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SWISS FEDERAL INSTITUTE FOR  
VOCATIONAL EDUCATION AND  
TRAINING

*Swiss excellence in vocational  
education and training*

SFIVET Annual Report 2017

# ANNUAL REPORT 2017



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*Swiss excellence in vocational  
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## ANNUAL REPORT 2017

In this Annual Report, we present a series of illustrations on the topic of migration produced by 2<sup>nd</sup>-year learners enrolled in the VET programme in graphic design at the Bern and Biel Design School. These illustrations were submitted in a competition to design SFIVET's magazine "skilled".

## ON TRACK FOR GOLD MEDALS



Last autumn, a new chapter was written in the success story of Swiss vocational education and training: the Swiss team, consisting of 38 young professionals, won 20 medals at the WorldSkills Competition held in Abu Dhabi in October 2017. Eleven of these were gold medals – more than ever before. Thus, Switzerland came in second after China in the national ranking.

For all of us who are committed to maintaining a high-quality vocational education and training system, we are naturally overjoyed by this achievement. Switzerland has a vocational education and training system that is both attractive and rewarding for young people, enabling them to perform at their best. The Swiss Federal Institute for Vocational Education and Training (SFIVET) plays a key role in this regard: as the expert organisation for vocational education and training, SFIVET provides basic and continuing training to those who teach and train learners in VET programmes. It conducts research on vocational education and training and assists with the periodic review and revision of VET programmes to ensure that occupations can be adapted to current requirements.

SFIVET is also the Confederation's competence centre for multilingualism and bilingual instruction. In 2017, SFIVET focused on current topics of importance such as migration and digitalisation. SFIVET helps to continuously develop and improve Swiss vocational education and training – to keep us on track for gold medals.

**Federal Councillor Johann N. Schneider-Ammann**

Table of Contents

Introduction	5
Foreword by the Chairman of the SFIVET Board	6
Foreword by the SFIVET Director General	7
CREATIVET – SFIVET’s first ten years	8
Migration	10
Digitalisation	12
Cooperation	14
Bilingual instruction in VET programmes	16
Swiss Observatory for Vocational Education and Training	18
Basic Training	20
Master of Science in Vocational Education and Training	22
Continuing Education and Training	24
Research and Development	26
Centre for the Development of Occupations	28
International Relations	30
Internal Services	32
Organisation Chart	34
Finance	37
Financial Statement	38
Report of the Statutory Auditor	48
Annex	51
Projects	52
Publications	54

THE ROAD TO ACCREDITATION AS A UNIVERSITY OF TEACHER EDUCATION

The year 2022 still seems a long way off – and yet SFIVET’s strategic objective of obtaining accreditation as a university of teacher education is becoming more palpable as the years progress. In 2017, SFIVET continued to consistently implement the change process started in 2015. The objectives in this process are to adopt a more customer-oriented focus and to obtain the aforementioned accreditation as a university of teacher education.

In 2017, SFIVET worked intensively on mixed profiles to encourage interlinkages between research and teaching. In particular, it expanded lecturer-conducted research activities. It also intensified exchanges with other universities of teacher education, began work on a Bachelor’s degree programme to complement the current Master’s degree programme, devised and began implementing a new quality management concept.

All of these measures help to raise SFIVET’s profile within the higher education landscape and are paving the way for accreditation as a university of teacher education.

In 2017, over 15,000 people completed basic or continuing training at SFIVET; this is around 1,000 more than the previous year. SFIVET’s Research & Development Division conducted 42 research projects (previous year: 46), while the Centre for the Development of Occupations supervised 206 projects (previous year: 188). The number of international projects and mandates rose to 12 (previous year: 10). The turnover situation has thus developed clearly favourably.



## SFIVET AT THE HEART OF VOCATIONAL EDUCATION AND TRAINING



What makes Switzerland prosperous? Just about anyone and everyone will tell you: *vocational education and training*. The Swiss system of vocational education and training certainly draws admiration from many foreign countries. However, more importantly in our view, it enables two-thirds of young people – right here in our own country – to undergo training. We are proud of this and above all, of the fact that VET offers viable options for young people who do not wish to pursue purely academic pathways.

Yes, in Switzerland, we value all skills, both vocational and academic. In this respect, SFIVET is a national pillar of the Swiss system. It trains vocational teachers from all over Switzerland, but also devotes itself to other tasks related to vocational education and training: continuing training, guidance to professional organisations and companies, research and the promotion of dual-track VET in other countries.

However, we must not rest on our laurels. There are still a large number of areas that need to be addressed in vocational education and training: the digital transformation, bilingualism, (new) didactic approaches in the classroom, or the integration of migrants on the labour market. SFIVET not only addresses these challenges in the German-speaking, French-speaking and Italian-speaking regions of Switzerland, but it has also decided to anticipate future challenges through the Swiss Observatory for Vocational Education and Training.

Finally, we are strengthening our cooperation with the cantons and companies, because vocational education and training must always remain in tune with realities on the ground and developments on the labour market.

**Dr. Philippe Gnaegi, SFIVET Board Chairman**

## INNOVATIVE AND FORWARD-LOOKING



Since December 2017, a seven-member team has been working at the Centre for Innovation and Digitalisation (ZID) located at the newly opened Bernapark. The SFIVET team intends to lay the groundwork for future development of digitalisation in VET by mid-2018. These creative minds also wish to design services that will enable SFIVET to offer its clients support in the subsequent phases of digital transformation.

As you can see: SFIVET is serious about innovative activities and its work on forward-looking topics such as digitalisation. These are key concerns for us as we move towards accreditation as a university of teacher education by 2022. As our Vision 2022 states: as a Swiss university we are the trusted partner for matters relating to vocational education and training today *and in the future*.

At the same time, we are fulfilling a federal mandate: the Federal Council expects SFIVET to address issues and trends within the education system and labour market at an early stage and to propose solutions for further development of vocational education and training.

An innovative and forward-looking spirit opens up new opportunities for SFIVET to consolidate its Swiss-wide position as the leading provider of basic and continuing training to VET professionals, of VET research output and of guidance in the review and revision of VET programmes.

**Prof. Dr. Cornelia Oertle, SFIVET Director General**





## 10 YEARS IN THE SERVICE OF VOCATIONAL EDUCATION AND TRAINING

**SFIVET's first highlight of the reporting year came early, namely on 14 March 2017: on this day, SFIVET commemorated its 10<sup>th</sup> anniversary with a symposium devoted to "Creativity in Vocational Education and Training". The CREATIVET symposium in Bern was an ideal opportunity to proudly look back on past achievements and consider the future of creative vocational education and training.**

With an audience of 600 participants, prominent figures from research, politics and business discussed ways to encourage creativity, experimentation and the joy of trying out new ideas in vocational education and training. Among others, presentations were given by Valentin Vogt, President of the Swiss Employers' Association, Prof. Dr. Lene Tanggaard Pedersen, Danish creativity researcher, Shyamal Majumdar, Head of UNESCO's International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC), and Prof. Dr. Friedrich Hubert Esser, President of Germany's Federal Institute for Vocational Education and Training (BIBB).

At the CREATIVET symposium, Federal Councillor Johann N. Schneider-Ammann and Hans-Ulrich Müller, President of the SVC Foundation for Entrepreneurship, announced the winner of the ENTERPRIZE for entrepreneurial spirit in vocational and continuing education and training. This was the first time that the prize was awarded by the SVC Foundation for Entrepreneurship with SFIVET as a specialist partner. It went to the Swiss Bodyworks Association.

SFIVET gave itself the best present for its 10<sup>th</sup> anniversary: the first issue of the new SFIVET magazine "skilled" was presented at the symposium. Intended to intensify the exchange of information and knowledge among VET stakeholders and encourage networking, this magazine will be published twice a year in German, French and Italian.



## INTEGRATING REFUGEES ON THE LABOUR MARKET

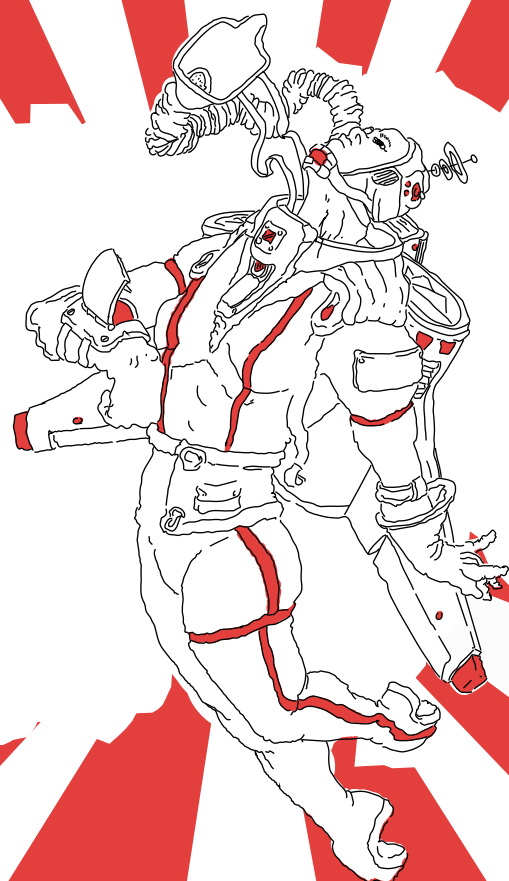
**While SFIVET is not a policymaking body, it is required to implement decisions of the Federal Council. Our country welcomes migrants. In order not to become marginalised, they must be assimilated into our society. Vocational education and training is potentially the most appropriate means of achieving successful integration. Through its activities, SFIVET facilitates the integration of migrants on the labour market.**

In 2016, the State Secretariat for Migration (SEM) commissioned SFIVET to offer guidance and support and to develop instruments for the pilot programme “Integration apprenticeships and language learning”. In 2017, SEM and SFIVET laid the groundwork for the introduction of one-year integration apprenticeships. The aim is to facilitate the integration of refugees and temporarily admitted persons on the Swiss labour market from 2018 onwards.

In the spring of 2017, SFIVET and SEM also held a joint symposium with key players that will be taking part in future integration apprenticeships. The pilot programme was then presented to a larger audience at the symposium “Labour market integration of refugees”, which was initially held in Bern in April 2017 and then in Lausanne in May 2017. At total of 200 people took part in the symposium in the German-speaking region of Switzerland and 130 people took part in the French-speaking region.

At the Swiss Tilers Association (SPV), SFIVET conducted two training sessions on the subject of “Selection of young people with a migration background”. At the vocational training centre IDM Thun, SFIVET organised an afternoon gathering to discuss the topic of migration. SFIVET was also able to sell a new range of training courses to the Luxembourg Ministry of Education. The courses are designed for teachers working with migrants.

Finally, several articles in the November issue of SFIVET’s magazine “skilled” covered the topic of migration in vocational education and training.



