Institutions, Level and Models of training

Institutions

The training of teachers for pre-school level, primary school level, lower secondary level and upper secondary level general education schools and for posts in the field of special needs education is carried out at institutions of higher education: mainly at universities of teacher education, and to a lesser extent at cantonal universities, at the two Federal Institute of Technology (FIT) and – for music and artistic design at baccalaureate schools – at universities of applied sciences.

The universities of teacher education are classed as universities of applied sciences. Like the universities of applied sciences, universities of teacher education are active in teaching, research and development in a specific occupational field, and in continuing education and training and services. The cantons, which are the maintaining bodies for the universities of teacher education, are responsible for their organisation and funding. The Confederation does not pay any basic contributions to the universities of teacher education.

Some universities of teacher education are integrated into a university of applied sciences and may be based on several sites. The Chamber of Universities of Teacher Education within the Rectors’ Conference of Swiss Universities (swissuniversities) is responsible for the technical coordination of the teacher training institutions at national level.

Teacher training for vocational schools at upper secondary level and for colleges of higher education at tertiary level takes place at the Swiss Federal Institute for Vocational Education and Training (SFIVET) and at other tertiary-level institutions offering courses of education recognised by the State Secretariat for Education, Research and Innovation (SERI).

The SFIVET is a Confederation establishment and responsible for the training and continuing training and education of teachers and other staff in the VET sector. It also carries out research and development in the specific occupational field.

The Swiss Federal Institute of Sports Magglingen (SFISM) is the federal centre of excellence for sport and exercise, offers degree programmes for prospective sports teachers in the field of vocational training and continuing education and training.
Degree programmes for teachers for pre-school level, primary school level, lower secondary level and upper secondary level general-education schools and for special needs staff

The Swiss Conference of Cantonal Ministers of Education (EDK) regulations on the recognition of diplomas govern the recognition of diplomas throughout Switzerland and lay down controls on the quality of training and leaving certificates. The regulations on recognition contain minimum requirements as regards the training objectives and content, scope of studies, admission requirements and qualifications of lecturers etc. The EDK only recognises degree programmes which comply with the requirements in the regulations on recognition. The cantons are obliged to provide equal access to teaching jobs for all holders of a recognised qualification. As part of the Federal Act on Funding and Coordination of the Swiss Higher Education Sector universities of teacher education are, like the other universities, institutionally accredited, while the recognition of qualifications by the EDK is to continue notwithstanding.

The universities of teacher education offer different degree programmes geared to specific school levels and degree programmes in the field of special needs education (see institutions of teacher education).

Degree programme for pre-school level and/or primary school level teachers

Depending on the training institution there are degree programmes which qualify teachers for the

- pre-school level,
- primary school level (for a specific level or for all primary school grades) or
- pre-school level and primary school level together.

The degree programmes qualify graduates to teach in all or most subject areas (generalist teacher) or in a broad range of subject areas (subject-group teacher). Training as a pre-school and/or primary school level teacher concludes with a Bachelor degree. Under the EDK regulation on the recognition of university degrees for pre-school and/or primary school level teachers the training covers at least 180 ECTS credits (including teaching practice of 36 – 54 ECTS credits). A full-time programme takes six semesters or three years.

Degree programme for lower secondary level teachers

A teaching degree may be acquired for from one to six subjects. Training for lower secondary level teachers concludes with a Master degree. Pursuant to the EDK regulation on the recognition of university degrees for lower secondary level teachers the training comprises 270 to 300 ECTS credits. The workload for subject-related scientific and didactics training is at least 120 ECTS credits, for educational science at least 36 ECTS credits and for teaching practice at least 48 ECTS credits. Training may be offered on an integrated basis (i.e. subject-related and vocational training in parallel) or on a consecutive basis (i.e. teacher training following subject-related education). A full-time programme takes 9 to 10 semesters or 4.5 to 5 years.
Degree programme for baccalaureate school teachers (general education upper secondary level schools)

The degree programme is a supplementary pedagogical training course complementing a subject-related university Bachelor and Master degree programme, which with the exception of music and artistic design, is completed at university. A teaching degree may be obtained for one subject, or more commonly for two subjects. With subject-related study of two subjects the pedagogical training is usually completed after obtaining the leaving certificate for the subject-related Master degree. The pedagogical training may also be partly integrated into the subject-related Master degree course.

