

POLICY AND IMPLEMENTATION

The Swiss Federal Act on Continuing Education and the promotion of basic skills

EBSN Conference, Tallinn

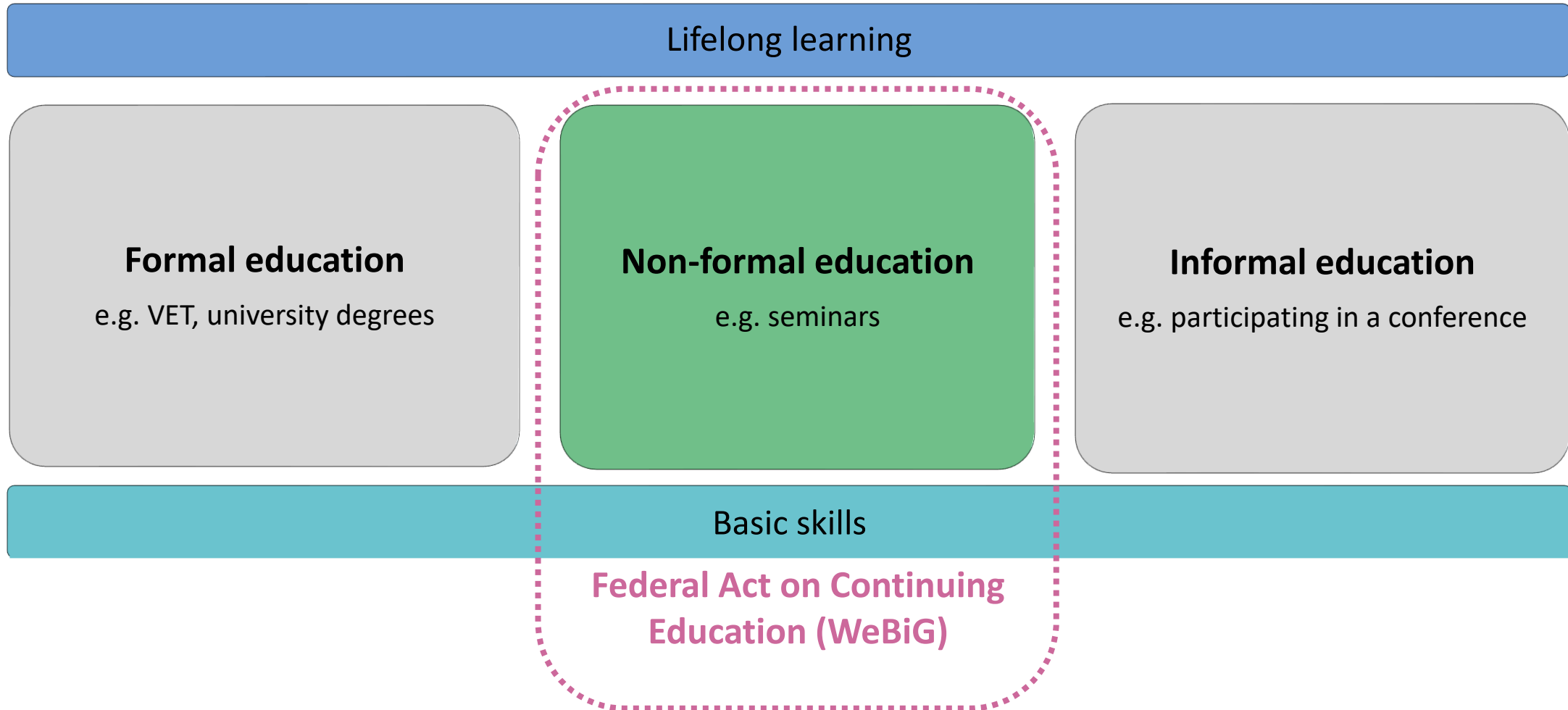
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Agenda

- Basic skills promotion within the law on continuing education
 - Two years of implementation
- National programme on workbased basic skills

