

# 2024



## 15

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and science

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## Educational institutions

2024 edition



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# 1 Introduction

This brochure presents Switzerland's educational institutions and provides an overview of how they are organised by level of education, size, responsible authority providing financial support (public or private sector), as well as territorial and linguistic distribution.

Most of the data are from the Educational Institutions Statistics and from the Statistics on Pupils and Students. They refer to the academic year 2022/23.

## Educational institutions

Permanent entity with professional teaching staff where one or several types of formal education for pupils/students are organised. Education is provided through direct communication between the teaching staff and pupils/students.

An educational institution is defined by its administrative level (management, school district) and by the educational site(s) (buildings, school centres) under its authority.

The published figures cover educational institutions from primary<sup>1</sup> to tertiary level, with the exception of higher education institutions<sup>2</sup>, which generally refer to actual educational sites. The level of detail of the data collected varies according to the cantonal school organisations. The generic term "school" used in this publication corresponds to an educational site.

Tertiary level educational institutions (professional education and higher education) are not uniformly defined throughout Switzerland, which is why in this publication they are only included in the graphs that provide an overview of all levels of education (see graphs G1, G3 and G7). Institutions providing professional education are, however, included in the totals that are not broken down by level of education. Further education institutions and places of informal learning are not considered in these statistics.

<sup>1</sup> kindergarten / first learning cycle years 1–2 included; see details in chapter 3

<sup>2</sup> In education statistics, higher education institutions are only defined at the administrative level. As some of them are inter-cantonal, they cannot be presented by canton or by language region.

## 2 Overview

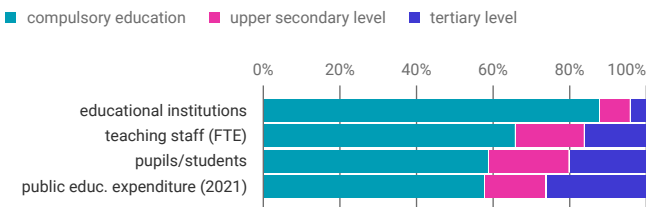
At the start of the academic year 2022/23, there were 10 250 educational institutions at all levels of education in Switzerland.<sup>1</sup>

Compulsory education accounts for the majority of educational institutions (88%). 59% of all people in education or training are in compulsory education. 49% of those in compulsory education are girls. In full-time equivalents (FTEs), 66% of teaching staff<sup>2</sup> work at this level, the majority of whom are women (75%). More than half of public expenditure on education is spent at this level (58%).

Upper secondary level accounts for 8% of schools and 21% of those in education or training. 48% of people in upper secondary education are women. Measured in FTEs, 18% of teaching staff work at this level. 44% of these are women. Public spending on education at this level amounts to 16%.

The tertiary level accounts for 4% of educational institutions and 20% of persons in education or training. 51% of these are women. In FTEs, 16% of teaching staff work at this level. 46% of the staff at this level are women. About a quarter of public expenditure on education<sup>3</sup> is spent at this level (26%).

### Educational institutions, teaching staff, pupils/students and public education expenditure by educational level, 2022/23 G1



Data as on: 21.03.2024

Source: FSO – SBI, SDL, SSP, SHIS-studex, ÖBA

gr-e-15.05.00

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<sup>1</sup> without double counting; see explanation in chapter 3

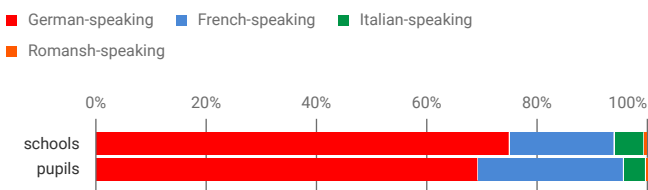
<sup>2</sup> refers to compulsory schooling and upper secondary level, excl. staff teaching a foreign teaching programme (3204 FTE); see details in chapter 12

<sup>3</sup> excl. public expenditure on research

The geographical distribution of schools varies according to language region. Taking all levels of education<sup>4</sup> together, three-quarters of schools and 69% of all pupils are located in the German-speaking part of Switzerland. Almost one in five schools (19%) and around a quarter of the pupils (26%) are in French-speaking Switzerland. 5% of schools and 4% of pupils are located in the Italian-speaking part of the country and 0.5% and 0.2% of pupils are in the Romansh-speaking part.

In Switzerland as a whole, the percentage of women in education or training is 48%. This is similar in all language regions (48% in German-speaking, French-speaking and Italian-speaking Switzerland, 49% in the Romansh-speaking region).

## Schools and pupils by language region, 2022/23 G2



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI), Statistics on pupils and students (SDL)

gr-e-15.05.00.10

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<sup>4</sup> excluding higher education institutions, which cannot be allocated to a particular language region

### 3 Educational levels

In the Statistics on Educational Institutions, the educational level of a school is defined by its student population and by the educational programmes in which the students are enrolled. A school that offers an educational programme over several levels of education may therefore be counted several times, depending on the level of detail required by the analysis (double counting). This method is applied throughout the publication, except where it is mentioned that all levels of education are grouped together.