## ONLINE PORTALS, E-BOOKS, APPS & CO.

**The world is undergoing an all-encompassing digital transformation. The role of teachers is to ensure that young people are optimally equipped for a changing labour market. SFIVET has thus decided to invest in this area so that today's and tomorrow's teachers know how to use new information technologies, which affect all areas of education and training. We feel that our training institution needs to be a driving force in this area.**

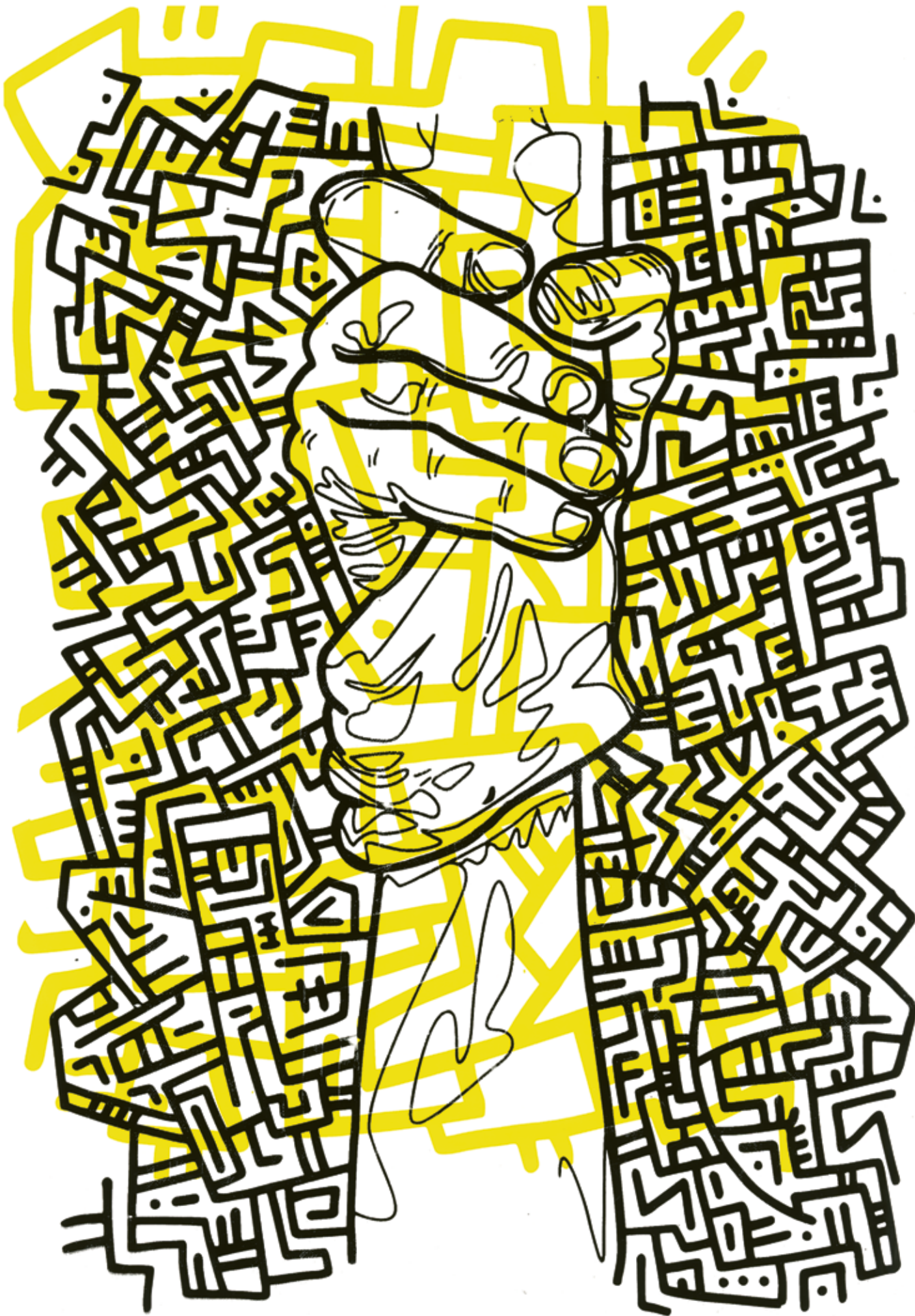
SFIVET has therefore further expanded its offering of technology-based teaching and learning: in 2017, a seminar was held for the first time on teaching approaches using “Guider.ch”, an online portal for legal advice developed by the magazine “Beobachter”. In addition, Swissmem commissioned SFIVET to develop a tailor-made three-part continuing training course on how to use Swissmem e-books for media-based teaching. And in Lugano, the CAS “Form@tore/Form@trice digitale” continued to run successfully after its launch in 2016. This course, which covers the basic principles and possibilities of digital didactics, will be scaled up to all Swiss linguistic regions.

On behalf of the State Secretariat for Economic Affairs (SECO), researchers at SFIVET and the consulting firm Infrac conducted a study on the various ways that digitalisation has changed competence requirements on the Swiss labour market. The study's findings were included in the Federal Council's report on the topic, which was published in November 2017.

In November 2017, SFIVET partnered with the Swiss Society for Applied Research in Vocational Education and Training (SGAB) to hold a symposium on the use of digital media in VET programmes. The event in Zollikofen drew considerable interest; 160 people took part.

At SFIVET, the topic of digitalisation is observed and addressed internally by a steering group, a working group on digital instrumentation and a working group on digital transformation. In December 2017, SFIVET also set up a working group at the Centre for Innovation and Digitalisation (ZID) located at the newly opened Bernapark (cf. p. 7).





## SFIVET & SIEMENS – A 15-YEAR SUCCESS STORY

**For the past 15 years, SFIVET has worked with Siemens to provide continuing training courses for workplace trainers in the field of industrial automation technology. This cooperation has been a true success story.**

In 2001, Siemens Switzerland was looking for a partner for its Siemens Automation Cooperates with Education (SCE) programme and chose SFIVET. Fifteen years later, both partners can proudly look back at their achievements: since 2002, SFIVET has created and run around 100 courses for workplace trainers in industrial automation technology. Over 800 people have attended these courses so far and many have returned for more training.

Course content includes real automation tasks encountered daily. Since 2012, tasks have been performed using remote-control technology: course participants remotely control equipment donated for this purpose by an association. A camera allows them to monitor the remotely controlled conveyor belt. After the course, participants retain access to the equipment, which allows them to practice what they have learnt and later demonstrate tasks to learners. For SFIVET, this form of learning is an ideal way to preserve the jobs of laboratory workers, who need to be up to speed with the latest technological developments.

Direct applicability of course content to real activities is one of the main success factors of these courses. The courses are practical, reflect the latest trends and are also suited for adults. All learning materials are free of copy-right and participants can reuse the exact same documents with their learners. Another success factor is the careful evaluation of feedback, enabling courses to be optimised and updated on a regular basis. Siemens Switzerland is fully satisfied with the level of cooperation: “SFIVET is just the right partner we needed to handle the methodological and didactic aspects of these courses.”



## MAKE THE FOREIGN LANGUAGE THE WORKING LANGUAGE

**The world has become internationalised. People who speak more than one language have a competitive advantage on the labour market. SFIVET has developed a didactic approach for bilingual instruction in VET programmes. We are convinced that young people who complete bilingual VET programmes are ahead of the game on the labour market.**

As the federal competence centre for bilingual instruction, SFIVET has been an advocate of bilingual instruction in VET since 2015. SFIVET thus plays a pivotal role in the implementation of the measures adopted by the Federal Council in November 2017 to help young people learn foreign languages.

Last year, SFIVET provided didactic training in bilingual instruction at several vocational schools. It also advised VET professionals on how bilingual instruction may be implemented in the classroom, at the workplace and in branch courses. In May 2017, SFIVET worked with the national agency for exchange and mobility Movetia to host a networking event “Mobilität – Wie gelingt die zweisprachige Berufsausbildung?” for representatives of schools, cantonal agencies, businesses and the research community. Preparatory work also began on the symposium “Mit Bili zum Erfolg”. Organised jointly with the Universities of Teacher Education of Zurich and Lucerne, this symposium will be held in Bern on 17 May 2018.

As a complement to courses offered by SFIVET’s Continuing Training Division (e. g. Certificate of Advanced Studies in Bilingual Instruction in VET), SFIVET’s Basic Training Division will offer bilingual modules as well as modules on the didactics of bilingual instruction. All SFIVET divisions are thus working to include the bilingual instruction topic to an even greater extent in their offerings. This will strengthen multilingualism as a unique selling proposition.





## STAYING ONE STEP AHEAD OF THE TRENDS

**It has now been two years since SFIVET launched Switzerland's first Observatory for Vocational Education and Training (OBS SFIVET). Its remit is to identify trends in vocational education and training at an early stage. Our society is changing rapidly. It is important to anticipate and plan for developments in the field of vocational education training. The future of education is at stake – the education of our children.**

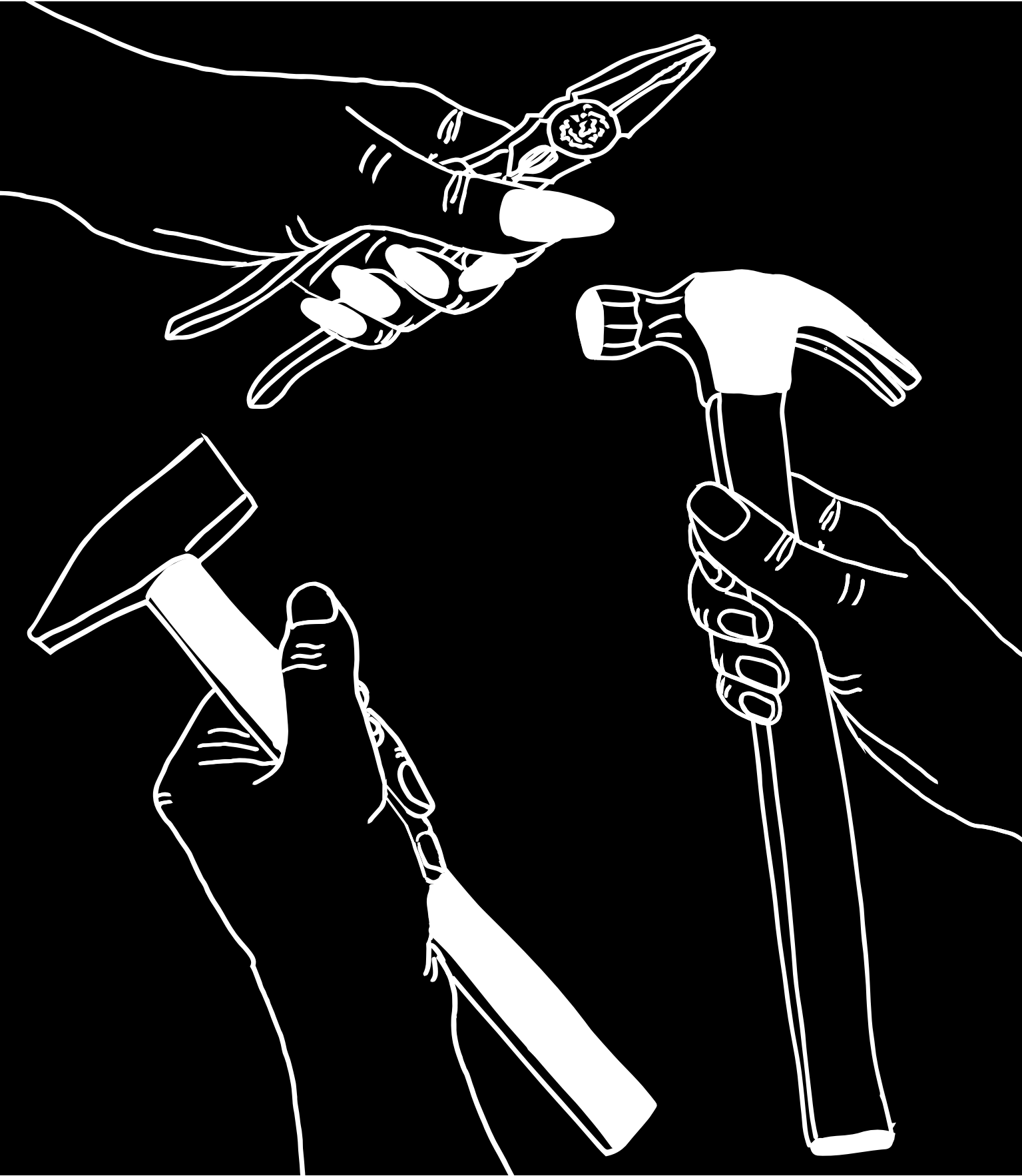
In 2017, researchers at OBS SFIVET thus continued to work intensively on further development of the range of instruments used to monitor trends. They focused primarily on the health sector, more specifically on education and training pathways for healthcare assistants. At its second national conference “Trained health care assistants – a dream job or a stopover?” held in September 2017, OBS SFIVET presented the results of a longitudinal study that it had carried out with OdASanté. The conference was fully booked with 200 participants and was widely covered by the media (87 media reports).

At the same time, OBS SFIVET published its second trend report devoted to the same topic. The study results showed both positive and negative developments: five years after graduation, 26 % of the graduates were still working as healthcare assistants, 54 % had gone on to obtain a tertiary-level qualification in a health-related field (generally nursing) from a professional education institution or university of applied sciences, and 20 % had left the healthcare field altogether.

In 2017, OBS SFIVET also completed the research project “Vocational qualifications for adults: employers' perspective”, and a project to develop a list of indicators for the VPET Cockpit. Both of these projects were commissioned by the State Secretariat for Education, Research and Innovation (SERI).

“The project was a wonderful success, as it was carried out with great competence and commitment by SFIVET's Research and Development Division. Cooperation was extremely pleasant and efficient. SFIVET fully satisfied our expectations.”

**Sabina Giger, Deputy Head of Baccalaureates and Projects Section, State Secretariat for Education, Research and Innovation (SERI), Bern**



“Thank you so much once again for making the necessary arrangements for me to observe a class. I found it very helpful to see how language, communication and society lessons are taught on a given afternoon. The discussions with learners were also very interesting, informative and useful.”

