from the offering available in the different cantons. Generally speaking, cantons with high levels of baccalaureate rates (e.g. Basel-Stadt, Geneva, Vaud) also have a higher ratio of persons selecting a general education in health and social work than in cantons with a low level of baccalaureate rates. The breakdown in cantons with a high proportion of general education courses and cantons with a high proportion of vocational education and training courses is also apparent in the health sector.

**Education paths of the FMS pupil population**

Since the modernisation of education statistics, individual longitudinal data has also become available for pupils at upper-secondary specialised schools (FSO, 2015c) as more detailed data is now available on completion, repetition and reorientation rates.

In 2013/14, only 76% of first-year upper-secondary specialised school pupils advanced to the next year. This is considerably lower than in the other upper-secondary level education pathways. The quarter that fails to seamlessly advance is composed of three more or less similarly sized groups (→ Figure 170): About 8% of the upper-secondary specialised school pupil population repeat the first year. A further 9% change course and repeat the first year as a result, with most pupils transferring to vocational education and training. The remaining 7% temporarily leave certified upper-secondary level education. The return rate for upper-secondary level education one year after a temporary departure is just under 50% for the upper-secondary specialised school entry cohort in 2012. About a fifth of them went back to an upper-secondary specialised school. The majority of other returnees completed a vocational and educational training programme (FSO, 2015c).

**Diplomas and transfers**

Most qualifications from upper-secondary specialised schools are in health and education (→ Figure 171). This is partly because the specialised school leaving certificate and specialised baccalaureate in health offers access to the next level of nursing training in the non-university tertiary sector. In the