Teachers of music and artistic design at baccalaureate schools train at universities of art and design or at music universities, which are classed as universities of applied sciences. The training may be offered on an integrated or a consecutive basis. For both of these subjects a single-subject teaching degree is acquired as a rule. Teachers in the field of sport complete their training at universities. At the Magglingen Federal University of Applied Sciences for Sports (EHSM) teachers are trained for VET.

Under the EDK regulation on the recognition of teaching qualifications for baccalaureate schools subject-related didactics, educational science and teaching practice cover a total of 60 ECTS credits. Subject-related didactics comprises a workload of at least 10 ECTS credits per subject, educational sciences including general didactics and teaching practice each at least 15 ECTS credits. A full-time programme takes 2 semesters or 1 year.

After completing training teachers for baccalaureate schools can subsequently acquire a teaching qualification for an additional subject. To this end they complete a corresponding training course comprising scientific and didactic aspects relating to that specific subject with practical teaching components. The course length is the same as for the second subject.

Degree programme for teachers in the field of special needs education

Under the EDK regulation on the recognition of special needs education qualifications (specialising in remedial education in early childhood and remedial education at school) the study in special needs education corresponds to a Master study programme with a workload of 90-120 ECTS credits. A full-time programme takes 3 to 4 semesters or 1.5 to 2 years. The programme generally builds on a previous teaching degree (at least Bachelor level). The basis is modules with general and interdisciplinary content for both specialisations worth 60 ECTS credits. Another 30-60 ECTS credits are to be completed in the chosen specialisation. 40 ECTS credits are awarded for participation in lectures. Practical training of at least 20 ECTS credits is an integral part of training. Remedial education teachers can work as integrative teachers at all levels of mainstream schools and in remedial education institutions. Remedial teachers in early childhood provide preventive and educational support for small children (from birth to a maximum of 2 years after starting school) whose development is at risk or hindered, and for appropriate family intervention.

Degree programme for speech therapy and psychomotor therapy

Under the EDK regulation on the recognition of university degrees in speech and language therapy and in psychomotor therapy training comprises at least 180 ECTS credits and concludes with a
Bachelor degree. Teaching practice of 45–63 ECTS credits is an integral part of the training. A full-time programme takes 6 semesters or 3 years. At two training institutions in the French-speaking cantons the speech therapy course of study is offered as part of a Bachelor/Master degree programme.

Degree programmes for teachers at upper secondary level vocational schools

The Ordinance on Vocational and Professional Education and Training (VPETO) regulates the national recognition of degrees and the quality of the training and leaving certificates. The VPETO contains minimum requirements relating to educational contents, duration of studies and admission requirements. The State Secretariat for Education, Research and Innovation (SERI) only recognises courses which meet the provisions of the VPETO. Teaching qualifications are recognised throughout Switzerland. The degree programmes qualify directly for the profession and are tailored to the different educational situations.

Diploma course for general education teachers at VET schools

The diploma course qualifies graduates to teach in a broad range of different subjects which are defined in the framework curriculum for general teaching (language and communication, and society with the aspects ethics, identity and socialisation, culture, ecology, politics, law, technology, economics). The training concludes with a degree which is recognised throughout Switzerland. According to the VPETO the programme comprises 60 ECTS including at least 25% lectures and 10% qualification procedures. The rest is divided in equal shares between self-study and teaching practice. Alongside vocational teaching aspects the training comprises subject-related didactic and scientific aspects. The courses are completed on a part-time basis while working and take two to four years.

Diploma course for vocational education teachers at VET schools

The diploma course qualifies graduates to teach in a broad range of different subjects which are defined in the framework curriculum for general teaching (language and communication, and society with the aspects ethics, identity and socialisation, culture, ecology, politics, law, technology, economics). The training concludes with a degree which is recognised throughout Switzerland. The programme comprises 60 ECTS including at least 25% lectures and 10% qualification procedures. The rest is divided in equal shares between self-study and teaching practice. Alongside vocational teaching aspects the training comprises subject-related didactic and scientific aspects. The courses are completed on a part-time basis while working and take two to four years.