**Cornelia Frey, Berner Berufsfachschule für medizinische Assistenzberufe (be-med), on the subject of LCS instruction**

## COOPERATION OVER COMPETITION

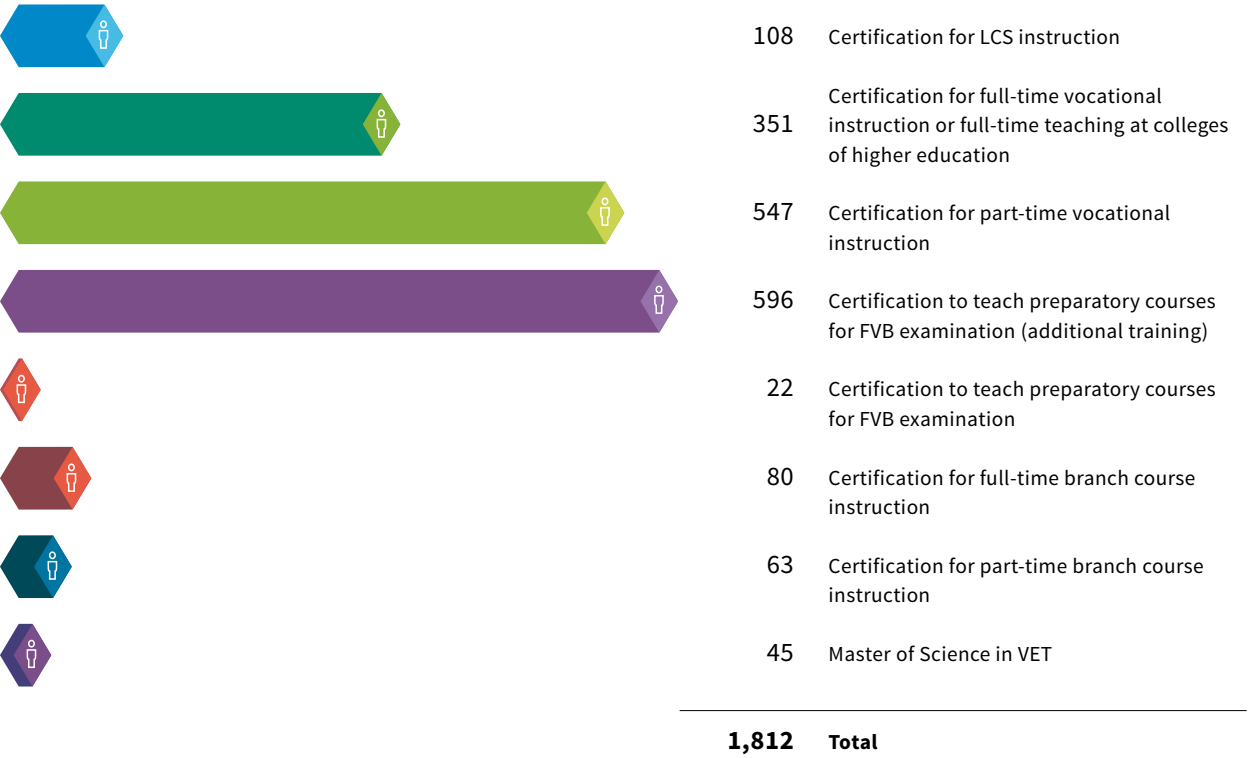
In September 2017, a new era began for SFIVET’s introductory courses in didactics DIK 1 & 2 in eastern Switzerland: SFIVET now offers these courses in partnership with the University of Teacher Education of St. Gallen (PHSG) and the Zentrum für berufliche Weiterbildung (ZbW). With three training institutions sharing strategic responsibility, these courses for part-time vocational school teachers are now ideally equipped for the future.

SFIVET intends to intensify cooperation with universities of teacher education, particularly in the German-speaking region of Switzerland. Such cooperation is intended to improve the overall quality and efficiency of teacher training in the field of vocational education and training. This strengthens SFIVET *and* its partners.

In 2017, SFIVET’s Basic Training Division began reviewing and revising the training concept and syllabuses originally introduced back in 2007. Important aspects such as digitalisation, bilingual instruction and systematic course evaluations are now considered in initial planning stages. This enables SFIVET to establish a common understanding of teaching and course content at all three of its campuses – while taking regional specificities into account.

In 2017, a total of 1,812 people attended basic training courses at SFIVET – roughly on par with the previous year. A formal qualification was awarded to 309 people: 135 in the French-speaking region of Switzerland, 106 in the German-speaking region and 68 in the Italian-speaking region.

### Enrolment figures – VET teachers and trainers





## REINFORCEMENT OF MASTER'S DEGREE PROGRAMME

Last year, SFIVET decided to close a gap in the VPET landscape and introduce a Bachelor's degree programme offering new combinations of knowledge and competences by autumn 2019. The new programme will cover priority topics of working life and address the needs of professional organisations in particular. The Bachelor's degree programme is intended to enable graduates to continue on to SFIVET's Master's degree programme and enrol in study programmes at other higher education institutions.

The Master of Science (MSc) in Vocational Education and Training celebrated its 10<sup>th</sup> anniversary in 2017. The Master's Colloquium in October 2017 was therefore also a commemoration. Alumni from previous years were able to look back on their time at SFIVET and their successful career afterwards. In addition, three new VET specialists were awarded their degrees.

In the autumn, a fresh group of students began the Master's degree programme under the new syllabus, which is better catered to student needs and offers more flexibility in the choice of specialisation. The interdisciplinary aspects of the MSc programme were also reinforced. Drawing on principles from the fields of economics, sociology, psychology and education science, students examine issues concerning vocational education and training from different angles. This allows them to develop integrated thinking patterns.

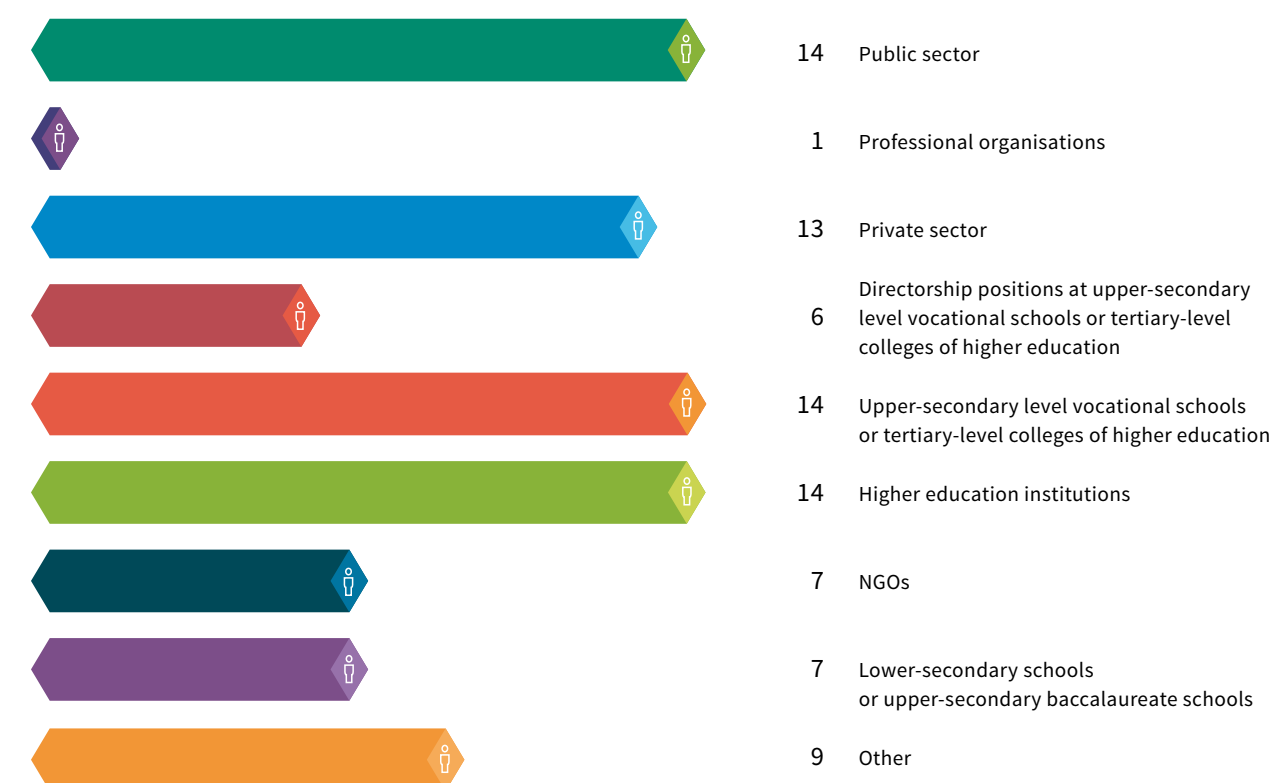
In 2017, a total of 45 students were enrolled in the MSc in VET programme – the highest level since 2013.



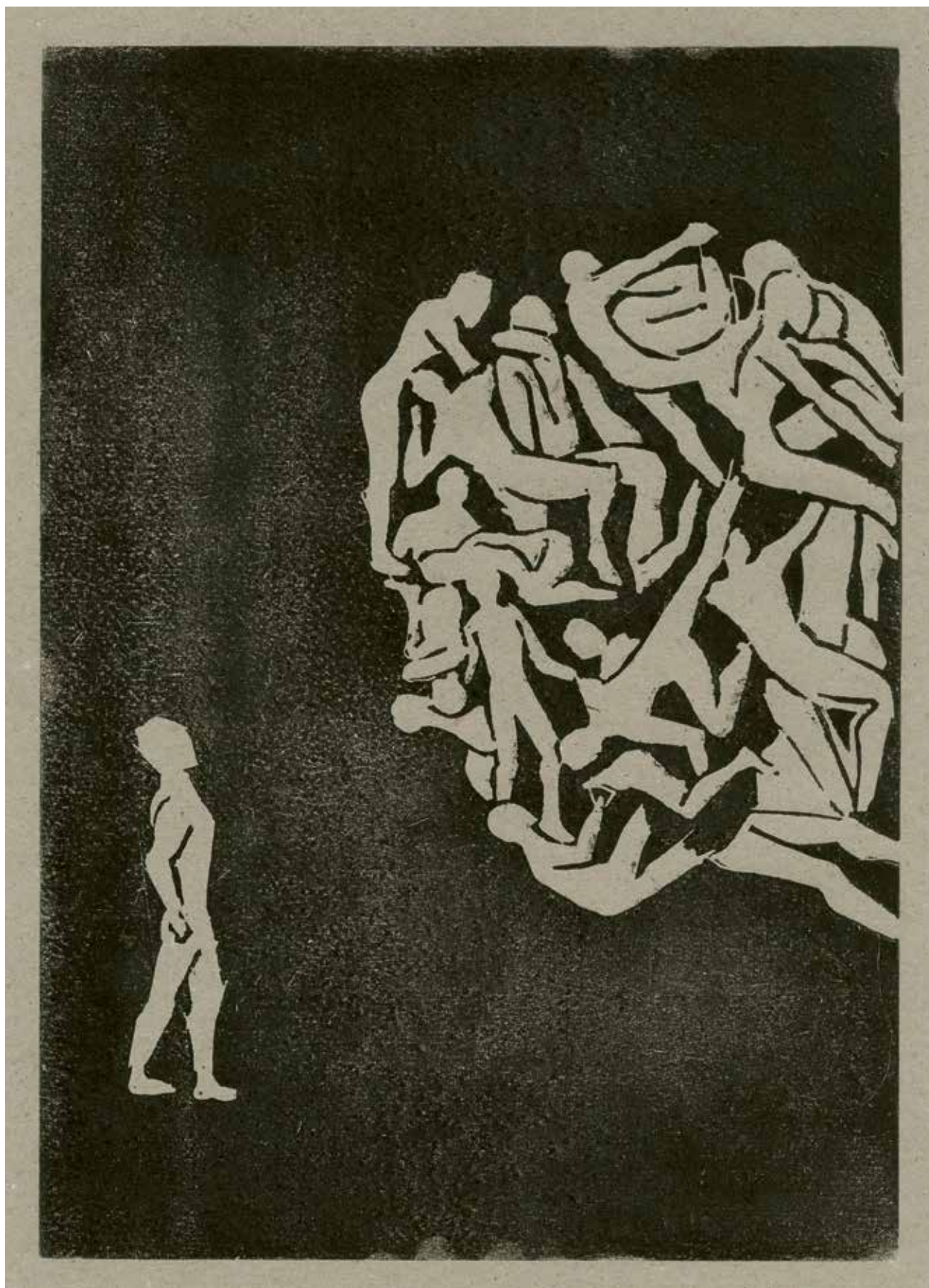
“I see myself as an analytical practitioner. Coming from the field, the MSc in VET programme provided me with the theoretical and methodical underpinnings needed to reflect upon and further develop my working method.”