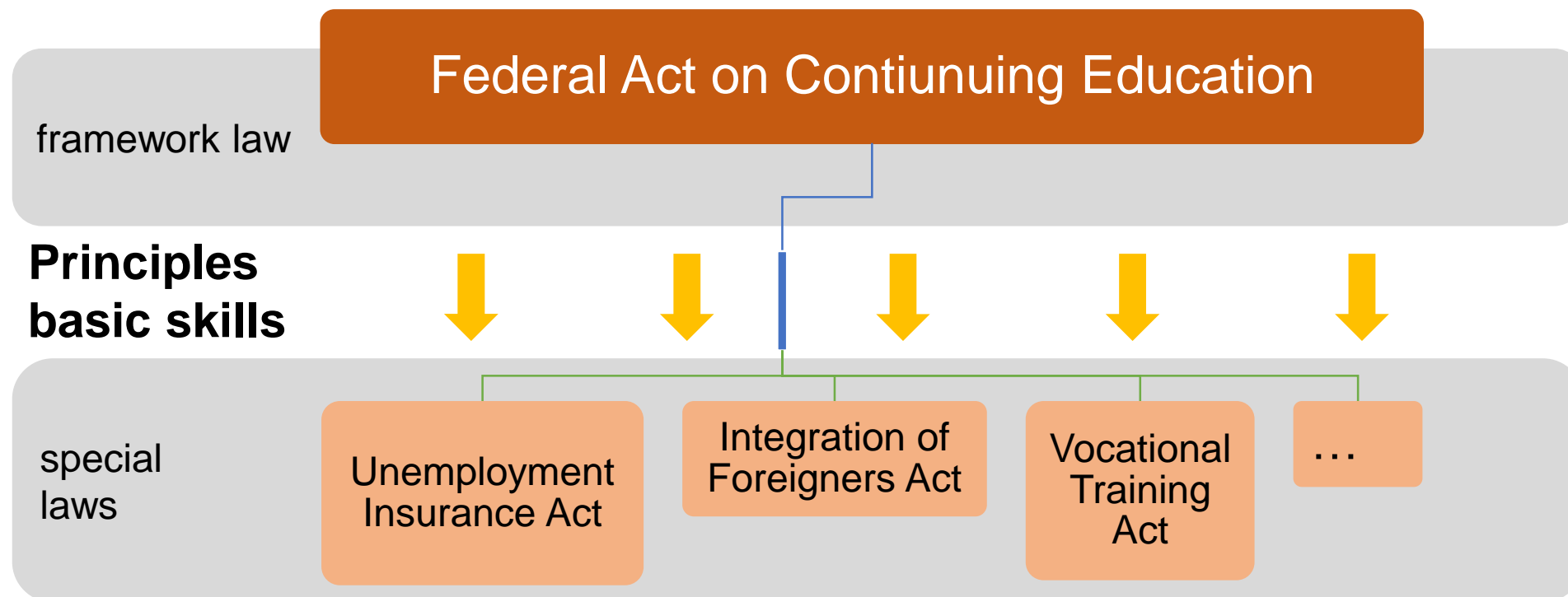
Classification of continuing education in the Swiss educational system



The Federal Act on Continuing Education (WeBiG)

- 20 years process (1996, 2006, 2016)
- Entered into force at January 1, 2017
- Framework Law
- Principles such as quality and equal opportunities, personal responsibility
- New Funding: Basic Skills + national associations
- Interest Group Basic Skills (2011)

Framework Law



Art. 13 Basic skills of adults

- Basic competences of adults are prerequisites for lifelong learning and include basic knowledge and skills in the following areas:
 - a. Reading, writing and oral expression in a national language;
 - b. Basic knowledge of mathematics;
 - c. Application of information and communication technologies.
- Providers of courses (...) shall ensure that the courses on offer are relevant for every day live by incorporating social, economic and legal topics into the teaching of basic adult skills.