Diploma course for teachers of vocational baccalaureate subjects

The diploma course is a pedagogical training programme supplementing a subject-related first degree. Teaching degrees are awarded for the subjects set out in the Vocational Baccalaureate Ordinance and are recognised throughout Switzerland. The programme comprises 60 ECTS including at least 25% lectures and 10% qualification procedures. The rest is divided in equal shares between self-study and teaching practice. Alongside vocational teaching aspects the training comprises
subject-related didactics. The courses are completed on a part-time basis while working and take two to four years.

Teachers at baccalaureate schools acquire a vocational teaching module of 10 ECTS to qualify for teaching in vocational baccalaureate subjects.

Vocational trainers in training companies and vocational trainers in inter-company courses within the framework of the dual system of vocational and professional education and training are described in the chapter on management and other education staff [10].

Admission Requirements

Admission to the courses for teachers for pre-school, primary school and lower secondary, for teachers for general education schools at upper secondary level, and to degree programmes in the field of special needs education is regulated by the Swiss Conference of Cantonal Ministers of Education (EDK) regulations on recognition. The requirements for admission to the training courses for those responsible for VET are regulated by the Vocational and Professional Education and Training Ordinance (VPETO). As these are minimum admission requirements, training institutions are free to adopt additional, stricter requirements.

The minimum admission requirements are as follows for the individual degree programmes:

Degree programme for pre-school level and/or primary school level teachers

- Baccalaureate,
- EDK-recognised teaching degree,
- Degree from a university of applied sciences,
- holders of a vocational baccalaureate including a pass in a supplementary examination (university aptitude test), or
- Holders of a specialised baccalaureate with a teaching orientation;
- Applicants with another upper secondary level leaving certificate must provide evidence of equivalence to the specialised baccalaureate with a teaching orientation through a supplementary examination.
- People aged 30 and above with professional experience (so-called lateral entrants) can be accepted on the basis of their CV (“sur dossier”), if they can demonstrate that they have obtained a leaving certificate at upper secondary level. These applicants must be able to show evidence of employment totalling at least 300 percent of employment. This may be distributed over a maximum of 7 years of employment. The admission procedure may also involve a professional aptitude test.

Degree programme for lower secondary level teachers

- Baccalaureate,
- Teaching degree recognised by the EDK for the primary school level,
- Degree from a university of applied sciences, or
- holders of a vocational baccalaureate including a pass in a supplementary examination (university aptitude test);
- Applicants with another upper secondary level leaving certificate must prove through in an entrance examination that their general education corresponds to the level of the university aptitude test.
- People aged 30 and above with professional experience (so-called lateral entrants) can be accepted on the basis of their CV ("sur dossier"), if they can demonstrate that they have obtained a leaving certificate at upper secondary level. These applicants must be able to show evidence of employment totalling at least 300 percent of employment. This may be distributed over a maximum of 7 years of employment. The admission procedure may also involve a professional aptitude test.

**Degree programme for baccalaureate school teachers (upper secondary level general education schools)**

- Subject-related degree course of study with a Master degree in one or two subjects as a prerequisite for the one-year job-related training.

**Degree programme for teachers in the field of special needs education**

Specialising in remedial education at school and remedial education in early childhood

- Teaching degree for mainstream classes (pre-school and primary school or lower secondary level),
- Degree in speech therapy or psychomotor therapy at Bachelor level, or
- Bachelor degree in an associated field of study

**Degree programme for speech therapy and psychomotor therapy**

- Baccalaureate,
- Teaching degree recognised by the EDK, or
- Degree from a university of applied sciences;
- Applicants with another leaving certificate must take a supplementary examination (level of the university aptitude test) supplemented by a vocational aptitude test

**Diploma course for general education teachers at VET schools**

- Teaching degree for the primary school level, lower secondary level or university degree in a corresponding field of study,
- At least six months’ professional experience.
Diploma course for vocational education teachers at VET schools

- Tertiary level professional education leaving certificate or university degree in the corresponding teaching field,
- At least six months’ professional experience.

Diploma course for teachers of vocational baccalaureate subjects

- University degree in the corresponding teaching field,
- At least six months’ professional experience.

Curriculum, Level of Specialisation and Learning Outcomes

Degree programmes for teachers at pre-school level, primary school level, lower secondary level, upper secondary level general education schools and for special education staff

The Swiss Conference of Cantonal Ministers of Education (EDK) regulations on the recognition of the different teaching degrees (pre-school, primary school and lower secondary level; baccalaureate schools; courses of study in the field of special needs education) set out the objectives and content of the programmes. The specific contents of each course are laid down in an education plan which is adopted by the maintaining canton or by a number of cantons. All programmes combine theory and practice and teaching and research.