Myriam Rosselet, Research Assistant, VET Office, Canton of Neuchâtel

### Career outcomes for holders and students of the MSc in VET by branch







“We were looked after and cared for in your house in Zollikofen. The atmosphere was very pleasant, as were the meals and the rooms. The outstanding technical equipment and spacious auditorium also contributed to the day’s success.”

**Prof. Dr. phil. Andreas Heieck, Head of Continuing Education and Training for the Reformed Churches of Bern-Jura-Solothurn**

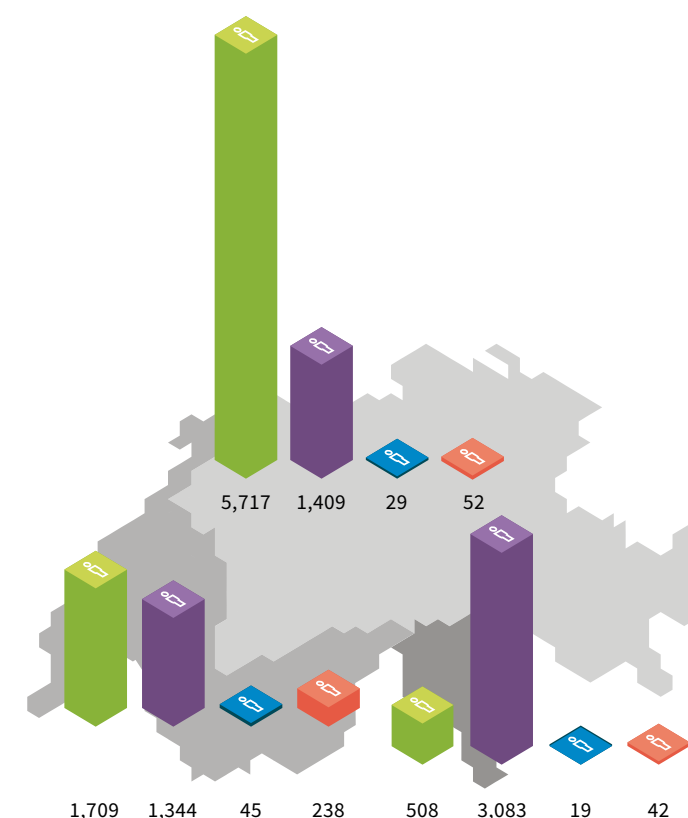
## CUSTOMISED COURSES IN DEMAND

In 2017, SFIVET decided to add a Certificate of Advanced Studies (CAS) and corresponding module to complement the Diploma of Advanced Studies (DAS) “Individualised Specialisation in Vocational Education and Training”. This was done to address the growing demand for customised continuing training courses. A Master of Advanced Studies (MAS) can also be added later, if necessary. From 2018, a modular system will be used for all continuing training offered at SFIVET. This will allow students to individually select and combine compulsory and elective modules.

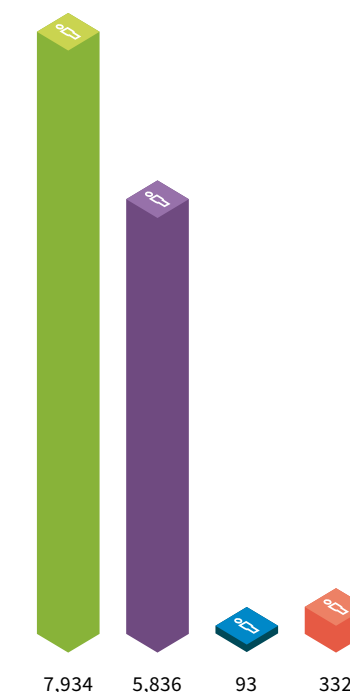
In 2017, the number of people enrolled in SFIVET’s continuing training courses increased to 5,836 – thanks to an increase of 7.6 % over the previous year in the French-speaking region and an increase of 20 % in the Italian-speaking region. With 332 completed continuing training courses, 2017 also saw a significant increase over the previous year. There were 7,934 people enrolled in training courses for examiners – more than in 2016, and a considerable increase of 30 % in the German-speaking region.

In 2017, SFIVET realised a complete overhaul of the Continuing Training Division in the German-speaking region. This was done in order to satisfy the cost covering requirement set forth in the Federal Council’s strategic objectives and to provide even more targeted lifelong learning prospects for VET professionals.

Key enrolment figures by linguistic region

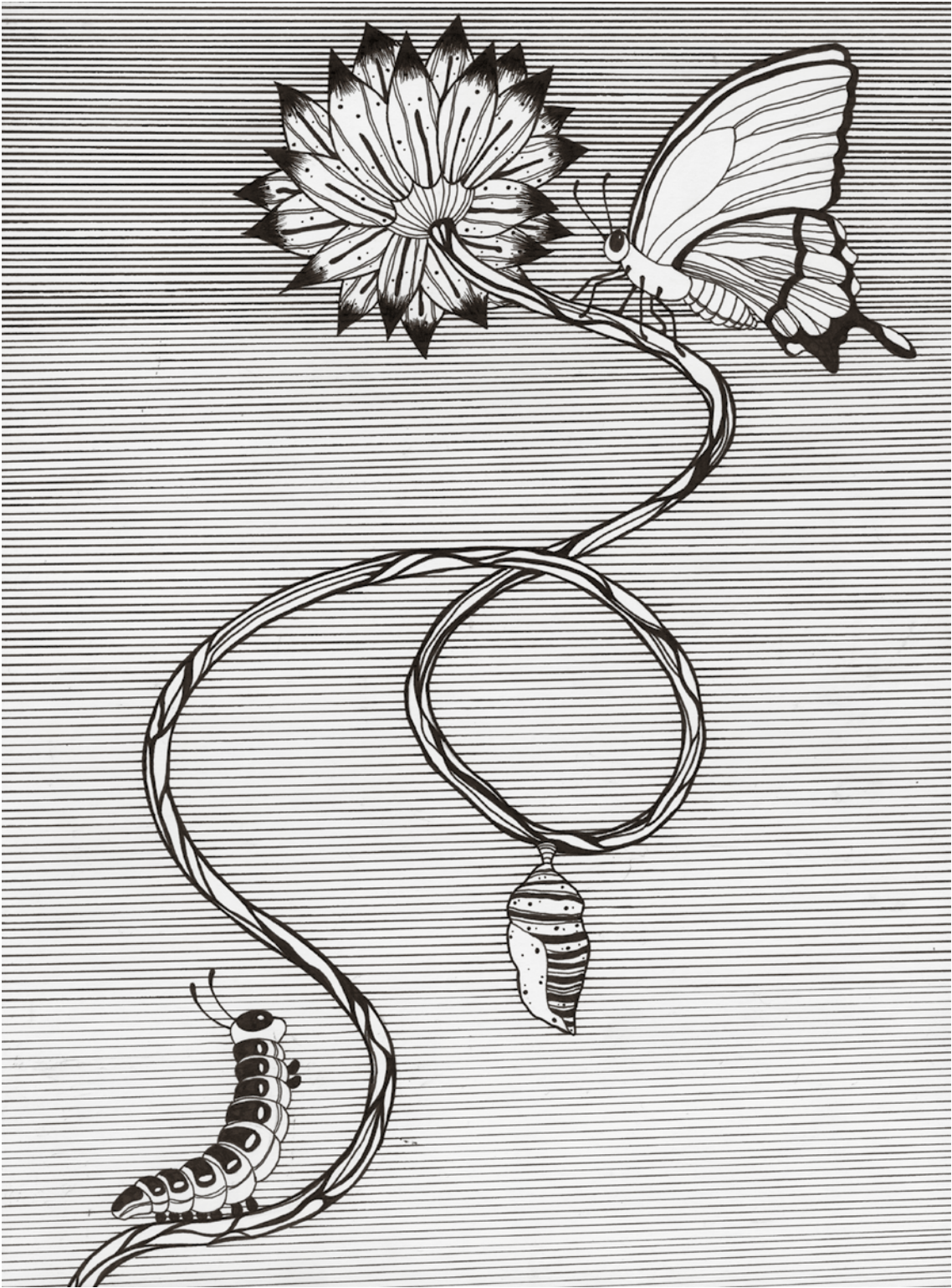


Total enrolment figures for continuing training courses



■ Enrolment in examiner training courses
 ■ Enrolment in continuing training courses  
■ Enrolment in SVEB 1 certification courses
 ■ Enrolment in advanced studies programmes





A study of sales occupations

“In July 2015, I became aware of SFIVET’s study on occupational identification in dual-track VET programmes, conducted by the research team led by Dr. I. Caprani, Dr. K. Duemmler and Dr. A. Felder. The study immediately caught my attention. As Chairman of the Vaud Commission for Vocational Education and Training in Retail, which covers 28 different sales occupations, I find that a structured and documented assessment of how our apprentices identify with their occupation is of great value. This study was used as the basis for a training course for vocational school teachers and workplace trainers on how to better encourage learners to identify with their occupations. Congratulations to the entire team.”

