstract

The relevance of this article stems from the need to substantiate the institutional architecture and specific tools for Quality Assurance (QA) in Vocational Education and Training (VET) in Switzerland. It aims to reveal the essence of the "collective partnership," the flexible two-level regulatory framework, and the comprehensive system for monitoring qualification compliance with labor market requirements as the foundation for successful VET quality management.

The aim of the article is to systematically analyze the institutional architecture, substantiate the effectiveness of practical VET QA mechanisms in Switzerland, and identify opportunities for their adaptation to improve the quality assurance system of vocational education in Ukraine.

Methods: theoretical analysis and generalization – to study analytical reports by the OECD and SERI; the normative-legal method – to characterize the Federal Act on Vocational and Professional Education and Training and sectoral VET ordinances; a systemic-structural approach – to examine the "collective partnership" mechanism and provider interaction; and comparative analysis – to highlight specific features of the Swiss QA model within the context of dual systems in other European countries.

Results: The study identified the specific features of VET quality assurance in Switzerland, namely: the functioning of the "collective partnership" institutional model, which delegates authority to the labor market to define training content; the use of a two-level regulatory framework to ensure VET system flexibility; and the application of a comprehensive control mechanism, independent qualification certification, and tools for academic permeability.

Conclusions: The quality of the Swiss VET system is achieved through an institutional architecture that harmoniously combines stable state regulation with the flexible definition of training content by the labor market. VET quality assurance is implemented through the initial licensing of providers, process monitoring of training at enterprises, vocational schools, and inter-company courses, as well as the use of self-assessment tools and the independent validation of learning outcomes.

Keywords: *vocational education and training, dual VET system, quality assurance, Switzerland, collective partnership.*

Introduction. The success of the Swiss Vocational Education and Training (VET) system, often referred to as the "gold standard," is the result of a complex, deeply integrated system based on three fundamental determinants: shared governance oriented toward the labor market; a flexible yet standardized legal framework; and multi-level feedback mechanisms (ranging from company licensing to assessment tools and final qualification procedures). The direct link between the VET system and Switzerland's exceptional economic performance is undeniable. The country consistently

ranks first in the world for innovation, boasts one of the highest GDPs per capita, and maintains the lowest youth unemployment rates. Swiss economists, policymakers, and business leaders explicitly point to the dual VET system as a key factor in this economic success and competitiveness. This widespread societal and corporate conviction–that VET is a driver of national prosperity–functions in itself as a powerful, self-reinforcing quality assurance mechanism. The most potent mechanism of VET quality is not a law or an exam, but societal consensus and economic motivation.

The Swiss VET system evolves because companies believe in it. This belief motivates approximately 30% of all Swiss companies to actively participate in student training and to invest significant financial and human resources in this process. They invest around 5.8 billion francs annually in VET not out of altruism, but because it is their primary strategy for recruiting qualified personnel and ensuring their own competitiveness. These substantial investments create a self-reproducing cycle: investment, high productivity, and confirmation of belief. The premise is that companies invest time and money in apprentices, and having invested resources, they demand a high return. Companies actively participate in the development of VET ordinances (BiVo) and the conduct of final examinations (QV) to guarantee that graduates meet their high standards. Trained according to these standards, graduates become highly productive employees who generate innovation and profit for the companies.

Sources. To obtain objective conclusions regarding the effectiveness of the VET quality assurance system in Switzerland, three groups of studies were analyzed: comparative works on dual training systems, reports from international monitoring organizations, and national strategic documents. Works comparing the Swiss model with the German and Austrian models are of particular scientific value, as they allow for the isolation of unique features of the Swiss approach to VET quality. Specifically, the fundamental study "Germany's dual vocational training system: A model for other countries?" debunks the myth that the Swiss dual system is a monolithic construction. D. Euler analyzes differences in governance. In the context of the research problem, this work is key to arguing the thesis of the "radical role of the market." The study proves that although Germany and Switzerland have a similar training structure, Swiss professional business organizations (OdA) have significantly broader powers in defining training content and forming qualification profiles than German Chambers of Commerce and Industry, which perform more administrative and supervisory functions (Euler, 2013). L. Graf's research results focus on the problem of "dead ends" in VET. The author analyzes in detail the mechanisms of hybridization–the combination of academic and vocational learning. This work serves as the basis for the "academic permeability" of VET and the "Federal Vocational Baccalaureate" (Berufsmaturität), as Switzerland, unlike Austria, has created the most institutionalized transition from VET to Universities of Applied Sciences, which is a critical factor in ensuring the high quality of entrants into the VET system (Graf, 2013).

