



**SFIVET**

Swiss Federal Institute for Vocational Education  
and Training SFIVET  
Kirchlindachstrasse 79  
CH-3052 Zollikofen  
+41 58 458 27 00  
info@sfivet.swiss  
www.sfivet.swiss



**SFIVET**

SWISS FEDERAL INSTITUTE FOR  
VOCATIONAL EDUCATION AND  
TRAINING  
*Swiss excellence in vocational  
education and training*

SFIVET Annual Report 2016

# ANNUAL REPORT 2016



## MAKING A MARK IN TIMES OF CHANGE



Digitalisation is rapidly changing our professional lives. This is nothing new. After all, our economy has had to continually respond to technological progress and increased globalisation since the middle of the 19<sup>th</sup> century. Skilled workers, both men and women, have had to demonstrate tremendous flexibility and adaptability.

Our system of vocational education and training equips us for this. Close cooperation between the state, companies and trade associations have made it possible for our dual-track VET programmes to be quickly adjusted in response to the latest trends and requirements. For this reason, our system of vocational education and training is a success story and an export hit.

In order to remain on top, the Swiss Federal Institute for Vocational Education and Training SFIVET also needs to be flexible and proactive. This is why SFIVET managers opted for restructuring and why the Swiss Observatory for Vocational Education and Training OBS SFIVET was created. In times of change, it is important to be able to read the signs and make a mark.

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

## Table of Contents

Introduction	5
Foreword by Chairman of the SFIVET Board	6
Foreword by SFIVET Director General	7
Accreditation	8
Unique Selling Propositions	10
Basic Training	12
Master of Science in Vocational Education and Training	14
Continuing Education and Training	16
Research and Development	18
Swiss Observatory for Vocational Education and Training	20
Centre for the Development of Occupations	22
International Relations	24
Internal Services	26
Organisation Chart	28
Finance	31
Financial Statement	32
Report of the Statutory Auditor	42
Annex	45
Projects	46
Publications	48

## CONTINUITY IN THE MIDST OF CHANGE

SFIVET is THE federal expert organisation for vocational education and training: this is not just a claim but rather a mandate from the Confederation. But what constitutes expertise?

It is technical knowledge backed by research findings and the ability to convey this knowledge to others. At the same time, expertise is the ability to assess ourselves critically and verify whether we fulfil the requirements. Annual reports are an opportunity for self-examination. Moreover, these reports show that we do not just make plans, we also put them into action.

During the reporting year, SFIVET continued the restructuring process decided in 2015 to offer more targeted services, create synergies and streamline processes. This was part of our strategic plan to enhance the customer focus of SFIVET's activities. The various changes are also intended to enable SFIVET to obtain accreditation as a higher education institution, which should strengthen SFIVET's position within the Swiss higher education landscape. The entire organisation is called upon to make the most of these fundamental changes to achieve the best possible outcome.

The present Annual Report shows that both SFIVET management and SFIVET staff have risen to the challenge, bringing new projects and innovative ideas to the table and bringing SFIVET closer to the same time-honoured objective of ensuring that Switzerland is able to offer tomorrow's professionals the best possible vocational and professional education and training. Switzerland's V(P)ET model is referenced worldwide / around the world. This will influence subsequent development of SFIVET's international relations.



## SFIVET'S NATIONAL ROLE



The Swiss Federal Institute for Vocational Education and Training SFIVET was established ten years ago. At the time, it was part of the Federal Office for Professional Education and Technology (OPET). There is no other comparable national institution. Our activities are mainly centred on the provision of basic and continuing training to workplace trainers, vocational school teachers, branch course instructors and examiners. SFIVET also provides guidance and support in the revision and review of VET programmes, conducts research and represents the Swiss VET system on the international stage.

SFIVET is an institute that we can take pride in. Some cantons have already recognised this and have begun developing their own VET institutions. SFIVET must remain a leader in its field in order to defend the «unity of doctrine» throughout the country. This is because the VET system needs clear guidelines that both the State Secretariat for Education, Research and Innovation SERI and SFIVET must provide as national institutions.

However, SFIVET also pursues another activity, which will certainly become a rich source of innovation in my opinion: it anticipates VET-related trends. What will the vocational education and training landscape look like in ten years? What changes do we need to prepare ourselves for? These were the questions which led to the creation of the Swiss Observatory for Vocational Education and Training OBS SFIVET. Anticipating future trends is an important challenge for our institute, enabling us to claim the position we strive for in the international VET landscape.