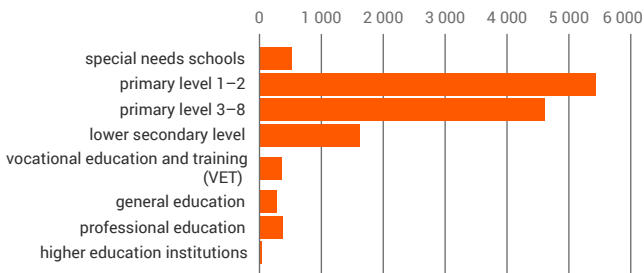
In the academic year 2022/23, there were 5432 schools at primary level 1–2, 4612 at primary level 3–8 and 1623 at lower secondary level.

Upper secondary level follows compulsory education. Young people can choose an initial vocational course, attending one of the 366 vocational schools, or opt for a general education course at one of the 287 educational institutions listed in 2022/23.

Finally, at the tertiary level, which encompasses professional education and higher education, there are 422 educational institutions.

#### Schools by educational level, 2022/23

G3



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI)

gr-e-15.05.00.01

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## 4 Size of educational institutions

The school size is determined by the number of pupils attending. In this brochure, it takes into account the total number of pupils enrolled by level of education.<sup>1</sup>

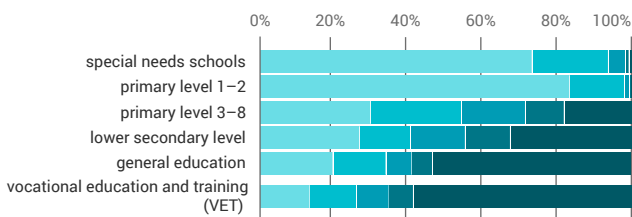
The average size<sup>2</sup> of a school is 30 pupils at primary level 1–2, 120 pupils at primary level 3–8 and 170 pupils at lower secondary level. Special needs schools accommodate an average of 40 pupils. At upper secondary level, there are approx. 610 students in a vocational school and 380 students in a general education school.

In compulsory education, teaching at special needs schools and at primary level 1–2 mainly takes place in schools with 50 or fewer pupils (74% and 84% respectively). At primary levels 3–8, almost a third of schools have a maximum of 50 pupils (30%) and a quarter have between 51 and 100. At lower secondary level, 27% of schools have fewer than 51 pupils and 32% have more than 200.

At upper secondary level, the majority of schools accommodate more than 200 students, with 58% of students attending vocational schools and 53% attending general education schools.

### Schools by size and educational level, 2022/23 G4

1–50 pupils   51–100 pupils   101–150 pupils   151–200 pupils  
201 pupils and above



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI), Statistics  
on pupils and students (SDL)

gr-e-15.05.00.02

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<sup>1</sup> see examples in chapter 12

<sup>2</sup> To calculate the average size of a school, the total number of pupils enrolled at a given level of education is divided by the total number of schools offering this educational level.

## 5 In focus: special needs schools

A special needs school is an educational institution that provides teaching adapted to different types of disability or to pupils with major learning difficulties or severe behavioural problems within the framework of compulsory education.

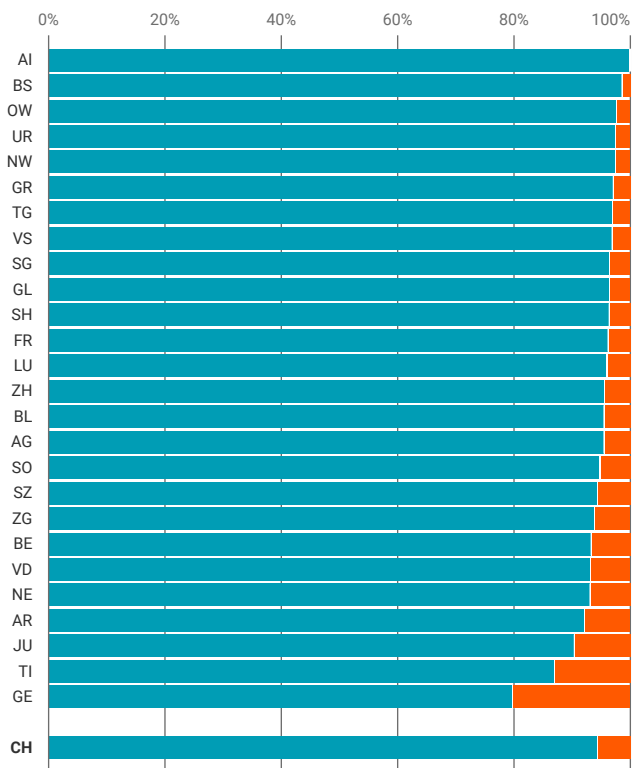
Special needs schools represent a minority in the Swiss school system. They differ from mainstream schools with regard to the authority responsible for their funding, their geographical distribution and their organisation within and between cantons.

In 2022/23 there were 521 special needs schools in Switzerland. The proportion of special needs schools in compulsory education is highest in the cantons of Geneva, Ticino and Jura (see graph G5). In these three cantons, these schools are on average smaller than in the other cantons (fewer than 20 pupils per school). In six cantons, the proportion of special needs schools was less than 3% (BS, OW, UR, NW, GR, TG). The canton of Appenzell Innerrhoden did not have any. Pupils living in this canton mainly attend special needs schools in the cantons of Appenzell Ausserrhoden and St Gallen. Some pupils are therefore enrolled in schools outside their canton of residence. In Switzerland, the proportion of special needs schools in compulsory education is 6%, catering for 2% of pupils.