Blaise Jan, Director of Veledes, French-speaking region of Switzerland

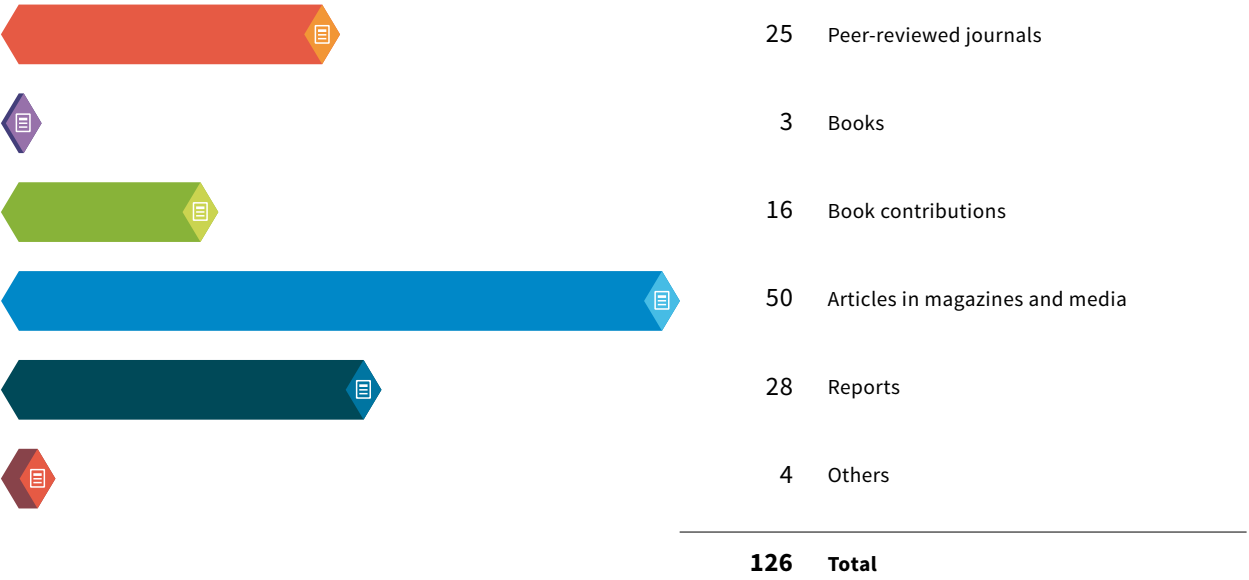
ENCOURAGING THE TRANSFER OF KNOWLEDGE TO PRACTITIONERS

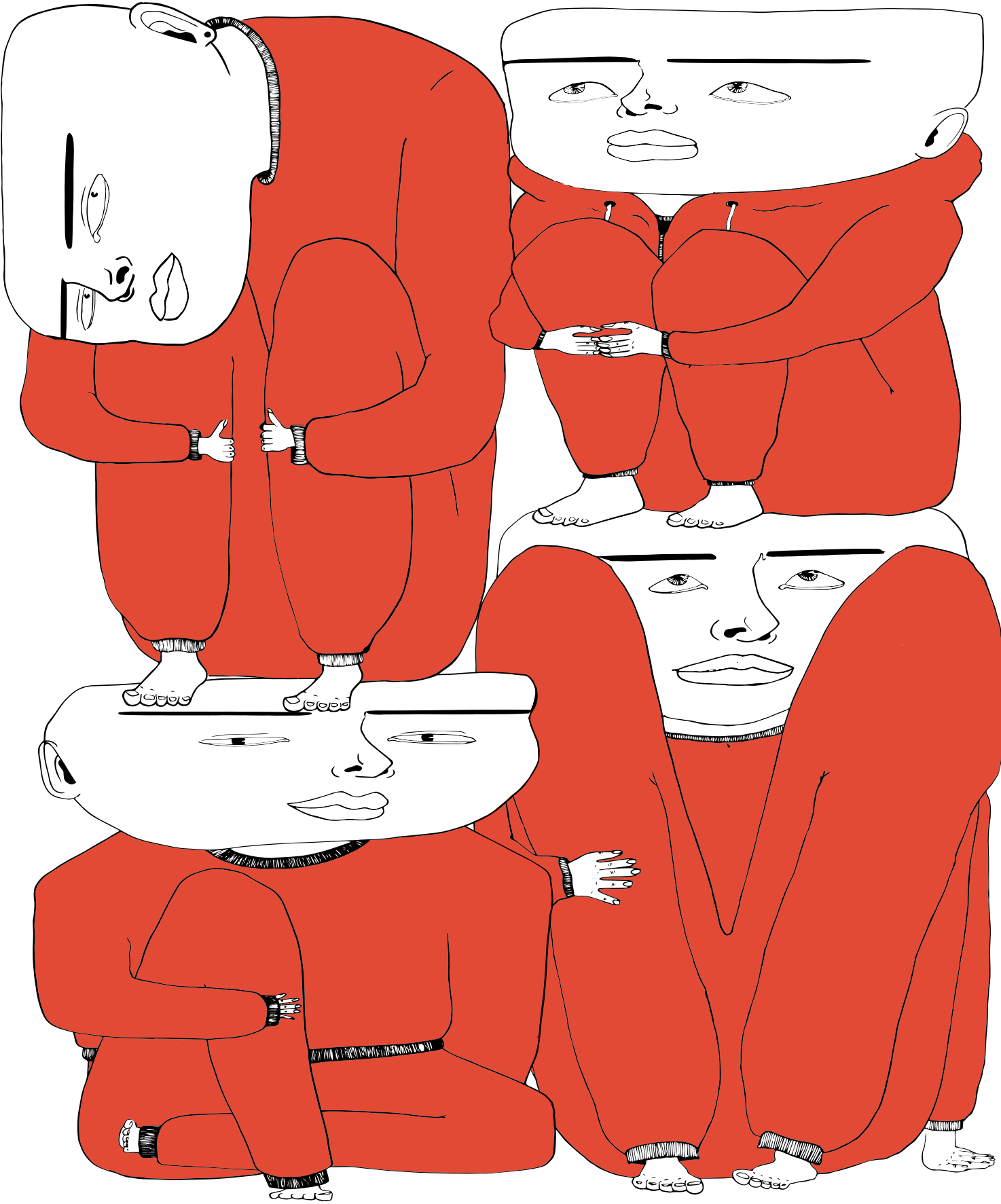
“Unleashing the Creative Potential of VET” was the theme of SFIVET’s fifth International Congress on Research in Vocational Education and Training (VET Congress), which was held in Bern on 14 to 16 March 2017. 140 researchers from 16 different countries shared the latest findings on creativity in VET from their respective areas of expertise.

The creation of mixed profiles to encourage greater interlinkages between research and teaching was an important objective for SFIVET in 2017. The number of SFIVET staff with a mixed research / teaching profile increased. In order to further support the transfer of knowledge to professionals working in the field of vocational education and training, SFIVET’s researchers have been working more extensively with the Basic Training Division and the Continuing Training Division. They also intensified their conference activities and presented their research findings at three SFIVET symposiums “Enseignant professionnel – un métier en mouvement entre les savoirs et les pratiques”, “La formation des adultes: une qualification professionnelle pour tous”, and “ICT im Berufsschulunterricht”. The number of conference presentations (103) and published scientific papers (126) rose in comparison to the previous year.

In 2017, SFIVET managed to secure funding from the Swiss National Science Foundation (SNSF) for three projects. It also secured participation in the EU project entitled “Video-Supported Education Alliance – ViSuAL”.

Research output by type of publication





“Our work with the Centre for the Development of Occupations has been very productive. SFIVET zeroed in on the problem and developed a working method that took into account the prevailing mindset in our occupational field. The reports delivered during the debriefing session are highly relevant and will enable us to find appropriate solutions.”

Michel Ducommun, President of Vaud Lumber Group

## OPTIMISED CUSTOMER FOCUS

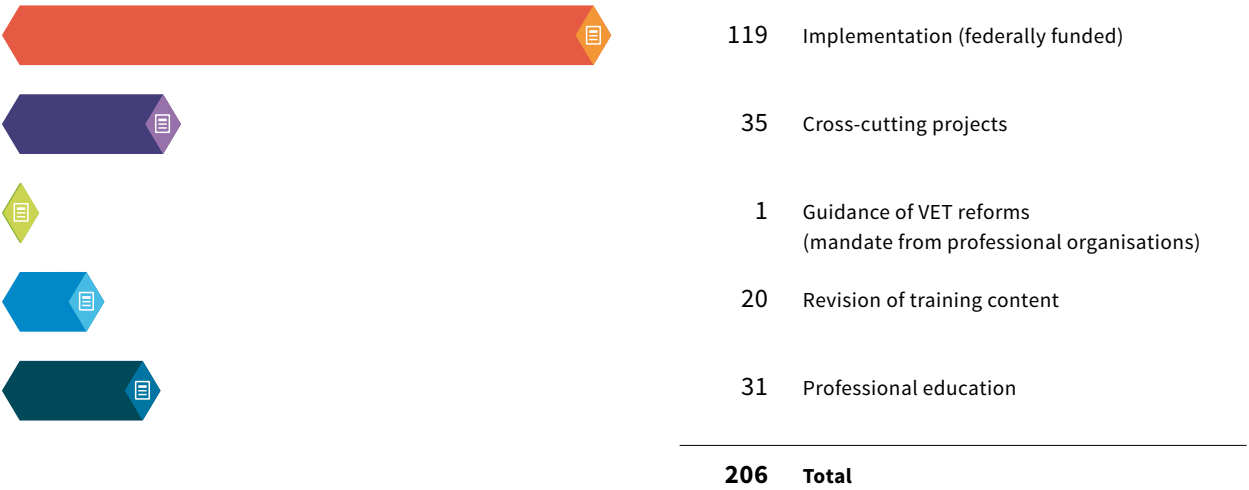
Powerline technician, chemical and pharmaceutical technician, automotive technician: these are just a few of the many different occupations that the Centre for the Development of Occupations (CdO) worked on in 2017. CdO helped professional organisations to implement training plans and VET ordinances in different settings (i.e. classroom instruction, workplace training and branch courses) and focussed mainly on developing syllabuses for vocational schools.

For the professional education sector, CdO designed new support services to facilitate development of preparatory courses and modules for initial and advanced federal professional examinations. It also helped associations and companies to develop their own certification courses.

For the VET sector, CdO conducted and evaluated a standardised online survey to support professional organisations during regular five-year review and revision cycles.

In order to respond even more effectively to the needs of occupations and professional organisations, CdO intensified its contacts with clients, sent more staff to important events organised by the VPET partners (i. e. the Confederation, the cantons and professional organisations) and restructured its activities according to specific themes. This was done to enable CdO to respond more quickly to future market changes. The high order volume seems to indicate that CdO is on the right track: in 2017, it was involved in a total of 206 projects (previous year: 188).

### Number of projects by type







“Nanyang Polytechnics aims to be the model for workplace excellence and training to better support our students here to be work and future ready. SFIVET is the expert organisation for vocational education and training in Switzerland, so collaborating with them is a natural progression. [...] Our partnership with SFIVET enhances our knowledge of teaching adult learners and our technical expertise related to workplace training.”

Ms. Jeanne Liew, Principal and CEO of Nanyang Polytechnic Singapore, The Business Times, 27<sup>th</sup> July 2017

# INTENSIFIED COOPERATION WITH CHINA

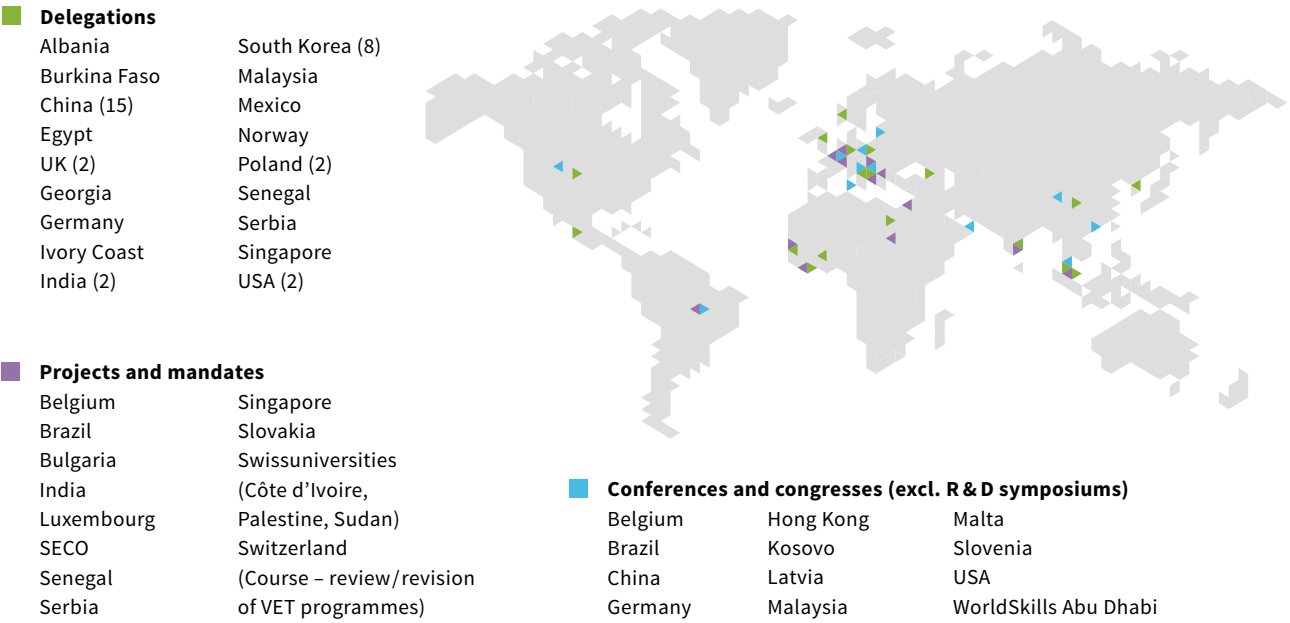
A highlight for SFIVET’s International Relations Division was when the Chairman of the SFIVET Board, in the presence of Swiss President Doris Leuthard, signed a cooperation agreement with the China Education Association for International Exchange (CEAIE) in Beijing in May 2017. The main objective of future cooperation is to support VET teaching and research activities in China. The agreement covers the regular exchange of information, mobility programmes and the development of training programmes.

In 2017, SFIVET signed three more cooperation agreements, namely with Pingxiang University in China, the Oslo and Akershus University College of Applied Sciences in Norway, and with the Republican Institute for Vocational Education (RIPO) in Belarus.

SFIVET also provided its expertise in twelve international projects in eleven different countries. These included, for example, a project in India on behalf of the State Secretariat for Education and Research (SER), projects in Bulgaria, Macedonia, Slovakia and Serbia on behalf of the Swiss Agency for Development and Cooperation (SDC) as well as a project in Senegal on behalf of the Federal Department of Foreign Affairs (FDFA). In July and October 2017, SFIVET gave two one-week training modules for teachers from various schools of the renowned Nanyang Polytechnic College in Singapore.

Interest in Switzerland’s dual-track model of vocational education and training remains high, as seen by the impressive number (43) of foreign delegations that SFIVET welcomed in 2017. China’s Deputy Minister of Education and Serbia’s Minister of Education were among the guests received.