Degree programme for pre-school level and/or primary school level teachers

The programme covers the fields of educational sciences (including aspects of special needs education and intercultural education), didactics related to the specific level and subject, subject-related training including interdisciplinary sections, teaching practice and references to research and development relating to the occupational field.

The teaching qualification can be acquired in all or most subject areas (generalist) or in a broad range of specific subject areas (subject group teacher). As a rule teachers are trained in a broad range of subjects (eight to nine subjects). Some universities of teacher education deviate from the ‘all-rounder principle’ and limit the number of subjects studied by their students to six to seven subjects.

On top of their teaching degree primary school teachers can qualify for additional subjects or class levels or obtain a teaching degree for the lower secondary level within the framework of a Master degree programme.

People aged 30 and above with professional experience (so-called lateral entrants) can have formally and non-formally acquired competences credited (validation of professional experience). This can reduce training by a maximum of one year.
Universities can also offer special programmes for lateral entrants, i.e. people aged 30 and above with professional experience who complete their study in the form of training accompanied by teaching in a part-time post at the target level (on-the-job training): Students take up — in the case of a full-time study course, after the first training year at the earliest — a paid part-time post as a teacher. This work is part of their full-time study and is accompanied by the university.

Applicants who complete their study as training connected with accompanying teaching work within the framework of a part-time post must also have successfully completed a vocational aptitude test in order to be admitted.

**Degree programme for lower secondary level teachers**

The programme comprises a subject-related scientific and didactic part (including aspects of special needs education and intercultural teaching) and an educational sciences and teaching practice part. The programme may be offered on a consecutive or integrated basis and combines theory and practice as well as teaching and research.

At some establishments a combined programme may be completed which leads to the teaching degree for both lower secondary and upper secondary level. A secondary school teacher may qualify to teach between one and five subjects.

People aged 30 and above with professional experience (so-called lateral entrants) can have formally and non-formally acquired competences credited (validation of professional experience). This can reduce training by a maximum of one year.

Universities can also offer special programmes for lateral entrants, i.e. people aged 30 and above with professional experience who complete their study in the form of training accompanied by teaching in a part-time post at the target level (on-the-job training): Students take up — in the case of a full-time study course, after the first training year at the earliest — a paid part-time post as a teacher. This work is part of their full-time study and is accompanied by the university.

Applicants who complete their study as training connected with accompanying teaching work within the framework of a part-time post must also have successfully completed a vocational aptitude test in order to be admitted.

After completing training, a teaching qualification can be acquired for an additional subject.

**Degree programme for baccalaureate school teachers (general education upper secondary level schools)**

The vocational programme covers the fields of educational sciences, subject-related didactics and practical training and combines theory and practice as well as teaching and research.

The aim is to qualify as a baccalaureate school teacher in one to two subjects in accordance with the baccalaureate recognition regulation. The programme is completed after a subject-related combined Bachelor/Master degree, or it can be completed in parallel to this. After completing training, a teaching qualification can be acquired for an additional subject.
Degree programme for teachers in the field of special needs education

The programme covers the theory and practice of special needs education, development of the relevant contents of associated subject areas such as psychology, medicine, sociology and legal studies as well as methods and knowledge of current research in the field of special needs education.

In line with the chosen specialisation (remedial education at school or remedial education in early childhood), specialist study focuses may be fixed in the promotion and support of children with delayed emotional, social, physical and motor, language and/or cognitive development and of children with sensory or physical disabilities, mental disabilities, multiple disabilities or behavioural problems, or for particularly gifted children.

Degree programme for speech therapy and psychomotor therapy

The programme covers specific speech therapy or psychomotor therapy course contents and relevant aspects from the following areas: educational sciences, remedial education, psychology, medicine, law, scientific methodology and linguistics for the field of speech therapy or exercise science for the field of psychomotor therapy.

Degree programmes for upper secondary level vocational schools

The framework curricula adopted by the State Secretariat for Education, Research and Innovation (SERI) for those responsible for VET set out the educational objectives, contents and standards of vocational teaching. Alongside the usual teaching objectives the following features are specific the VET schools: collaboration with the training company and intercompany courses, inclusion of labour law and health law provisions, transfers between theory and practice.