## Percentage of special needs schools in compulsory education by canton, 2022/23

G5

■ mainstream schools ■ special needs schools



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI)

gr-e-15.05.00.11

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## 6 In focus: vocational education and training (VET)

In Switzerland, vocational education and training (VET) can be completed in a training company (dual-track approach) or in a full-time vocational school.

The dual-track approach comprises practical training in a company combined with theoretical training in a vocational school. This dual-track system also exists in Germany, Austria and Liechtenstein. In Switzerland, unlike in most other countries, it is the most widespread form of vocational education and training (66% of schools, 91% of students).

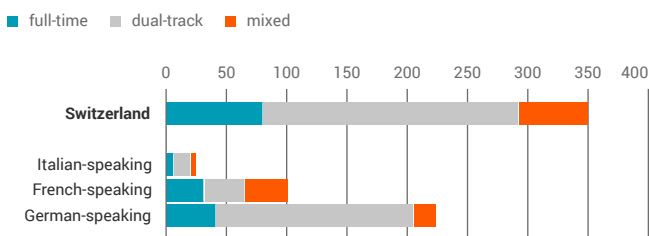
All cantons offer dual-track VET programmes in their territory, although not all have a vocational school. In Appenzell Innerrhoden, where there is no vocational school, the majority of students living in this canton who do an apprenticeship in a local company go to a neighbouring canton (St Gallen, Appenzell Ausserrhoden) to complete the classroom-based part of their course (87% in 2022/23). The remainder primarily go to the cantons of Zurich and Thurgau.

In 2022/23, 61% of vocational schools offered only dual vocational courses, 23% only full-time classroom-based courses and 16% were mixed, offering both dual and full-time classroom-based courses in the same unit (see graph G6). In terms of students, 9% of young people who opted for a VET programme enrolled in full-time education at a school.

Full-time vocational education and training in a school is more common in French and Italian-speaking Switzerland than in German-speaking regions. By 2022/23, the percentage of vocational schools offering exclusively full-time classroom-based training will have risen to 32% in French-speaking Switzerland, 28% in Italian-speaking Switzerland and 19% in German-speaking Switzerland. Of the total number of people enrolled in a VET programme, the proportion of students on a full-time classroom-based course was 23% in French-speaking Switzerland, 28% in the Italian-speaking region and 4% in the German-speaking part.

## VET schools by organisation of education and language region<sup>1</sup>, 2022/23

G6



<sup>1</sup> The Romansh-speaking region is not represented due to the limited number of vocational schools, with only one school providing dual education.

Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI), Statistics on pupils and students (SDL)

gr-e-15.05.00.12

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Public expenditure on education per person in education is higher when the proportion of schools offering full-time vocational education and training is high.

Private companies make a large contribution to the funding of dual-track education. It should be noted that the share of companies in the economy that train apprentices was 8% in 2020, almost all of them in the private sector (93%).<sup>1</sup>

<sup>1</sup> according to the Vocational Education and Training Statistics (SBG-SFPI) and Structural Business Statistics (STATENT)

## 7 Status of educational institutions

The status of an educational institution is determined by the body that funds it. The public sector is comprised of schools run by public authorities and the private sector is comprised of government-dependent private schools and independent private schools.<sup>1</sup>

In Switzerland, most schools are managed by public authorities: across all levels of education, 86% of schools are public, not including double counts based on the level of education. About one third (36%) of private schools are subsidised by the public sector.

Private schools differ from public schools in their organisation and geographical location, as illustrated by the examples below and the graphs G 7 to G 11 and G 15.

In compulsory education, more than 90% of private schools, whether government-dependent or independent, accommodate fewer than 100 pupils, while this is the case for 71% of public schools.

At upper secondary level, government-dependent and independent private schools account for 44% of educational institutions but educate only 16% of students.

Half of independent private schools offer two or more levels of education, compared with a quarter of public schools.

With regard to location, 85% of independent private schools are located in an urban commune, compared with 57% of public schools.

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<sup>1</sup> Government-dependent private school: private school where 50% or more of the basic funding comes from the public authorities.  
Independent private school: private school where less than 50% of the basic funding comes from the public authorities.

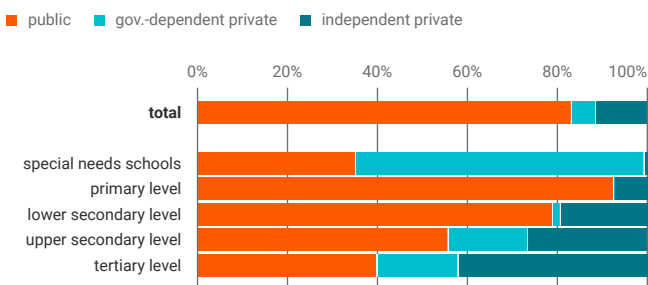
In compulsory education, public schools account for the vast majority of schools, representing 93% at primary level and 79% at lower secondary level. At upper secondary level, more than half (56%) of the schools are public. At tertiary level (professional education and higher education), 40% of schools are public, 18% are government-dependent private schools and 42% are independent private schools.