## Number of delegations, representations, projects and mandates



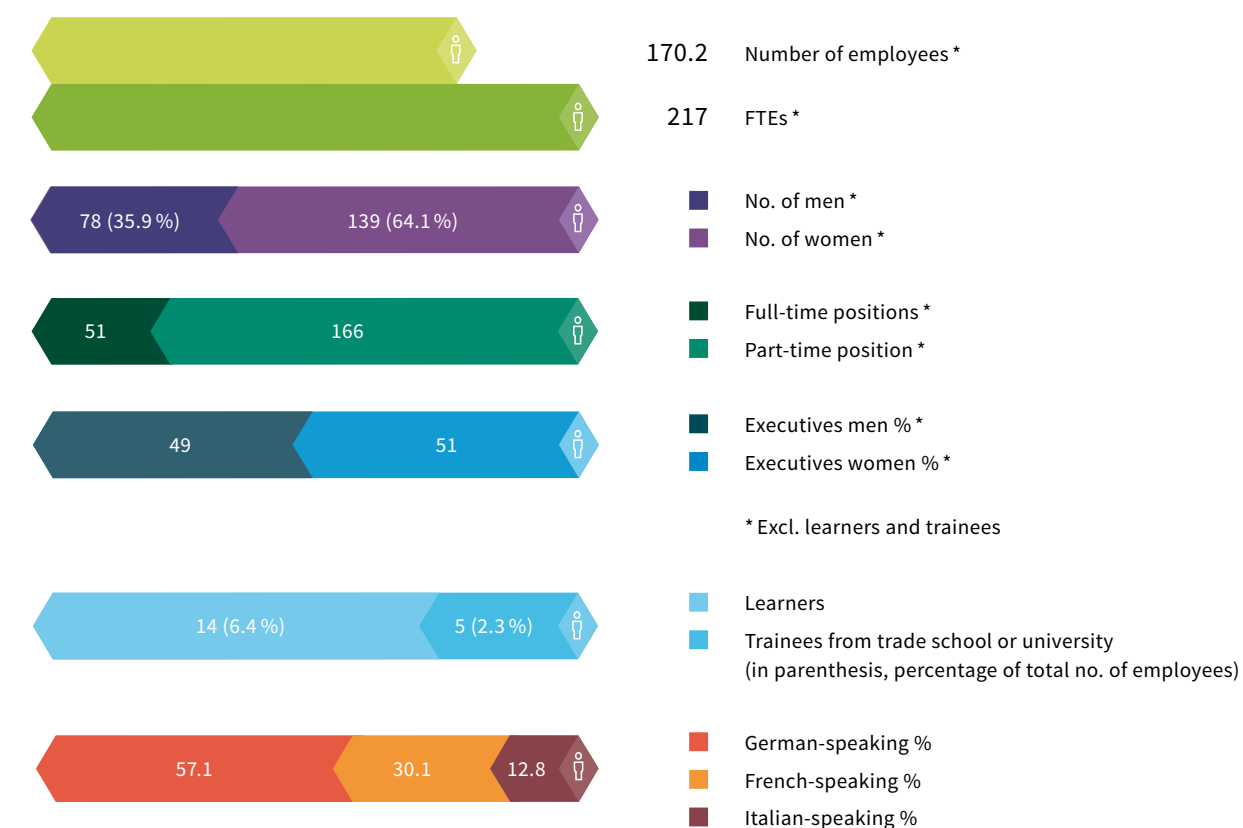
## FOCUS ON DIGITAL TOOLS

In May 2017, SFIVET adopted a new modern and efficient education management platform. All course-related administrative tasks, from booking and execution to grading and invoicing, are now handled using the same system. A new course portal was also launched to allow customers to browse SFIVET's course catalogue and to easily book courses online. In addition to this, SFIVET has been using an e-recruiting tool since the start of 2017.

The Internal Services Division staff developed and began implementing a new quality management concept. This included, for instance, a project to improve process management and another project to recertify SFIVET with the European Foundation for Quality Management (EFQM). These two projects will make a significant contribution towards ensuring that SFIVET can satisfy the requirements for accreditation as a university of teacher education.

Staffing levels at SFIVET were reduced in 2017, not least because of the cost recovery targets set in accordance with the Federal Council's strategic objectives. A total of 217 people were working for SFIVET during the reporting year (previous year: 233), with the number of jobs corresponding to 170.2 full-time equivalents. SFIVET continued to train 14 apprentices.

### Overview of SFIVET staff

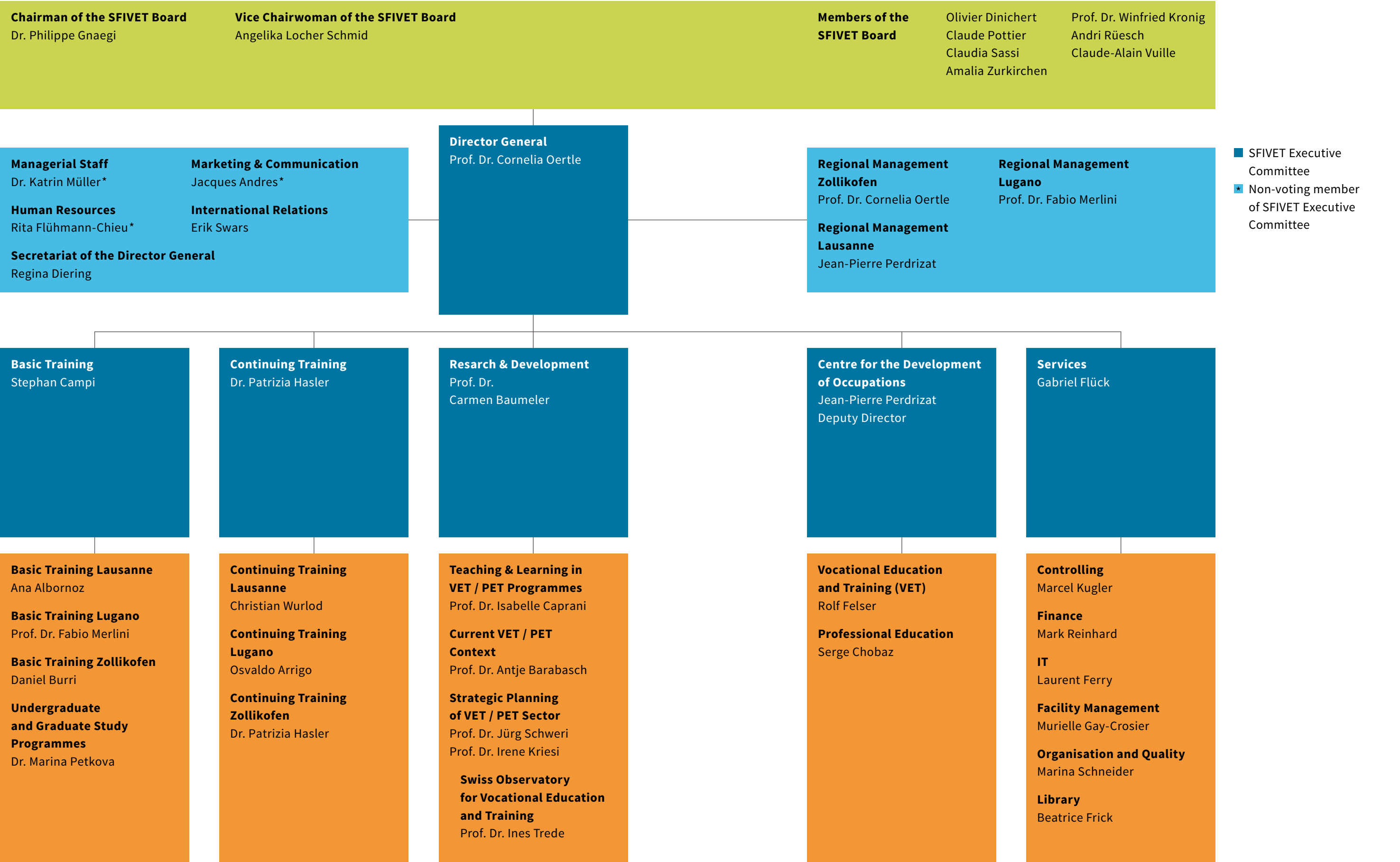


“I received extensive assistance from HR staff during the restructuring process.”

Jean-Pierre Perdrizat, National Head of the Centre for the Development of Occupations, SFIVET

ORGANISATION CHART

Last update: 1 May 2018





FINANCE



FINANCIAL STATEMENT

1. BALANCE SHEET

Balance sheet on 31 December 2017

Amounts in ,000 CHF for	Appendix	31.12.2017	31.12.2016
ASSETS			
Current Assets			
Cash	I	5,684	4,427
Accounts receivable	II	1,316	2,268
Accrued income	III	204	322
Total Current assets		7,204	7,017
Fixed Assets			
Property, plant and equipment	IV	608	242
Other fixed assets		0	0
Total Fixed assets		608	242
Total Assets		7,812	7,259
LIABILITIES			
Short-Term Liabilities			
Current liabilities	V	1,976	1,477
Deferred income	VI	2,000	2,294
Provisions	VII	1,137	898
Total Short-Term liabilities		5,113	4,669
Equity			
Reserves		2,589	2,155
Year-end results		110 <sup>1</sup>	435
Total Equity		2,699	2,590
Total Liabilities		7,812	7,259

<sup>1</sup> Once the Financial Statement has been approved by the Federal Council, a total of CHF 109,971 will be allocated to the reserves.

2. INCOME STATEMENT

Income statement, 1 January – 31 December 2017

Amounts in ,000 CHF for	Appendix	2017	2016
Operating Income			
Revenue from services / research projects	VIII	2,991	3,096
Revenue from fees	IX	3,310	3,194
Operating subsidies from the Confederation	X	40,000	39,969
Other revenue		258	223
Total Operating income		46,559	46,482

Amounts in ,000 CHF for	Appendix	2017	2016
Operating Expenses			
Personnel costs	XI	36,445	37,045
Property expenditure	XII	4,983	4,876
Administrative expenses	XIII	1,234	1,231
IT costs	XIV	1,753	1,269
Other costs		1,879	1,446
Depreciation		148	177
Total Operating expenses		46,442	46,044
Results from Continuing Operations		117	438
Financial expenses	XV	7	3
Net result		110	435

3. CASH FLOW STATEMENT

Cash Flow Statement

Amounts in ,000 CHF for	Appendix	2017	2016
Net result		110	435
Amortisation	IV	148	177
Changes in provisions	VII	239	-207
Cash flow before change in net working capital		497	405
Changes net working capital			
Cash receipts from / cash paid for Accounts receivable	II	980	-936
Accrued income	III	118	120
Current liabilities	V	499	-1,433
Deferred income	VI	-294	-279
Net Cash Flow from Operations		1,800	-2,123
Investing Activities			
Purchase of property, plant and equipment	IV	-543	-190
Sale of property, plant and equipment		0	0
Purchase of other investment securities		0	0
Sale of other investment securities		0	0
Net Cash Flow from Investing Activities		-543	-190
Financing Activities			
Cash receipts from borrowing		0	0
Cash paid for repayment of loans		0	0
Net Cash Flow from Financing Activities		0	0
Cash at beginning of year (1 January)	I	4,427	6,740
Net increase / decrease in cash		1,257	-2,313
Cash at end of year (31 December)	I	5,684	4,427

4. STATEMENT OF CHANGES IN EQUITY

Amounts in ,000 CHF for	Equity 31.12.2017	Equity 31.12.2016
Reserves	2,589	2,155
Net result	110	435
Status of equity on 31 December	2,699	2,590

According to article 32 of the Ordinance of 14 September 2005 on the Swiss Federal Institute for Vocational Education and Training SFIVET Ordinance; SR 412.106.1), SFIVET may allocate no more than the equivalent of 10 % of each year’s budget to reserves. Grants are not included in the calculation. Reserves are used to offset losses as well as to finance projects and planned capital expenditure.

5. APPENDIX TO FINANCIAL STATEMENT

5.1 General information

The Swiss Federal Institute for Vocational Education and Training (SFIVET) is a public institution with its own legal personality and registered office in Berne (Art. 2 of SFIVET Ordinance; SR 412.106.1).  
According to Art. 25 of the SFIVET Ordinance, the Federal Council establishes the SFIVET Board’s strategic objectives.  
The Federal Council established the SFIVET Board’s strategic objectives for 2013 – 2016 on 5 September 2012.

5.2 General information about SFIVET

Legal form:	Public institution with its own legal personality
Activities:	SFIVET is the Confederation’s competence centre for teaching and research in vocational pedagogy, upper-secondary-level vocational education and training, tertiary-level professional education and development of occupations for the whole of Switzerland. SFIVET’s activities include the following: <ul style="list-style-type: none"><li>• Provision of basic training to VET professionals</li><li>• Provision of continuing training to VET professionals</li><li>• Research and development in the VET field</li><li>• Provision of services (in particular, development of occupations)</li></ul>
Locations:	Lausanne, Lugano and Zollikofen
No. of employees at the end of 2017	170 (in FTEs)

5.3 Generally accepted accounting principles

The present financial statement was prepared in accordance with the accounting principles set forth in the SFIVET Ordinance, namely materiality, clarity, consistency and no-netting. It is also compliant with the accounting standards set forth in the Federal Act of 7 October 2005 on the Federal Financial Budget (Financial Budget Act, FBA; SR 611.0).

<b>Materiality</b> All information needed for a quick and comprehensive assessment of current assets, finances and earnings should be disclosed.	<b>Consistency</b> Bookkeeping and accounting records should remain unchanged over an extended period of time wherever possible.
<b>Clarity</b> Information must be clear and comprehensible.	<b>No-netting</b> The full amounts of revenue and expenses must be presented separately, without offsetting against each other.