The framework curricula lay down minimum requirements only. The training institutions can develop their own profiles and offers on the basis of these framework curricula. They define the curricula orders and the qualification procedures. In time terms, the courses must comprise at least 25% lectures and 10% qualification procedures, with the rest divided in equal shares between self-study and teaching practice.

- General education teachers at VET schools and vocational baccalaureate schools
  
  Prospective students either already have a previous in-depth teaching knowledge (primary school level teachers and lower secondary level teachers), or in-depth specialist knowledge (university graduates). In training the subject-related didactics processing of learning areas takes precedence over the transmission of specialist knowledge.

- Vocational education teachers at VET schools
  
  Prospective students have a specialist and vocational training but no teaching training. Subject specialists acquire methodological and didactic competences through the training programme.

- Teachers of vocational baccalaureate subjects
  
  Prospective students already have a broad subject-related knowledge given their professional
experience. The programme focuses on methodological and didactic competences.

**Teacher Educators**

According to the EDK degree regulations on recognition, lecturers at universities of teacher education have, depending on the degree programme in which they are teaching, a subject-related higher education leaving certificate, higher education didactic skills and as a rule a teaching degree and teaching experience or a doctorate in subject-related didactics. Lecturers on the practical training side have a teaching degree relevant to the specific degree programme and generally several years of teaching experience at this level.

Lecturers in VET have a university degree, experience in instructing adults and experience of the later target group of students (learners in VET schools or students of colleges of higher education).

**Qualifications, Evaluation and Certificates**

The EDK regulations on degree recognition lay down the outlines for awarding the degrees. Based on this each university has its own degree regulation which is adopted or approved by the canton or by several cantons together. This regulates in particular the arrangements for awarding the degree and describes the appeals arrangements. The EDK regulation on the titles of qualifications and the Master of Advanced Studies (MAS) in teacher education within the Bologna reform (Titles regulation) regulates the degree titles for the different school levels and the continuing education and training qualifications.

**Degree programme for pre-school level and/or primary school level teachers**

The degree is awarded on the basis of oral, written and practical course assessments during and/or at the end of the programme. Assessment covers inter alia the fields of educational sciences, didactics related to the specific level and subject, subject-related training, teaching practice and the thesis.

The evaluation of professional aptitude plays an important role at universities of teacher education. It usually takes place in the first year of study. The procedures for evaluating aptitude differ depending on the training institution; comparable contents and structures can, however, be identified. The instruments used range from assessment files to an evaluation sheet to written and oral tests. Reports on teaching practice placements and benchmarking interviews with mentors are also used in almost all procedures. Often there is also provision for self-assessment.

Depending on the programme graduates are awarded a recognised teaching degree for the pre-school level, a teaching degree for the primary school level or a teaching degree for pre-school level and primary school level together. The teaching qualification (the school years covered by the degree and also, in the case of subject group teachers, the subject areas for which the teaching qualification applies) is cited on the degree certificate. The title “Bachelor of Arts” or “Bachelor of Science” may be conferred at the same time.
Degree/titles

- Qualified pre-school level teacher (EDK) and Bachelor of Arts in Pre-Primary Education
- Qualified primary school level teacher (EDK) and Bachelor of Arts in Primary Education
- Qualified pre-school and primary school level teacher (EDK) and Bachelor of Arts/Science in Pre-Primary and Primary Education.

Degree programme for lower secondary level teachers

The degree is awarded on the basis of oral, written and practical course assessments during and/or at the end of the programme. Assessment of the qualifications and work of the students covers subject-related scientific and didactic areas, educational science and areas of professional practice.

The programme concludes with a teaching degree for the lower secondary level. The specialist area or areas covered by the teaching qualification are cited in the degree certificate. Some establishments offer a combined course of study leading to a teaching degree for both the lower secondary level and the baccalaureate school. The title “Master of Arts” or “Master of Science” may be conferred at the same time.

Degree/titles

- Qualified lower secondary level teacher (EDK) and Master of Arts/Science in Secondary Education
- For the double degree: qualified lower secondary level and baccalaureate school teacher (EDK).

Degree programme for baccalaureate school teachers (general education upper secondary level schools)

The degree is awarded on the basis of a comprehensive assessment of the student’s performance. This includes written, oral and practical examinations and also presentations and written work.