The proportion of independent private schools is 7% for primary level and 19% for lower secondary level. The proportion of government-dependent private schools is almost zero (0.2% resp. 2%). Special needs schools differ from other levels of education, with a majority of government-dependent private schools (64%). At upper secondary level, 18% of schools are government-dependent private schools and 26% are independent private schools.

At upper secondary level, the distribution of vocational schools by status differs from schools offering general education: 71% of vocational schools and 52% of general education schools are public, 15% and 8% respectively are government-dependent private schools, 14% and 40% respectively are independent private schools.

The proportion of the government-dependent and independent private sectors increases with educational level, with the exception of special needs schools.

## Schools by educational level and status, 2022/23 G7



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI)

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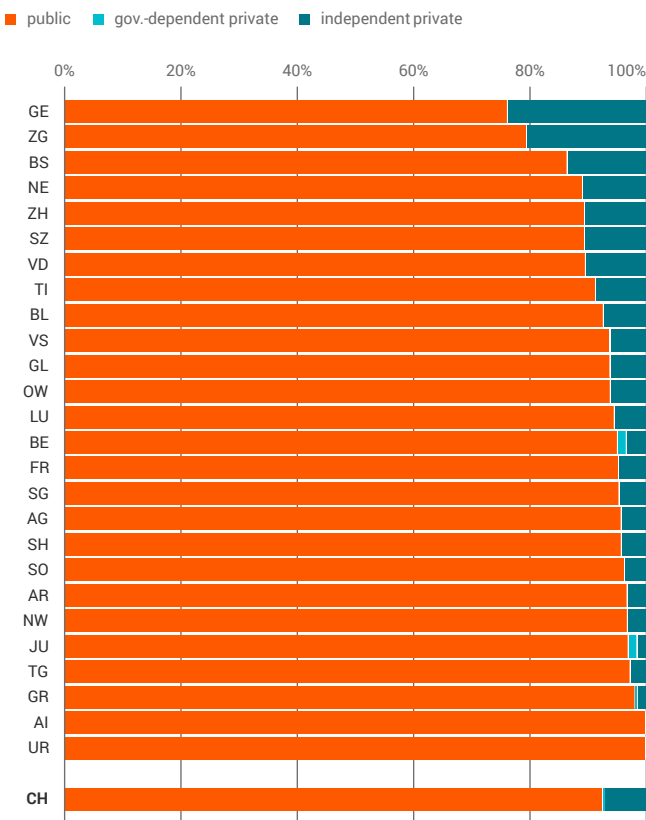
## 8 In focus: cantonal comparisons

The status of an educational institution, defined by the authority responsible for funding, varies not only by educational level but also by canton. Almost half of all private schools at all levels of education are located in three cantons (BE, VD, ZH). The comparison of public and private schools by level of education and by cantons reveals rather contrasting trends.

At primary level, the proportion of government-dependent private schools is very low (less than 2%) or zero in all cantons. The proportion of independent private schools varies between 1% in Graubünden and 24% in the canton of Geneva. Two cantons do not have any schools of this type on their territory (UR, AI).

### Primary level: schools by canton and status, 2022/23

G8



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI)

gr-e-15.05.00.04

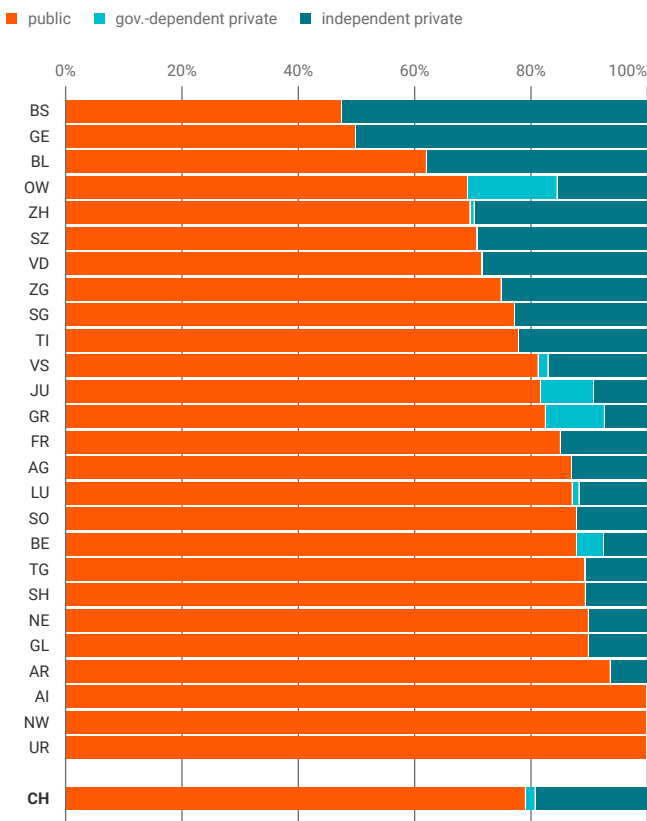
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At the lower secondary level, the proportion of government-dependent private schools reaches or exceeds 10% in two of the seven cantons that collect this data: Graubünden (10%) and Obwalden (15%). The cantons of Geneva and Basel-Stadt have the highest proportion of independent private schools (50% and 52%).