Reports from international organizations regarding the external audit of VET quality in Switzerland–specifically the results of independent verification beyond national self-assessment–are of scientific interest. In particular, the OECD report (2021) analyzes the human capital potential of the VET system based on requirements for teachers and in-company trainers. The study reveals requirements for mandatory pedagogical training for trainers in the workplace (even for short-term roles), which are unique input quality criteria absent in many other countries. Data from the OECD report (2022) contain results of annual monitoring, providing statistical confirmation of the link between the dual system and the labor market; indicators such as youth unemployment rates and the percentage of the population with tertiary vocational education serve as empirical evidence of the economic efficiency of the VET quality assurance model in Switzerland. The report also critically reveals issues regarding the financing of higher vocational education. National strategic and regulatory documents, particularly those of the Swiss State Secretariat for Education, Research and Innovation (SERI), define mechanisms for adapting the educational system to dynamic changes. Studies of this document show exactly how the state provides the toolkit, while

industries use it to update BiVo, serving as evidence of the system's flexibility (State Secretariat for Education, Research and Innovation, 2018).

The results of the analysis of the Federal Act on Vocational and Professional Education and Training (The Federal Council, 2002) allowed for the identification of the specific legal basis for decentralized responsibility for VET quality. Furthermore, the structure of BiVo can be considered a typical document in which not only the result (qualification) is standardized, but also the process (distribution of hours among three learning locations), which is a unique characteristic of the Swiss VET standardization system. Approaches justifying that VET quality in Switzerland relies on the economic interest of employers (cost-benefit ratio), rather than state coercion, are disclosed in the study "Vocational Education and Training in Switzerland" (Berufsbildung Schweiz, 2024).

The aim of the article is to systematically analyze the institutional architecture, substantiate the effectiveness of practical mechanisms for ensuring VET quality in Switzerland, and clarify the possibilities for considering them in improving the quality assurance system of vocational education in Ukraine.

Methods: Theoretical analysis and generalization–to study analytical reports by the OECD and SERI; the normative-legal method–to characterize the Federal Act on Vocational and Professional Education and Training and industry-specific VET ordinances; the systemic-structural approach–to reveal the mechanism of "collective partnership" and provider interaction; and comparative analysis–to isolate specific features of the Swiss quality assurance model against the background of dual systems in other European countries.

Results and Discussion. The legal basis for the development of the entire VET system in Switzerland is the Federal Act on Vocational and Professional Education and Training (VPETA). This is a "framework" law without rigid detailing of educational content (The Federal Council, 2002). Instead, it defines the fundamental principles of the system: the roles of the three partners (Confederation, Cantons, Professional Associations/Business), the structure of the three learning locations, the roles of partnership, requirements for apprenticeship contracts, the structure of QV exams, the general goals of the VET system, basic rights and duties of students, and general principles of qualification procedures. This approach leaves significant space for implementation and content formation by representatives of the Cantons, Professional Associations, and Organizations of the World of Work (OdA) themselves. From a quality assurance perspective, Article 8 of the Federal Act on Vocational and Professional Education and Training is key. This short but powerful article legally obliges all VET providers without exception to ensure and develop the quality of their services (Swiss Education System, n.d.-a). This represents a fundamental shift from a model of "external control" to a model of "internal responsibility." The law does not merely allow, but requires every participant in the VET system to be an active agent of quality, creating a decentralized but legally binding culture of improvement.