The programme concludes with a teaching degree for baccalaureate schools. The subject or subjects covered by the teaching qualification are cited in the degree certificate. Some establishments offer a combined programme leading to a teaching degree for both the lower secondary level and the baccalaureate school.

After completing training, a teaching qualification can be acquired for an additional subject. Teaching qualifications for additional subjects are certified with an extending diploma, which supplements the EDK-recognised first diploma.

Degree/titles

- Qualified baccalaureate school teacher (EDK) or, on the basis of the combined programme, qualified lower secondary level and baccalaureate school teacher (EDK)
- For the vocational training as a baccalaureate school teacher no additional academic title is awarded. Graduates have the title Master of Arts/Science based on their subject-related degrees.
Degree programme for teachers in the field of special needs education

The degree is awarded on the basis of the assessment of performance in the fields of practical and theoretical vocational training and on the basis of the Master thesis.

A recognised degree in the field of special needs education is awarded noting the selected specialisation (remedial education in early childhood or remedial education at school). A Master degree is obtained at the same time.

Degree/titles

- qualified special needs teacher (EDK) specialising in remedial education in early childhood and Master of Arts in Special Needs Education
- qualified special needs teacher (EDK) specialising in remedial education at school and Master of Arts in Special Needs Education.

Degree programme for speech therapy and psychomotor therapy

The degrees are awarded on the basis of a comprehensive assessment of the qualifications and performance of the students. The assessment covers the fields of theoretical and practical work and a thesis.

A recognised degree in speech therapy or psychomotor therapy is awarded. A Bachelor degree or, in the case of the corresponding degree programmes in the French-speaking cantons, a Master degree in speech therapy is obtained at the same time.

Degree/titles

- Qualified speech therapist (EDK) and Bachelor of Arts/Science in Speech and Language Therapy or Master of Arts/Science in Speech and Language Therapy
- Qualified psychomotor therapist and Bachelor of Arts/Science in Psychomotor Therapy.

Degree programmes for teachers at upper secondary level vocational schools

In the framework curricula for those responsible for VET adopted by the State Secretariat for Education, Research and Innovation (SERI), written and oral examinations, documentation (e.g. theses, portfolio) and sample lessons are described as possible forms of qualification procedure. Each recognised course of education has a regulation/guidelines on qualification procedures. This regulates the arrangements for awarding a degree and the arrangements governing appeals.

Degree/titles

Vocational teaching courses conclude with a federal degree or a degree recognised throughout Switzerland. Federal degrees may be awarded by federal education institutions. Other education institutions award degrees which are recognised by the SERI.
Alternative Training Pathways

Several training institutions which offer training and further training options for teachers are guided by alternative teaching concepts (e.g. Rudolf Steiner teaching, Montessori teaching). Such training courses are not recognised by the EDK and do not take place at universities but at colleges of higher education (or other institutions).

Legislative References

Bundesgesetz über die Förderung der Hochschulen und die Koordination im schweizerischen Hochschulbereich [11] [Federal Act on Funding and Coordination of the Swiss Higher Education Sector]

Reglement über die Benennung der Diplome und der Weiterbildungsmaster im Bereich der Lehrerinnen- und Lehrerbildung im Rahmen der Bologna-Reform [12] [Regulation on the titles of qualifications and the Master of Advanced Studies (MAS) in teacher education within the Bologna Reform]

Reglement über die Anerkennung von Hochschuldiplomen für Lehrkräfte der Vorschulstufe und der Primarstufe [12] [Regulation on the recognition of university degrees for teachers at pre-school and/or primary school level]

Reglement über die Anerkennung von Hochschuldiplomen für Lehrkräfte der Sekundarstufe I [12] [Regulation on the recognition of university degrees for lower secondary level teachers]

Reglement über die Anerkennung der Lehrdiplome für Maturitätsschulen [12] [Regulation on the recognition of teaching qualifications for baccalaureate schools]

Reglement über die Anerkennung der Diplome im Bereich Sonderpädagogik [12] [Regulation on the recognition of special needs education qualifications]

Reglement über die Anerkennung der Hochschuldiplome in Logopädie und der Hochschuldiplome in Psychomotoriktherapie [12] [Regulation on the recognition of university degrees in speech and language therapy and in psychomotor therapy]

Verordnung über die Berufsbildung [13] [Ordinance on Vocational and Professional Education and Training]

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