Balancing and valuation

Balancing and valuation principles are determined on the basis of established accounting principles.

Foreign currency

SFIVET’s financial statement for 2017 is presented in Swiss francs (CHF).  
Items in foreign currencies are converted to Swiss francs at the closing rate for the transaction in question.  
Monetary assets and liabilities in foreign currencies are converted to Swiss francs at the closing rate on the balance sheet date and any exchange differences are reported in the income statement.

Revenue entries

Revenue entries use the date when goods are delivered or services rendered.  
If the point in time is a determining factor (e. g. date when a decision is reached or an authorisation is given), then the entry will be based either on the date when the service is rendered or the date when the decision is reached.

Cash

This includes cash and cash equivalents with a maturity period of 90 days or less (incl. time deposits), which can be readily converted to hard cash at any time. Cash is reported at nominal value.

Accounts receivable

The reported amounts correspond to invoiced amounts minus a lump-sum adjustment (for bad debts).

Property, plant and equipment

Property, plant and equipment (PP&E) are valued at the acquisition or production cost and depreciated on the income statement on the basis of the estimated useful life as indicated below:

Land / buildings	None
Movable assets	5 years
Machines and equipment	5 years
Office machines	5 years
Vehicles	5 years
Computer hardware	3 and 5 years
Computer software	3 years

The principle of individual valuation applies (Art. 50 para. 3 FBA). According to Art. 56 para. 1 let. b of the Financial Budget Ordinance of 5 April 2006 (FBO; SR 611.01), movable assets must be capitalised when they reach the capitalisation limit of CHF 5,000. Accounting rules do not permit the bundled capitalisation of computer hardware. Fixed assets are reported as property, plant and equipment if the acquisition value exceeds CHF 5,000. If the acquisition value is lower, then the fixed assets are directly reported as overhead.

Intangible assets

Computer software is listed under fixed assets (PP&E). Other than this, SFIVET has no other intangible assets.

Accounts payable trade

Accounts payable trade are estimated at nominal value.

Provisions

Provisions are established when a past event gives rise to a liability that is likely to cause a drain on resources and when the amount of that liability can be reliably determined. If the drain on resources associated with a given liability is deemed unlikely, then this liability is referred to as a contingent liability.  
Provisions have only been established to cover anticipated costs associated with risk events that have already occurred. No provisions have been established for potential risk events in the future.  
At the end of the year, provisions are established to cover untaken annual leave, untaken days off, unused flexitime, overtime and other time credits.

Equity

According to Art. 32 of the SFIVET Ordinance (SR 412.106.1), SFIVET may allocate no more than the equivalent of 10 % of each year’s budget to reserves. Reserves are used to offset losses as well as to finance projects and planned capital expenditure.

5.4 Explanations of balance sheet

I Cash

Amounts in ,000 CHF for	31.12.2017	31.12.2016
Petty cash	5	7
Post	1	1
Current accounts at banks	5,678	4,419
<b>Total Cash</b>	<b>5,684</b>	<b>4,427</b>

II Accounts receivable

Amounts in ,000 CHF for	31.12.2017	31.12.2016
Trade receivables	1,122	1,713
Bad debts	-57	-85
Other accounts receivable	251	640
<b>Total Accounts receivable</b>	<b>1,316</b>	<b>2,268</b>

Trade receivables include registration fees and tuition for courses offered by the Basic Training Division as well as fees charged by the Continuing Education and Training Division. It also includes services provided by the Continuing Education and Training Division and the Centre for the Development of Occupations as well as ongoing projects carried out by the R&D Division. The decrease of CHF 591,000 is mainly due to the fact that SFIVET billed a smaller number of services in December 2017 compared to the same period in the previous year.

Other accounts receivable totalling CHF 251,000 include advances to suppliers, payment of loss of income insurance premiums in the event of illness or accidents as well as the final invoice from the Old Age and Survivors' Insurance (OSI) office.

III Accrued income

Amounts in ,000 CHF for	31.12.2017	31.12.2016
Accrued income	204	322
<b>Total Accrued income</b>	<b>204</b>	<b>322</b>

This entry includes services provided in 2017 that will be billed in 2018.

IV Property, plant and equipment

Amounts in ,000 CHF for	31.12.2017	31.12.2016
Movable assets	0	0
Machines and equipment	0	0
Office machines	0	0
Vehicles	0	0
Computer hardware	18	41
Computer software	590	201
Parking facilities	0	0
<b>Total Property, plant and equipment</b>	<b>608</b>	<b>242</b>

The purchase of assets worth more than CHF 5,000 is entered here. The purchase of assets worth less than this amount is directly entered as expenditure.

The increase in the Computer software entry is due to the purchase of a new education management software. The entry into service phase has been completed by 1 June 2017.

Asset analysis Amounts in ,000 CHF for	Movable assets	Machines and equipment	Office machines	Vehicles	Computer hardw.	Computer softw.	Parking facilities	Total Property, Plant and Equipment
ACQUISITION COSTS								
<b>Status on 01.01.2016</b>	<b>26</b>	<b>17</b>	<b>23</b>	<b>11</b>	<b>467</b>	<b>263</b>	<b>92</b>	<b>899</b>
Inflows	0	0	0	0	0	190	0	190
Outflows	0	0	0	0	0	0	0	0
<b>Status on 31.12.2016</b>	<b>26</b>	<b>17</b>	<b>23</b>	<b>11</b>	<b>467</b>	<b>453</b>	<b>92</b>	<b>1,089</b>
<b>Status on 01.01.2017</b>	<b>26</b>	<b>17</b>	<b>23</b>	<b>11</b>	<b>467</b>	<b>453</b>	<b>92</b>	<b>1,089</b>
Inflows	0	0	0	0	0	543	0	543
Outflows	0	0	0	0	0	0	0	0
<b>Status on 31.12.2017</b>	<b>26</b>	<b>17</b>	<b>23</b>	<b>11</b>	<b>467</b>	<b>996</b>	<b>92</b>	<b>1,632</b>
ACCUMULATED DEPRECIATION								
<b>Status on 01.01.2016</b>	<b>26</b>	<b>16</b>	<b>23</b>	<b>11</b>	<b>358</b>	<b>183</b>	<b>74</b>	<b>691</b>
Inflows	0	1	0	0	68	69	18	156
Outflows	0	0	0	0	0	0	0	0
<b>Status on 31.12.2016</b>	<b>26</b>	<b>17</b>	<b>23</b>	<b>11</b>	<b>426</b>	<b>252</b>	<b>92</b>	<b>847</b>
<b>Status on 01.01.2017</b>	<b>26</b>	<b>17</b>	<b>23</b>	<b>11</b>	<b>426</b>	<b>252</b>	<b>92</b>	<b>847</b>
Inflows	0	0	0	0	23	154	0	177
Outflows	0	0	0	0	0	0	0	0
<b>Status on 31.12.2017</b>	<b>26</b>	<b>17</b>	<b>23</b>	<b>11</b>	<b>449</b>	<b>406</b>	<b>92</b>	<b>1,024</b>
<b>Net book value on 31.12.2017</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>590</b>	<b>0</b>	<b>608</b>

V Current Liabilities

Amounts in ,000 CHF for	31.12.2017	31.12.2016
Liabilities in Switzerland	1,392	922
Liabilities abroad	4	8
Liabilities for social insurance and VAT	580	547
<b>Total Current liabilities</b>	<b>1,976</b>	<b>1,477</b>

Liabilities for social insurance and VAT stand at CHF 580,000. This amount also includes payments to the occupational pension fund totalling CHF 452,000 (2016: CHF 499,000).

VI Deferred income

Amounts in ,000 CHF for	31.12.2017	31.12.2016
Accruals for external lecturers	827	840
Accrual of earnings	1,060	1,380
Miscellaneous deferred income	113	74
<b>Total Deferred income</b>	<b>2,000</b>	<b>2,294</b>

The decrease in accrual of earnings is due to the fact that the invoices issued in 2017 relating to 2018 amounted to less than in the previous reporting year.

VII Provisions

Amounts in ,000 CHF for	31.12.2017	31.12.2016
Provisions for flexitime and annual leave	1,137	898
<b>Total Provisions</b>	<b>1,137</b>	<b>898</b>

At the end of the year, provisions are made for annual leave, rest days, flexitime hours, over time and other time off (e. g. loyalty bonus) that remain unused by the end of the year. The increase of CHF 239,000 is the result of the new system used to enter working hours and resource-intensive strategic projects.

5.5 Explanations of income statement

VIII Revenue from services and research projects

Amounts in ,000 CHF for	2017	2016
Services rendered by Research & Development Division and third-party funding	1,607	1,423
Services rendered by Continuing Training Division	104	218
Services rendered by Basic Training Division	252	299
Services rendered by Centre for the Development of Occupations	715	685
Services rendered by Management	283	422
Miscellaneous revenue from other services rendered	30	49
<b>Total Revenue from services and research projects</b>	<b>2,991</b>	<b>3,096</b>

Revenue from services and research projects stands at CHF 2,991,000, which constitutes a decrease of CHF 105,000 with respect to the previous reporting year.

IX Revenue from fees

Amounts in ,000 CHF for	2017	2016
Fees charged by Basic Training Division	979	861
Fees charged by Continuing Training Division	2,254	2,280
Fees charged by Centre for the Development of Occupations	0	22
Miscellaneous revenue from fees	77	31
<b>Total Revenue from fees</b>	<b>3,310</b>	<b>3,194</b>

Revenue from fees increased by CHF 116,000 with respect to the previous reporting year. The increase reported for the Basic Training Division was generated thanks to an increase in tuition and fees in August 2017.

X Operating subsidies from the Confederation

Amounts in ,000 CHF for	2017	2016
Operating subsidies for SFIVET activities	35,405	35,374
Operating subsidies for SFIVET premises	4,595	4,595
<b>Total Operating subsidies from the confederation</b>	<b>40,000</b>	<b>39,969</b>

Based on Art. 48 of the Federal Act of 13 December 2002 on Vocational and Professional Education and Training (VPETA, SR 412.10) and on Art. 29 para. 1 let. a of the SFIVET Ordinance of 14 September 2005 (SR 412.106.1), the Confederation provides operating subsidies to help pay for SFIVET activities and leasing costs. The increase of CHF 31,000 in operating subsidies over the previous reporting year is based on the revised budgetary allocations set forth in the Federal Council Dispatch for Education, Research and Innovation for 2017 – 2020.

XI Personnel costs

Amounts in ,000 CHF for	2017	2016
Salaries and wages	25,005	24,884
External lecturers incl. expenses	4,516	5,064
Social insurance costs	5,756	5,863
Personnel expenses	598	754
Other personnel costs	570	480
<b>Total Personnel costs</b>	<b>36,445</b>	<b>37,045</b>

SFIVET decreased the number of jobs compared to the previous reporting year by 9.9 positions, bringing the total down to 170.2 full time equivalents. The overall decrease of CHF 600,000 in personnel costs is mainly due to the fact that the costs for external lecturers in the Basic Training Division fell by CHF 500,000 compared to the previous reporting year, due to the fluctuation in the number of students in some courses and the conversion of various fee-based contracts to fixed-term employment contracts. Most of this reduction in personnel costs was derived from savings in accommodation and per diem costs. The increase reported under Other personnel costs is the result of higher expenditure for recruitment of personnel and personnel consultancy fees.

XII Property expenditure

Amounts in ,000 CHF for	2017	2016
Rental incl. ancillary costs in Lausanne, Lugano and Zollikofen	4,137	4,154
Rental of other classroom space	414	384
Maintenance and cleaning of rented property	432	338
<b>Total Property expenditure</b>	<b>4,983</b>	<b>4,876</b>

Property expenditure increased by CHF 107,000 compared to the previous reporting year, mostly due to higher cleaning, maintenance and building inspection costs.

XIII Administrative expenses

Amounts in ,000 CHF for	2017	2016
Telephone and data communication	304	304
Printed material and publications	312	332
Furniture, office supplies and equipment	384	145
Postage	74	87
Other administrative expenses	88	105
Cost of copying	72	258
<b>Total Administrative expenses</b>	<b>1,234</b>	<b>1,231</b>

Administrative expenses are more or less comparable to the previous year. The increase in the “Furniture, office supplies and equipment” entry was due to the necessary modernisation of the classrooms at SFIVET’s campuses in Zollikofen and Lausanne. The reduction in copying costs is due to the replacement of printers.