Roles and responsibilities

- Confederation together with the 26 cantons
- Involvement of social partners
- interinstitutional cooperation at national and cantonal levels

Funding status

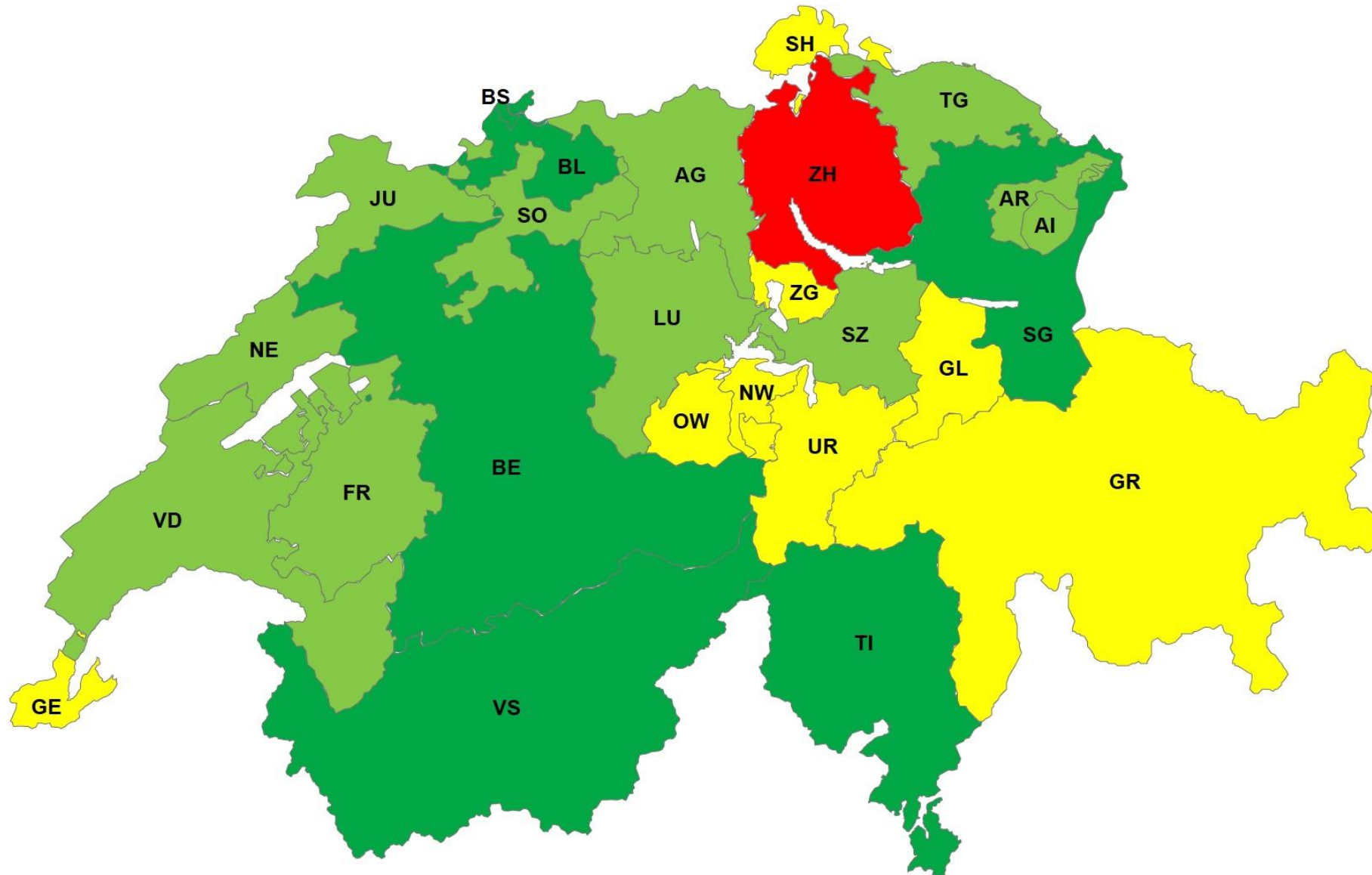
- Federal government provides financial assistance to the cantons (50:50)
- Policy document adopted by state secretariat and 26 cantons
 - National targets
 - Cantonal programmes
- Funding period of 4 years (2017-2020): 15 Million franks