If VPETA is the "constitution" of the system, then the BiVo ordinances are its "executive laws." They are the heart of daily VET quality regulation. For each of the approximately 250 professions recognized at the federal level, there is a separate, detailed BiVo, developed by the relevant OdA and officially issued (and approved) by SERI (vocationaleducation.ch, n.d.). BiVo are extremely powerful instruments for ensuring VET quality, as they detail and legally regulate the entire educational process for a specific profession, clearly defining the subject, objectives, and duration of training (usually 3-4 years), occupational safety requirements, as well as minimum qualification requirements for instructors in enterprises (The Federal Council, 2002, Art. 45). Most importantly, BiVo contain a "Qualification Profile" (what competencies a graduate must possess) and a "Training Plan" that clearly distributes content and learning objectives among the three learning locations (company, vocational school, inter-company courses). They also describe in detail the assessment criteria and the weight of each component of the assessment structure, allowing the VET system to adapt instantly to labor market requirements (vocationaleducation.ch, n.d.).

When the labor market requires new skills (e.g., cybersecurity for IT specialists), the professional organizations (OdA) update the corresponding BiVo ordinance. This revision process takes on average 1–3 years, in contrast to the 5–10 years typical of centralized systems. Thus, the Federal Act on Vocational and Professional Education and Training (VPETA) guarantees stability, while the BiVo ensures relevance. This two-level structure allows the VET system to avoid the classic dilemma of "standardization versus flexibility." Specifically, VPETA ensures nationwide standardization of the VET quality assurance process, approval of diploma structures, and definition of students' legal rights, guaranteeing that a diploma obtained in Geneva holds the same weight as one from Zurich (SERI, n.d.-a). At the same time, the existence of approximately 250 separate BiVo ordinances allows for the "mass customization" of VET quality. Training content is flexibly adapted to the specific needs of each individual profession–from chemical laboratory technicians to e-commerce specialists. Since these BiVo are developed and updated by the OdA themselves (Berufsbildung Schweiz, 2024), they are "living documents" that are rapidly modernized (usually every 5–10 years) according to market needs, unlike the slow, monolithic state educational standards common in other countries.

Governance of the VET system is the shared responsibility of three equal partners: the Confederation (Federal Government), represented primarily by SERI; the Cantons (26 federal subjects/regional governments); and professional organizations (OdA). The key principle of this model is enshrined in legislation: no single party has the right to make decisions unilaterally. The entire system functions on the basis of constant dialogue, consensus-seeking, and cooperation. VET quality is maintained through a clear, albeit complex, division of powers. Specifically, the Confederation is responsible for strategic leadership and national standardization. Its role consists of overseeing the overall quality and systemic coherence.

SERI's main instruments include developing and adopting the national legal framework, financing innovative projects for quality development, and, most importantly, officially approving and recognizing approximately 250 national BiVo ordinances and around 400 federal examination procedures. SERI ensures national consistency and international comparability of qualifications. Regional governments (Cantons) are the primary executors, responsible for implementing federal legislation at the local level and for licensing companies, i.e., granting them permission to train apprentices. Their critically important quality assurance function is the supervision of apprenticeship training and compliance with apprenticeship contracts. They finance and operate vocational schools. Professional organizations (OdA) are responsible for training content and its relevance to the labor market. They represent specific industries (e.g., mechanical engineering, healthcare, etc.), develop educational standards, define necessary competencies, and organize final qualification exams. Their instruments include drafting BiVo for each profession, defining standards and content for national QV exams, and organizing "inter-company courses." Constant dialogue and the balancing of partners' interests influence VET quality assurance: OdA guarantee that training is 100% relevant to labor market needs; Cantons ensure pedagogical quality and student protection; and the Confederation bears responsibility for the strategic development of the VET system.