## Lower secondary level: schools by canton and status, 2022/23

G9



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI)

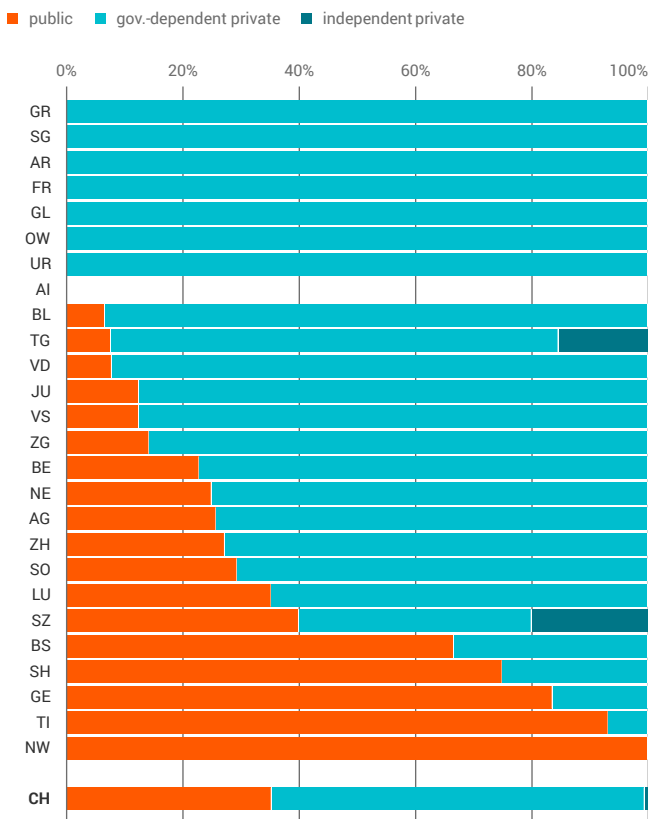
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Special needs schools have a particular position in the Swiss school system with regard to the authority responsible for their funding. In most cantons, the majority of these schools are government-dependent private schools. In seven cantons (UR, OW, GL, FR, AR, SG, GR) they are all subsidised. Only one canton has no government-dependent private special needs schools (NW).

## Special needs schools by canton and status, 2022/23

G10



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI)

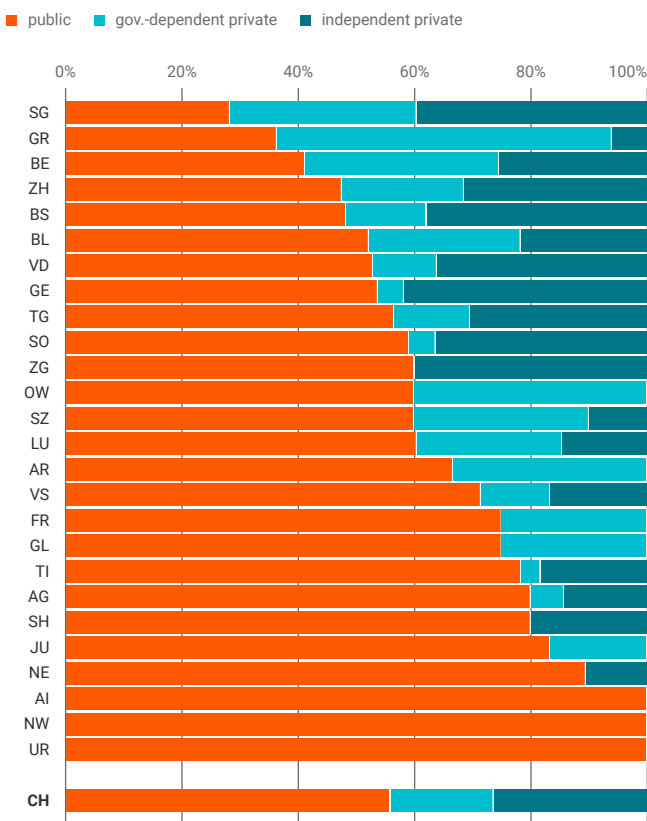
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The majority of upper secondary level schools are public in most cantons. The cantons of St Gallen, Graubünden, Bern, Zurich and Basel-Stadt are exceptions with a majority of private schools (government-dependent or independent private) at this level. The participation of the cantons in the financing of private vocational schools and of private general education institutions varies widely from one canton to another.

The proportion of independent private schools varies between 42% in the canton of Geneva and 6% in the canton of Graubünden. Five cantons do not have any independent private schools at this level (JU, GL, FR, AR, OW) and three cantons only have public schools (UR, NW, AI).

## Upper secondary level: schools by canton and status, 2022/23



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI)

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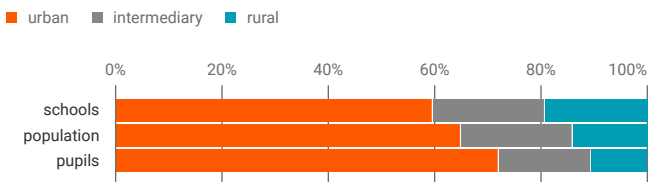
## 9 Territorial distribution of educational institutions

The distribution of educational institutions on Swiss territory presented in this chapter is based on the urban-rural typology, which classifies the Swiss communes, mainly by the criteria of density and size. This typology consists of three categories: urban, rural and intermediary (with the latter having both urban and rural characteristics).