In the first period – 20 cantons signed an agreement with the state secretariat - no cantonal programmes

Targets 2017-2020	Implementation End of 2018
Supply and demand	
Overview of existing measures including numbers of participants by the end of 2018	Data non comparable, big gaps in data provision Actors identified
Identify gaps in provision	Many gaps identified
Increase demand and number of participants	No significant increase in the first two years
Coordination and advice	
Measures are coordinated and provide access to formal or further education	Coordination not yet established in the majority of cantons, little collaboration between providers
Sensibilisation, information , counselling and placement of participants	Only implemented in some cantons , existing offer not enough known
interfaces clarified ; the interinstitutional cooperation of all of involved parties works.	Interfaces not clarified in most cantons, cooperation not established in majority of cantons, interfaces identified
Monitoring and quality	

Interest Group on Basic Skills (IGG)

- Founded in 2011 with the aim to influence WeBiG
- Acting at national level
- GAP: implementation at cantonal level
- First monitoring report: measuring the “impulse of the law” in 26 cantons in the targeted areas
- cantonal rapporteurs: networks of providers of basic skills offer



Impuls: negativ, gering, moderat, deutlich

Findings of first Monitoring Report

- Impulse rather weak and divers
 - Cantons with a strong pre-existing structure strengthened
- Little incentives for cantons with no or weak pre-existing structures
- No sufficient support for cantons that wish to develop sustainable structures

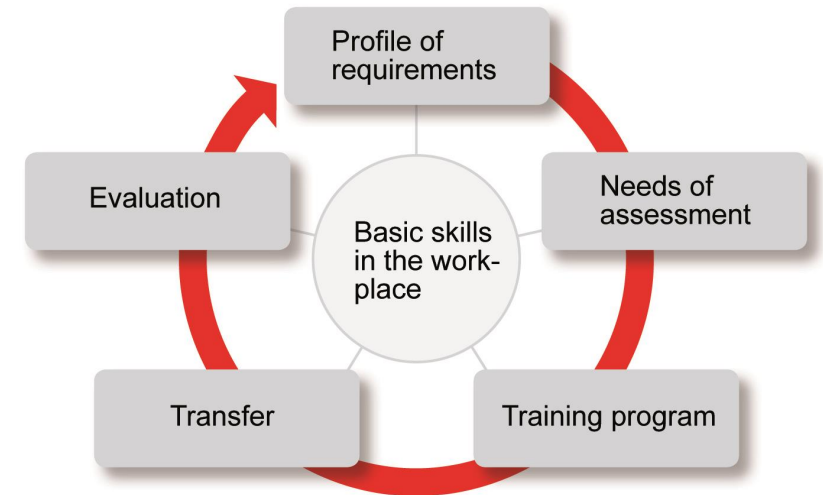
Further developments needed

- Establish and strengthen cooperation and coordination of all actors
- Action-oriented courses, scenario-based/situated learning in all areas
- Overall system for the training and further education of trainers/teachers of basic skills

Public policy example: National program on workbased basic skills

National programme „Workbased basic skills“

- 3 GO Projects: 28 pilots in three countries
- Political commitment: digital transformation, skills of older workers, adoption of mass immigration initiative
- January 1, 2018: 13 Million Franks for a national programme „Workbased basic skills“ (2018 – 2020)
- 2'000 participants so far



Successful policy implementation

- Political commitment
- Development of sustainable structures of collaboration and coordination
- Adequate funding
- High quality offer benefitting target groups
- Strong evidence base

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Swiss Federation for Adult Learning

Conceptual framework: GO Model

Which basis skills are required at the workplace?