The results of the analysis of this role distribution indicate that VET quality in Switzerland is not so much the result of control as it is a dynamic equilibrium of interests. The system operates on the basis of institutional checks and balances. For example, OdA cannot create an overly expensive or unrealistic curriculum, as the Cantons and the Confederation would not approve it. On the other hand, the state cannot impose outdated academic standards on business, because the OdA, which control BiVo content and provide 90% of apprenticeship positions, would simply not accept these standards and would not train according to them. This process of constant negotiation guarantees that the VET system is simultaneously financially viable (interest of the Cantons), nationally standardized (interest of the Confederation), and extremely market-relevant (interest of the OdA). The most radical and

distinctive feature of the Swiss VET system is the depth of authority delegated to the OdA. In most countries, ministries of education rigidly control the content of curricula. In Switzerland, the state, represented by SERI, has largely transferred responsibility for defining content, developing standards, and certification to the OdA themselves. This ensures that the system is inherently market-oriented. Thus, the common problem of the skills gap is solved structurally, as the "customers" of skills (OdA) define the content of these skills themselves (Berufsbildung Schweiz, 2024). The visualization of this complex distribution of tasks is presented in (Table 1).

Table 1

Matrix of Responsibility for Quality Assurance in the VET System in Switzerland

Quality Assurance Aspect	Federal Government (Confederation)	Cantons	Professional Organizations (OdA and OWP)
1. Strategy and Legal Framework	Leadership through the development of ordinances and the VET 2030 development strategy	Adoption of cantonal VET laws	Participation in consultations
2. Training Content	Officially issues and recognizes VET ordinances (BiVo)	Management of curricula in vocational schools	Define content and training plans
3. Enterprises	Sets minimum standards for trainers	Issues licenses; conducts inspections	Provide tools to companies (e.g., QualiCarte)
4. Vocational Schools	Provides subsidies	Bear main costs; manage vocational schools	Influence content and curricula through quality commissions
5. Inter-company Courses	Minimal role	Help coordinate learning locations	Fully responsible for organization and content
6. Final Certification	Recognizes procedures and qualifications	Administratively organize and conduct QV (Qualification Procedures)	Define VET content and examination standards

Source: created by the author

The Swiss dual VET model is not merely a combination, but a deep integration of three main learning locations (Swiss Education System, n.d.-a). Approximately two-thirds of young people choose this path after completing compulsory schooling, which systematically combines: practical training at an enterprise (students spend 3–4 days a week at a "host company," where they are paid employees and acquire practical, company-specific skills under the supervision of qualified trainers); theoretical education at a vocational school (students attend a vocational school 1–2 days a week to study the theoretical foundations of the profession and general education subjects); and inter-company courses. This third location is critically important. Organized directly by the Organizations of the World of Work (OdA), these courses are a mandatory part of training and are used to compensate for market shortcomings. Many Swiss companies (especially small and medium-sized enterprises) are highly specialized. They physically cannot teach students the full spectrum of skills prescribed in the VET ordinances (BiVo). Therefore, inter-company courses solve this problem. In these courses, students from different companies gather to learn fundamental practical skills (e.g., working with the latest equipment available in a training center but not at a small firm; basic safety techniques, etc.). This guarantees that all graduates, regardless of the host company's narrow specialization, possess the same level of fundamental competencies, which is critical for standardizing output quality (vocationaleducation.ch, n.d.-a). This triad creates a model distinctly oriented toward competencies, combining theoretical know-how with its immediate practical application (Swiss Agency for Development and Cooperation [SDC], 2014).

Learning is contextualized, allowing for the instant transformation of academic concepts into real skills. This dual structure itself functions as an

integral mechanism of VET quality assurance operating in real time. Unlike educational systems where theory is studied for years and then (often unsuccessfully) applied in practice, the Swiss model creates a weekly feedback loop. A student who learns theoretical material at a vocational school on Tuesday must apply it at the enterprise on Wednesday. If the theory taught in the vocational school is outdated or disconnected from reality, the enterprise (represented by the vocational trainer) will notice immediately. This feedback is quickly transmitted through the OdA, which exerts pressure on the vocational school and educational committees to update the curriculum. Conversely, if the practice at the enterprise is of poor quality or the company neglects the training plan, the student will be unable to complete assignments or pass module exams at the vocational school. This constant mutual validation between the three learning environments prevents both the excessive "academization" of theory and the technological obsolescence of practice.