XIV IT costs

Amounts in ,000 CHF for	2017	2016
Computer hardware	346	148
Leasing	188	173
Computer software, licences and hosting	428	346
Services and projects	791	602
<b>Total IT costs</b>	<b>1,753</b>	<b>1,269</b>

The increase of CHF 484,000 in IT costs is due to the purchase of Citrix licenses, the replacement and acquisition of server infrastructure components and the costs resulting from the introduction of the new education management software.

XV Financial result

Amounts in ,000 CHF for	2017	2016
Capital gain	-1	2
Bank interest	8	1
<b>Total Financial result</b>	<b>7</b>	<b>3</b>

5.6 General comments

Auditing fees (BDO, Bern) in the reporting year amount to CHF 32,000 (previous year: CHF 25,000).

Leasing obligations

Operating leases relate exclusively to IT hardware.

Amounts in ,000 CHF for	31.12.2017	31.12.2016
Leasing obligations up to 1 year	153	176
Leasing obligations from 1 to 5 years	179	381
Leasing obligations over 5 years	0	0
<b>Total Leasing obligations</b>	<b>332</b>	<b>557</b>
<b>Leasing Costs in Current Reporting Period</b>	<b>153</b>	<b>176</b>

The decrease in leasing costs was due to the termination of certain leasing contracts.

Several liability

SFIVET jointly manages the “fordif” continuing training programme with the University of Geneva, the University of Lausanne and the University of Teacher Education of the Canton of Vaud. Several liability may arise as a result of this partnership.

Events after the balance sheet date

Since the balance sheet date, no events have occurred that would have an impact on the information presented in the financial statement for 2017.

Zollikofen, 19 February 2018



Dr. Philippe Gnaegi  
Chairman of the SFIVET Board



Gabriel Flück  
Head of Services

RISK ANALYSIS

Carrying out a risk analysis

Each year, the SFIVET Board and the SFIVET Executive Committee carry out a systematic analysis of risks that could potentially skew the information presented in SFIVET’s financial statement. The main risks are assessed in terms of their potential severity and likelihood. These risks are eliminated or reduced whenever possible.

# REPORT OF THE STATUTORY AUDITOR ON THE FINANCIAL STATEMENTS FOR THE YEAR 2017

## Report of the statutory auditor

To the Board of the Swiss Federal Institute for Vocational Education and Training SFIVET, Zollikofen

### Report of the Statutory Auditor on the Financial Statements

As statutory auditor, we have audited the accompanying financial statements of the Swiss Federal Institute for Vocational Education and Training SFIVET, which comprise the balance sheet, income statement, statement of cash flows, a change in equity statement and notes for the year ended 31 December 2017.

#### SFIVET Board's Responsibility

The SFIVET Board is responsible for the preparation of these financial statements in accordance with the requirements of Swiss law and the SFIVET Ordinance (SR 412.106.1), the Financial Budget Act (FBA, SR 611.0) and the Financial Budget Ordinance (FBO, SR 611.01). This responsibility includes designing, implementing and maintaining an internal control system relevant to the preparation of financial statements that are free from material misstatement, whether due to fraud or error. The SFIVET Board is further responsible for selecting and applying appropriate accounting policies and making accounting estimates that are reasonable in the circumstances.

#### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Swiss law and Swiss Auditing Standards.

Those standards require that we plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers the internal control system relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control system. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### Opinion

In our opinion, the financial statements for the year ended 31 December 2017 comply with Swiss law as well as with the SFIVET Ordinance (SR 412.106.1), the Financial Budget Act (FBA, SR 611.0) and the Financial Budget Ordinance (FBO, SR 611.01).



### Report on Other Legal Requirements

We confirm that we meet the legal requirements on licensing according to the Auditor Oversight Act (AOA) and on independence (article 728 Code of Obligations, CO) and that there are no circumstances incompatible with our independence.

In accordance with article 728a para. 1 item 3 CO and Swiss Auditing Standard 890, we confirm that an internal control system exists, which has been designed for the preparation of financial statements according to the instructions of the SFIVET Board.

We recommend that the financial statements submitted to you be approved.

Bern, 19 February 2018

BDO Ltd

Matthias Hildebrandt

Auditor in Charge

Licensed Audit Expert

i. V. Fabian Mollet

ANNEX

# PROJECTS

<b>Leading House «Governance in Vocational and Professional Education and Training» (GOVPET)</b> Prof. Dr. Carmen Baumeler, Dr. Sonja Engelage, Alexandra Strebel (2015 – 2019)
<b>Die Rolle der Organisationen der Arbeitswelt in der Governance der Berufsbildung (Arbeitstitel)</b> Alexandra Strebel (2015 – 2018)
<b>Berufsfelddidaktik in der Schweiz: Aufbau der wissenschaftlichen Kompetenzen</b> Prof. Dr. Carmen Baumeler, Dr. Antje Barabasch, Dr. Seraina Leumann, Anna Keller (2017 – 2020)
<b>Engagement des jeunes dans les activités bénévoles et développement des compétences</b> Janine Voit, Dr. Sandrine Cortessis, Saskia Weber Guisan, Evelyn Tsandev (2015 – 2017)
<b>Pädagogische Begleitung der IGKG Schweiz zur Entwicklung der überbetrieblichen Kurse</b> Dr. Hansruedi Kaiser, Dr. Ursula Scharnhorst, Dr. Nadine Kipfer (2015 – 2017)
<b>Integrationsvorlehre für Flüchtlinge – Beratungsmandat im Auftrag des Staatssekretariats für Migration SEM</b> Dr. Ursula Scharnhorst (2016 – 2018)
<b>Good practice example of the validation of learning outcomes in Switzerland</b> Dr. Patrizia Salzmann, Evelyn Tsandev (2017)
<b>Standardisierung der Anrechnung von Bildungsleistungen im Kanton Zürich</b> Dr. Patrizia Salzmann, Evelyn Tsandev (2017 – 2018)
<b>Moderation der Entwicklung von Ausbildungszielen EB-Assistenz</b> Dr. Hansruedi Kaiser (2017)
<b>Mandat «Transversale Kompetenzen»</b> Dr. Ursula Scharnhorst (2017 – 2018)
<b>Pädagogische Begleitung der Schritte 4 bis 8 im Einführungsprozess IKN</b> Dr. Hansruedi Kaiser (2016 – 2017)
<b>Mandat «Fachrechnen Forstwerte»</b> Dr. Ursula Scharnhorst, Dr. Hansruedi Kaiser (2017 – 2018)
<b>Socially shared metacognition in VET System</b> Elisa Motta (2012 – 2017)
<b>«Pedagogical ways to use technology and practical experiences to develop apprentices' observation skills»</b> Valentina Caruso (2013 – 2017)

<b>Valutazione esterna relativa al «Piano cantonale di prevenzione all'indebitamento eccessivo 2014 – 2017»</b> Dr. Viviana Sappa (2015 – 2017)
<b>Wie verändern sich die Überzeugungen, Kenntnisse und Praktiken rund um das «Classroom Management» von Lehrpersonen an Berufsfachschulen im Verlauf der pädagogischen Ausbildung?</b> Céline Girardet (2013 – 2017)
<b>Fachinhaltliche und fachdidaktische Vorstellungen von Lehrpersonen in der beruflichen Grundbildung zu Financial Literacy</b> Seraina Leumann Sow (2014 – 2017)
<b>Resilienz von Berufsfachschullehrkräften. Grundlagen für die Entwicklung prototypischer Diagnose- und Lerninstrumente</b> Prof. Dr. Carmela Aprea (bis Januar 2014), Dr. Fabio Merlini, Dr. Elena Boldrini, Dr. Viviana Sappa, Marlise Kammermann (2014), Verena Berchtold-Lederberger (2015), Dr. Antje Barabasch (2012 – 2017)
<b>Dual-T: Technologies for Vocational Education (phase 3b)</b> Dr. Alberto Cattaneo (2017 – 2021)
<b>Teaching practices and students' engagement: public representation and scientific conclusions</b> Dr. Jean-Louis Berger (2017 – 2018)
<b>Theatre as an instrument to foster resilience among VET teachers: evaluation proposal for a theatre-based training intervention «per chi suona il campanello»</b> Dr. Viviana Sappa (2017)
<b>Berufsfelddidaktische Konzepte für die Berufsfachschullehrerausbildung</b> Dr. Antje Barabasch, Anna Keller (2017 – 2020)
<b>Les formateurs et formatrices en entreprise, personnes-clefs de la socialisation professionnelle</b> Prof. Dr. Carmen Baumeler, Dr. Nadia Lamamra, Prof. Dr. Jürg Schweri, Dr. Barbara Duc, Roberta Besozzi, Jeanne-Marie Chabloz, David Perrenoud (2014 – 2017)
<b>Institutional characteristics of initial vocational education and training in Switzerland: How do they affect young people's early labour market outcomes and transitions to higher education?</b> Dr. Irene Kriesi, Miriam Groenning (2015 – 2018)
<b>4. Kosten-Nutzen-Erhebung der betrieblichen Grundbildung</b> Prof. Dr. Jürg Schweri, Alexander Gehret, Dr. Andreas Kuhn (2016 – 2018)

<b>Berufs- und Bildungsverläufe von FaGe: Längsschnittstudie vom dritten Ausbildungsjahr bis fünf Jahre nach Abschluss EFZ</b> Dr. Irene Kriesi, Dr. Ines Trede (2015 – 2017)
<b>Strategie gegen den Fachkräftemangel in Gesundheitsberufen</b> Prof. Dr. Jürg Schweri, Dr. Ines Trede (2017 – 2020)
<b>Public Attitudes Towards the Role of the State and the Private Provision of Training: Evidence from the Swiss Apprenticeship System</b> Dr. Andreas Kuhn, Prof. Dr. Jürg Schweri (2016 – 2018)
<b>Les trajectoires des personnes formatrices et entreprise en Suisse romande : trajectoires de figures centrales mais méconnues</b> Roberta Besozzi (2014 – 2017)
<b>Laufbahnstudie SAVOIRSOCIAL</b> Dr. Ines Trede, Dr. Irene Kriesi (2016 – 2019)
<b>Berufsabschluss für Erwachsene: Bedürfnisse der Arbeitgebenden</b> Dr. Irene Kriesi, Janine Voit, Evelyn Tsandev, Dr. Deli Salini, Dr. Belinda Aeschlimann, Dr. Sonja Beeli (2016 – 2017)
<b>Fachkräfte- und Bildungsbedarf in den Rettungsberufen</b> Dr. Irene Kriesi, Dr. Ines Trede (2016 – 2017)
<b>Instrumentarium Lehrdauer. Ein Instrumentarium für die Bestimmung der optimalen Lehrdauer bei beruflichen Grundbildungen.</b> Prof. Dr. Jürg Schweri, Dr. Isabelle Dauner, André Zbinden, Dr. Ines Trede (2016 – 2017)
<b>Die höhere Berufsbildung in der Schweiz – Chancen und Perspektiven</b> Fabian Sander (2016 – 2018)
<b>Cockpit Berufsbildung. Eine Indikatorenliste zum Monitoring des Vollzugs des BBG in den Kantonen</b> Prof. Dr. Jürg Schweri (2017)
<b>Situation von Lernenden und Bewältigung von Übergängen im niederschweligen Ausbildungsbereich.</b> Dr. Barbara Duc, Dr. Nadia Lamamra, Dr. Isabelle Bosset (2016 – 2019)
<b>Die Entwicklung der Kompetenzanforderungen auf dem Arbeitsmarkt im Zuge der Digitalisierung</b> Prof. Dr. Jürg Schweri, Manuel Aeppli, Dr. Hansruedi Kaiser, Isabelle Lüthi (ZfB) (2016 – 2017)
<b>Lehrvertragsauflösungen und Wiedereintritte im Kanton Bern: Vertiefungsstudie zu Häufigkeit und Ursachen</b> Dr. Irene Kriesi, Jörg Neumann (2017)

<b>Evaluation des Pilot-Projektes «Gemeinsam zum Erfolg» (GzE) Mit Früherfassung, Lernförderung und Lernortkooperation Lehrabbrüche verhindern</b> Ellen Lauppper (2015 – 2017, abgeschlossen)
<b>Evaluation des Programms «Jugendprojekt LIFT»</b> Dr. Lars Balzer (2016 – 2018, laufend)
<b>Beratung, Planung und Vorbereitung eines Monitoring- &amp; Evaluationssystems für die Berufsbildung im Bauhauptgewerbe</b> Björn Neuhaus, Dr. Lars Balzer (2015 – 2017, abgeschlossen)
<b>Integrationsvorlehre für Flüchtlinge – Beratungsmandat im Auftrag des Staatssekretariats für Migration SEM (Projekt 2 = Los 4)</b> Dr. Lars Balzer (2016 – 2018, laufend)

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