In the academic year 2022/23, 60% of schools from primary to upper secondary level were located in an urban commune, catering for 65% of the population<sup>1</sup> and 72% of pupils. In turn, 21% of schools were located in intermediary communes, with 21% of the population and 17% of the pupils. Finally, rural communes accommodated 19% of schools with 14% of the population and 11% of the pupils.

### Schools, population and pupils by commune type, 2022/23

G12



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI), Statistics on pupils and students (SDL), Population and Households Statistics (STATPOP), Switzerland's geographical levels

gr-e-15.05.00.13

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<sup>1</sup> Population and Household Statistics (STATPOP) on 31 December 2022

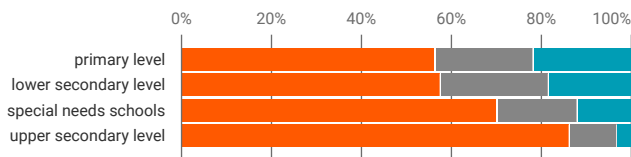
The geographical distribution of schools varies by educational level. While about half of the schools at primary and lower secondary level are located in urban centres (56% and 58%), the proportion of special needs schools in this commune type amounts to 70% and that of upper secondary level schools to 86%.

Primary schools account for 22% of schools in both intermediary and rural communes. For the other levels of education, there are more schools in intermediary communes than in rural communes (24% and 18% for lower secondary level schools, 18% and 12% for special needs schools, 11% and 3% for upper secondary level schools).

## Schools by commune type and educational level, 2022/23

G13

urban intermediary rural



Data as on: 27.02.2024

gr-e-15.05.00.09

Source: FSO – Educational institutions statistics (SBI),  
Switzerland's geographical levels

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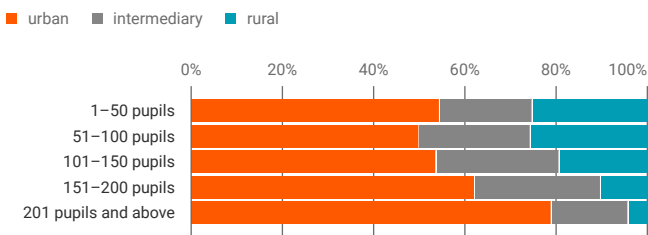
Considering all levels of education together, about half of the schools in a size category with 150 or fewer pupils are located in an urban commune (between 50% and 55%). This proportion is 62% for schools with 151 to 200 pupils, and 79% for schools with more than 200 pupils.

In intermediary communes, the number of schools in the categories between 51 and 200 pupils is relatively evenly distributed. These size categories make up 24% to 28% of the total. 20% of schools have 50 pupils or fewer, while 17% have over 200 pupils.

In rural communes, schools with a maximum of 50 or 100 pupils are the most common (25% each) and schools with more than 200 pupils are the rarest (4%).

## Schools by commune type and size, 2022/23

G14



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI), Statistics on pupils and students (SDL), Switzerland's geographical levels

gr-e-15.05.00.14

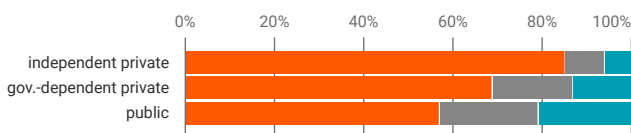
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According to status, more than half of public schools (57%), just over two thirds of government-dependent private schools (69%) and 85% of independent private schools are located in an urban commune.

The share of public schools is similar in intermediary and rural communes (22% and 21%). The same applies to independent private schools (9% and 6%). With respect to government-dependent private schools, 18% are located in an intermediary and 13% in a rural commune.

## Schools by commune type and status, 2022/23 G15

urban intermediary rural



Data as on: 27.02.2024

Source: FSO – Educational institutions statistics (SBI),  
Switzerland's geographical levels

gr-e-15.05.00.08

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## 10 Accessibility of schools

The results presented in this chapter for schools at compulsory and upper secondary level are taken from the Services for the Population Statistics. The accessibility of schools for the population is measured in terms of the distance travelled by road from the place of residence to the place of education.<sup>1</sup>

Graphs G16 and G17 show the distribution of accessibility distances to the nearest school<sup>2</sup> across the Swiss territory. The distribution pattern of distances to access the nearest school tends to mirror the territorial distribution of the population.<sup>3</sup> Due to lower population density, accessibility distances are generally greater in rural areas compared with urban areas.<sup>4</sup> This pattern of distribution is particularly noticeable with regard to schools for compulsory education (see graph G16). Upper secondary level schools are primarily concentrated in densely populated regions and serve a large catchment area (see graph G17). Accessibility distances thus increase considerably for people living outside of urban areas.

According to the results of the Services for the Population Statistics, the distances in urban areas for all of the services included in the survey are roughly half those in rural areas. In intermediate regions, these distances lie on average between the values for urban and rural areas and are generally higher than the national average. An analysis by the typology of communes shows that variations between the different commune categories are particularly marked for upper secondary level schools. The distance travelled to access these schools from a rural commune is on average five times further than from an urban commune. Schools offering compulsory education are generally located in close proximity to the population, at an average distance of less than one kilometre.