The foundation of these relationships at the individual level is the legally binding apprenticeship contract. This document is a key quality assurance tool, as it formalizes and legally secures educational obligations (vocationaleducation.ch, n.d.-b). Its defining function establishes that the primary compensation the student receives from the company is not the wage (although it is paid), but the provision of professional training in accordance with standards. The contract is concluded between three parties: the host company, the student (or their legal representatives if a minor), and is approved by the cantonal authority (SERI, n.d.-b). This cantonal approval is a critical act of quality control. Before approving the contract, the cantonal VET office verifies whether the company holds an official training license (vocationaleducation.ch, n.d.-b). The contract legally obliges the company to train students according to the specific BiVo for the designated profession. This transforms training from an abstract goal into a concrete legal obligation, protecting students from exploitation as cheap labor and guaranteeing that the company bears responsibility specifically for the quality of the educational process.

The quality of practical training at the workplace, where the student spends the majority of their time, is ensured by a three-level system: input control, internal monitoring, and external supervision. Specifically, the requirement for input control is the licensing of companies to conduct training activities. For this, the cantonal VET office verifies whether the company meets two key requirements: the presence of certified trainers who have completed a special didactic course (40–100 hours) and the availability of work tasks and infrastructure that allow for the fulfillment of the training plan prescribed by the BiVo for the given profession (vocationaleducation.ch, n.d.-b). Internal monitoring involves annual self-assessment by the company, helping it identify "potential for optimization." To do this, companies use a specific self-assessment tool, the so-called "Quality Card" (QualiCarte), developed by the cantons and the OdA. The card consists of approximately 28 clear quality indicators covering the entire training cycle: from planning and student onboarding to the learning process, company responsibility, and contract completion. At the same time, it has an external function: a cantonal inspector may request the completed QualiCarte during a site visit. The cantons bear formal responsibility for the external supervision of in-company training. Special inspectors (or "training consultants") visit companies to check conditions. However, research into these inspections indicates a significant gap between plan and implementation, characterizing the unique philosophy of VET quality assurance in Switzerland. This means that inspectors have high workloads and do not visit firms regularly. During visits, they prioritize "consulting over control." The legal procedure for revoking a training license is complex and rarely initiated. This indicates that the VET quality assurance system at the micro-level is not policing or punitive. It relies heavily on the intrinsic motivation of companies interested in qualified staff, self-regulation via tools like QualiCarte, and a general culture of trust. The role of the cantonal inspector is more that of a mediator and consultant, backed by the threat of sanctions rather than their frequent application.

The final and most important element of VET quality assurance is the Qualification Procedure (QV) – a nationally standardized system of final examinations. The uniqueness of the QV lies in the fact that exams are developed and conducted

by labor market experts, not merely by vocational school teachers (Berufsbildung Schweiz, 2024). Its distinctive feature is comprehensive, multi-level assessment. Key components of the QV ensuring quality include: practical work to assess real professional competence. This can be either *Individual Practical Work*–a complex project the student performs at their workplace, or *Prescribed Practical Work*–a standardized practical exam at a training center. The work is evaluated by independent experts provided by the Organizations of the World of Work (OdA); theoretical exams to assess professional and general knowledge acquired during training at the vocational school; and the "experience grade." This is not an exam grade, but a weighted average grade of the student's academic performance throughout the entire training period (3–4 years) at the vocational school. To obtain the Federal Diploma of Vocational Education and Training (EFZ) or the Federal Vocational Education and Training Certificate (EBA), a student must achieve an overall average grade of 4.0 (on a 6-point scale). The Swiss approach to certification lies in rejecting the idea of a single final exam as a sufficient measure of quality. The inclusion of the experience grade means that 3–4 years of consistent, stable learning at the vocational school carry the same (or even greater) weight as the final exam. This motivates students toward continuous learning rather than "cramming" for a test. Secondly, the requirement for final assessment means the student must demonstrate professional competence in a real workplace setting by solving a substantive production problem. Compared to other German-speaking countries, available comparative monitoring data demonstrate key differences in the functioning of the VET system in Switzerland. Specifically, Switzerland has a consistently higher percentage of youth participation in dual training compared to Germany and Austria. It also demonstrates a higher percentage of female participation in VET programs. Most significantly, Switzerland has a considerably higher success rate in final examinations–around 90–92% compared to Germany (88%) and especially Austria (80–82%) (State Secretariat for Education, Research and Innovation, 2023; Schrammel, 2019).

Conclusions. Generalizing the research results allows us to assert that the phenomenon of Swiss VET quality is based on the unique institutional architecture of "collective partnership," which ensures effective synergy between the interests of the state, regions, and the labor market. The key success factor is not rigid centralized management, but a legally established distribution of powers, where the state guarantees strategic unity through VPETA, and business defines qualification content through flexible industry ordinances (BiVo). Such a model creates a system of institutional checks and balances that prevents the bureaucratization of the educational process and ensures its instant adaptation to technological changes. It is proven that the system's stability is based on a paradigm shift from external administrative control to a culture of internal responsibility and economic motivation of all participants in the educational process.

The practical implementation of VET quality policy is carried out through a comprehensive three-level mechanism covering strict provider licensing procedures, procedural monitoring, and final validation of learning outcomes. It is determined that the integration of the three learning locations (company, vocational school, inter-company courses) combined with the use of self-assessment tools allows for the identification and correction of educational deficits in real-time. The independent qualification procedure, which involves assessing competencies by external industry experts based on real production tasks rather than just theoretical knowledge, is of particular importance. This approach guarantees that the obtained diploma confirms not only academic success but also the specialist's ability to effectively integrate into the production process without additional adaptation. Thus, the researched system functions as a dynamic ecosystem where quality is generated "from the bottom up" thanks to stakeholder consensus, making this experience a critical benchmark for the modernization of vocational education.

Based on the analysis of the institutional architecture and applied mechanisms of the VET quality assurance system in Switzerland, the following recommendations are proposed for improving the vocational education quality assurance system in Ukraine: firstly, institutional transformation of governance: transition to real partnership: implement a legislative transition from a model of "consultation with employers" to a model

of delegation of authority. Grant Sectoral Councils for Professional Standards Development (analogous to Swiss OdA) the exclusive right to form and approve the content of professional standards and qualification requirements, leaving the state (Ministry of Education and Science of Ukraine) with functions of strategic oversight and methodological support; introduction of two-level regulatory regulation. Following the Swiss model (VPETA/BiVo), separate the legal framework into a stable framework law and flexible sectoral regulations. This will allow for updating training content for specific professions (e.g., in IT or energy) every 3–5 years under a simplified procedure, without the need to amend national legislation; secondly, modernization of the quality assurance system based on the "input – process – output" model: implementation of workplace training licensing, involving the development of clear criteria for admitting enterprises to dual education. The main requirement should be the presence of a certified mentor (master) who has completed a mandatory course of psychological and pedagogical training (analogous to the Swiss course for vocational trainers, 40–100 hours); to overcome the problem of narrow specialization of Ukrainian enterprises that cannot cover the entire professional standard, create a network of "inter-company training centers" (based on the best VET institutions or industry hubs). This will guarantee that every learner receives the full spectrum of fundamental skills, regardless of the technical equipment of the enterprise where they undergo practical training; adapt and implement a national analogue of the "Qualification Card" tool for internal monitoring of training quality at enterprises. This tool should be used not as a punitive inspection measure, but as a roadmap for identifying training deficits and improving interaction between the educational institution and business; reformat the State Qualification Attestation (DKA) based on the principle of the Swiss QV procedure. Assessment should be conducted exclusively by independent commissions formed of industry representatives (practitioners), not by the institution's pedagogical staff. The key element of the exam should be the execution of a complex practical task (project) in real or simulated production conditions; thirdly, increasing prestige and ensuring "permeability" of the VET system: develop and legally secure an educational trajectory analogous to the Swiss "Professional Matura" (Federal Vocational Baccalaureate). This involves enhanced general education preparation parallel to vocational training, which would give VET graduates direct access to Higher Education institutions (particularly technical profiles) without the need to take the External Independent Evaluation (ZNO/NMT) on general grounds, or via a simplified procedure. This will allow for attracting motivated and academically strong youth to the system; fourthly, replace the rhetoric of "corporate social responsibility" with an economically grounded model of "investment in human capital." Conduct awareness campaigns among employers, demonstrating calculations that prove that training one's own specialist is more cost-effective than recruiting from the external market, as confirmed by the Swiss experience. The implementation of these recommendations will allow for the transformation of Ukraine's vocational education system from a "donor" of cheap labor into a powerful driver of economic recovery, where the quality of professional training is guaranteed not by state control, but by mutual responsibility and the economic interest of partners.