<sup>1</sup> See chapters 11 and 12. For more information (in French and German): [www.statistique.ch](http://www.statistique.ch) → Statistiques → Thèmes transversaux → Analyses territoriales → Services à la population

<sup>2</sup> Defined by the NOGA codes 851000 to 853200 from the Structural Business Statistics (STATENT). Data as on 31.12.2021

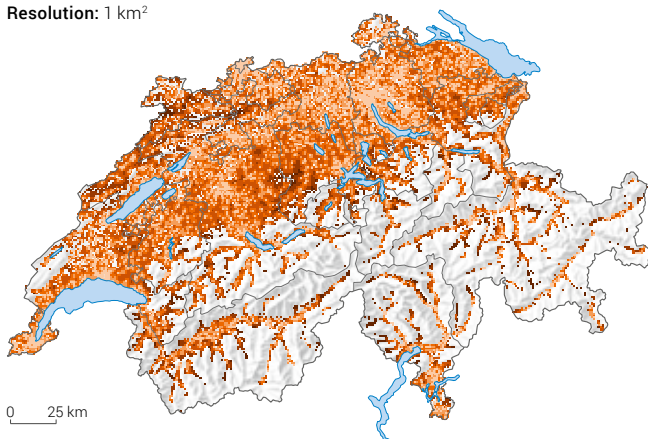
<sup>3</sup> According to the Population and Household Statistics (STATPOP). Data as on 31.12.2021

<sup>4</sup> according to the urban-rural typology in three categories

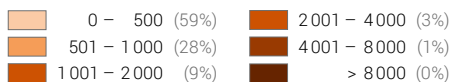


# Accessibility of compulsory education schools<sup>1</sup>, 2021

G 16

Resolution: 1 km<sup>2</sup>

**Distance<sup>2</sup> to closest school, in metres**  
(percentage of population)



**CH:** 611 m (average distance)

<sup>1</sup> According to NOGA 2008, codes 851000 to 853101

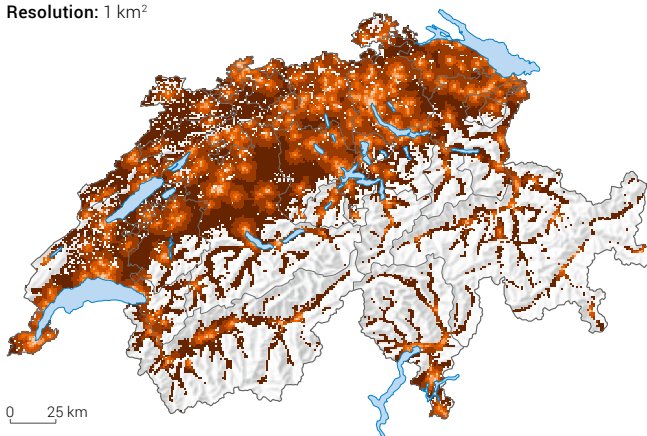
<sup>2</sup> Calculated using the road network (swissTLM3D) weighted by the resident population

Source: FSO – Statistics on services for the population

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## Accessibility of upper secondary level schools<sup>1</sup>, 2021

G 17

Resolution: 1 km<sup>2</sup>

**Distance<sup>2</sup> to closest school, in metres**  
(percentage of population)

0 – 500 (11%)	2001 – 4000 (20%)
501 – 1 000 (17%)	4001 – 8 000 (20%)
1 001 – 2 000 (21%)	> 8 000 (11%)

**CH:** 3 494 m (average distance)

<sup>1</sup> According to NOGA 2008, codes 853102 to 853200

<sup>2</sup> Calculated using the road network (swissTLM3D) weighted by the resident population

Source: FSO – Statistics on services for the population

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## 11 Sources

### **Educational Institutions Statistics (SBI)**

The Educational Institutions Statistics describe educational infrastructure from primary to tertiary level by canton. All of the mainstream and special needs educational institutions, public and private, with at least one person following an educational programme, are included in these statistics. The data are collected using the Statistics on Pupils and Students (SDL, SHIS-studex) and are supplemented by information from the Business and Enterprise Register (BER).

### **Statistics on Pupils and Students (SDL)**

The Statistics on Pupils and Students include pupils and students from primary to tertiary levels (excluding higher education institutions). All people who have followed an educational programme for at least half a year, either full or part-time, are counted. Both private and public educational institutions are included in this census.

### **School Staff Statistics (SSP)**

The School Staff Statistics collect information on persons working in public or private schools from primary to tertiary level (excluding higher education institutions) in Switzerland.

### **Swiss Higher Education Information System (SHIS)**

The Swiss Higher Education Information System's student and graduate database (SHIS) contains data relating to students and degrees (SHIS-studex) as well as on personnel (SHIS-PERS) at universities, universities of applied sciences and universities of teacher education. It provides information regarding the student's course of study and their academic profile, and on various socio-demographic factors concerning students and staff.

Higher education institutions are only defined at the administrative level. As some of them are intercantonal, they cannot be assigned to a canton or language region.

## **Vocational Education and Training Statistics (SBG-SFPI)**

The Vocational Education and Training Statistics provide information on people undergoing training leading to a Federal VET Diploma or a Federal VET Certificate. The statistics cover all persons undergoing vocational education and training (VET) who have an apprenticeship contract with a host company (or trade school for full-time education) and are enrolled in a vocational school.

## **Public Education Expenditure Statistics (ÖBA)**

The Public Education Expenditure Statistics cover the portion of federal expenditure categorised under "Education" in the federal budget. They encompass the whole range of educational institutions from compulsory to higher education and are derived from data for the most recent accounting year (2021).

## **Switzerland's geographic levels**

The geographic levels include various territorial typologies and subdivisions, with the commune serving as the fundamental unit. These levels facilitate spatial analyses and representations that can be used to study specific topics or questions across different territorial divisions. They thus underpin the urban-rural typology and the definition of language regions used in this publication.

## **Population and Household Statistics (STATPOP)**

The Population and Household Statistics are part of the annual population census system. They provide information on the size and structure of the resident population at the end of a year as well as the movements of the resident population during the calendar year (31 December).

## Services for the Population Statistics

The Services for the Population Statistics measure the territorial distribution of the supply of services the Swiss population may use across a commune's territory, as well as accessibility to those services by distance travelled by road from a person's home to the closest public service. The analyses cover around thirty services, including schools at compulsory and upper secondary level. The statistics are based in large part on the results of the most recent Structural Business Statistics (STATENT) (2021).

## Structural Business Statistics (STATENT)

The Structural Business Statistics cover businesses that pay compulsory OASI (AVS/AHV) contributions on behalf of their employees (or into their own account if self-employed) on the basis of a minimum income of 2300 francs.

## 12 Definitions and methodological notes

### Double counting

In the Statistics on Educational Institutions, the same school offering an educational programme over several levels of education may be counted several times, once for each level, depending on the level of detail required by the analysis.

### Educational institution

An educational institution is defined by its administrative level (e. g. management, school district) as well as its geographical level, i.e. the educational site(s) under its authority (e. g. buildings, school centres). An educational site generally consists of a single building, but it can also be several buildings accessible within a few minutes' walk from each other or grouped together on several sites to form a school centre. In general, the terms "school" or "establishment" correspond to educational sites. An educational institution has permanent teaching staff and a permanent pupil/student population. It is founded on communal, cantonal or federal law and fulfils an explicit educational mandate. The educational institutions are placed under the responsibility of either public authorities (the Confederation, canton, commune or other public body), or a private body.

### Language region

The language regions are based on the national language spoken by the majority of the population in a commune. There are four language regions in Switzerland: German-speaking, French-speaking, Italian-speaking, Romansh-speaking.

### Size

A school's size is determined from the number of pupils attending. The pupils considered in this calculation vary, however, depending on the perspective chosen for the analysis (see double counting principle). The size of the school may thus be calculated on the basis of the total number of pupils enrolled in the school (perspective A) or on the basis of the number of pupils enrolled in a level of education offered by the school (perspective B). For example: a school has 110 pupils with 10 pupils at primary level 1–2 and 100 at primary level 3–8. According to perspective A, this school is classified in the category "101 to 150 pupils" because the entire school population is

taken into consideration. According to perspective B, it is classified in the category “1 to 50 pupils” for primary level 1–2 because only the 10 pupils enrolled in primary level 1–2 are counted, and in the category “51 to 100 pupils” for primary level 3–8. In this brochure, the size of the institution is generally calculated according to perspective B.

## **Services for the Population Statistics: databases and NOGA for education**

The databases used for the analysis of education as a service for the population are: the Structural Business Statistics (STATENT), based on the General Classification of Economic Activities (NOGA 2008), the Population and Household Statistics (STATPOP) as well as Swisstopo’s road and path network.

The NOGA codes for education used in the scope of these statistics are 851000 to 853101 for schools in compulsory education and 853102 to 853200 for upper secondary level schools.

## **Teaching staff**

In this brochure, teaching staff includes personnel responsible for direct teaching in the schools (excluding personnel teaching a foreign education programme) as well as the professors and other teachers in higher education institutions. In order to allow comparison with the pupils/students, the figures for teachers correspond to full-time equivalents (FTE) and not persons.

## **Urban-rural typology**

The urban-rural typology is derived from the typology of communes in nine levels and consists of three categories: urban, intermediary and rural. The differentiation into nine types of communes is based on criteria of density, size and accessibility.

## **Information**

Educational Institutions Statistics:  
schulstat@bfs.admin.ch.

For further information concerning educational areas, see:  
www.education-stat.admin.ch.

## Online

[www.statistics.admin.ch](http://www.statistics.admin.ch)

## Print

[www.statistics.admin.ch](http://www.statistics.admin.ch)

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The information in this publication contributes to the measurement of sustainable development goal (SDG) **no. 4 “Quality education”** of the UN's 2030 Agenda. In Switzerland, the MONET 2030 indicator system is used to track the implementation of these goals.



### The MONET 2030 indicator system

[www.statistics.admin.ch](http://www.statistics.admin.ch) → Statistics → Sustainable development → The MONET 2030 indicator system

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