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DOI: https://doi.org/10.32835/2707-3092.2025.31.91-101

ОСОБЛИВОСТІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ПРОФЕСІЙНОЇ ОСВІТИ І ПІДГОТОВКИ У ШВЕЙЦАРІЇ: АНАЛІЗ ІНСТИТУЦІЙНОЇ АРХІТЕКТУРИ ТА ПРАКТИЧНИХ МЕХАНІЗМІВ

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Реферат:

Актуальність статті зумовлена необхідністю обґрунтування інституційної архітектури та конкретних інструментів забезпечення якості професійної освіти і підготовки (ПОП) у Швейцарії, розкриття суті «колективного партнерства», гнучкого дворівневого нормативного регулювання та наскрізної системи контролю відповідності кваліфікацій вимогам ринку праці як фундаменту успішного управління якістю ПОП.

Мета статті полягає у системному аналізі інституційної архітектури й обґрунтуванні дієвості практичних механізмів забезпечення якості ПОП у Швейцарії та з'ясуванні можливостей їх урахування в удосконаленні системи забезпечення якості професійної освіти в Україні.

Методи: теоретичний аналіз і узагальнення – для вивчення аналітичних звітів OECD та SERI; нормативно-правовий метод – для характеристики Федерального закону професійної освіти і підготовки та галузевих постанов про ПОП; системно-структурний підхід – для розкриття механізму «колективного партнерства» та взаємодії провайдерів; порівняльний аналіз – для виокремлення специфічних особливостей швейцарської моделі забезпечення якості на тлі дуальних систем інших європейських країн.

Результати: з'ясовано особливості забезпечення якості професійної освіти і підготовки у Швейцарії (функціонування інституційної моделі «колективного партнерства» з делегуванням повноважень ринку праці

щодо визначення змісту навчання, використання дворівневої нормативної бази для забезпечення гнучкості системи ПОП, застосування наскрізного механізму контролю, незалежної кваліфікаційної сертифікації та інструментів академічної проникності).

Висновки: якість швейцарської системи ПОП досягається завдяки інституційній архітектурі, що гармонійно поєднує стабільне державне регулювання із гнучким визначенням змісту навчання ринком праці; забезпечення якості ПОП реалізується шляхом вхідного ліцензування провайдерів, процесуального моніторингу навчання на підприємстві, у професійній школі, на міжфірмових курсах з використанням інструментів самооцінювання та незалежної валідації результатів навчання.

Ключові слова: *професійна освіта і підготовка, дуальна система навчання, забезпечення якості, Швейцарія, колективне партнерство.*

Manuscript received: 11.02.2025
Accepted for publication after peer review: 25.07.2025
Published: 11.09.2025