Let us not forget, however, the most important objective, namely that of understanding the realities that companies and their employees face. Research and training are certainly our calling cards but, first and foremost, they must also serve the needs of practitioners. Switzerland owes its strength and prosperity to the VET system and its anchoring within the private sector. SFIVET intends to continue to play a leading role within this system in the future, which will bring benefits to the whole of Switzerland.

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

## PRAISE AND ENCOURAGEMENT

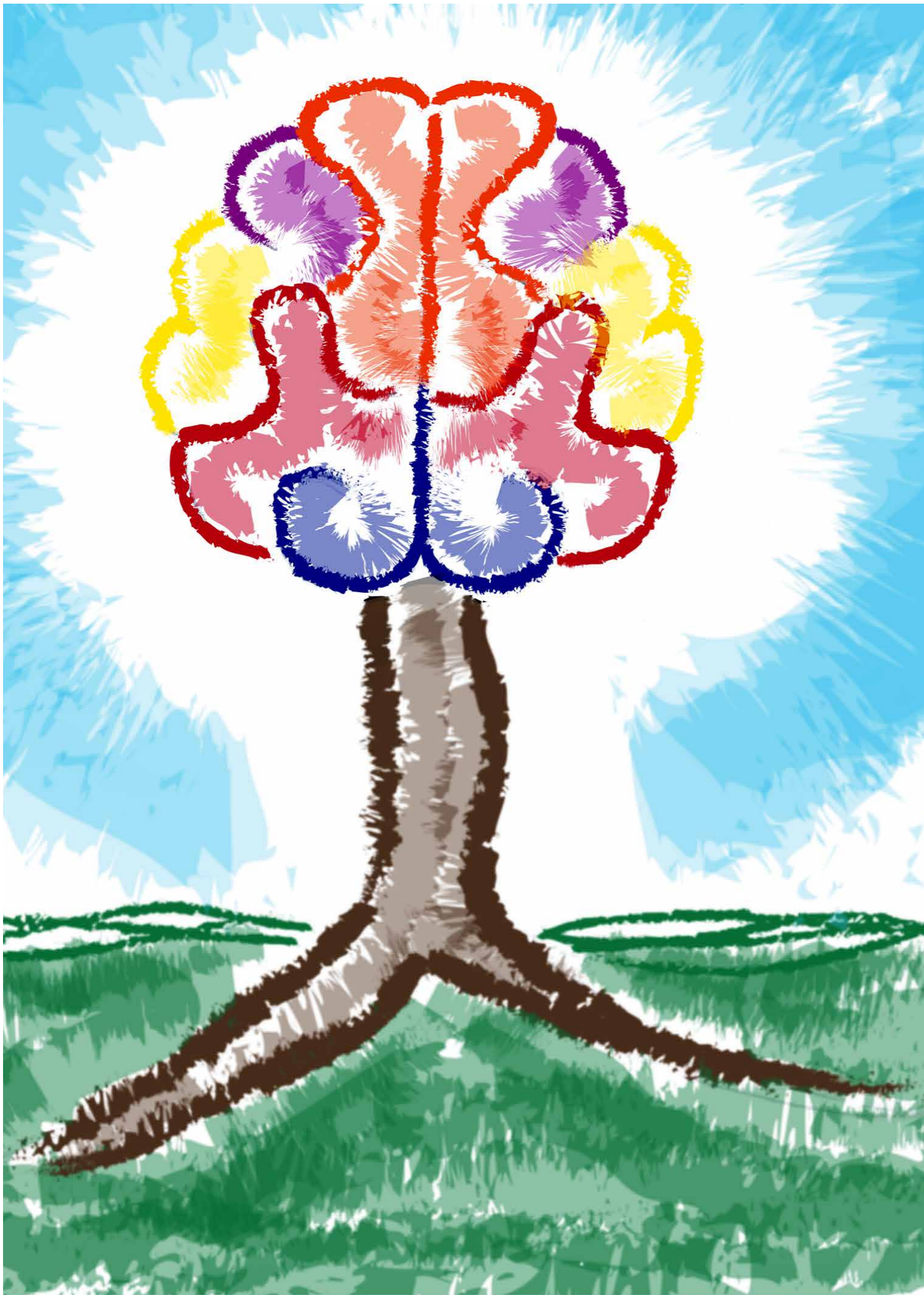


SFIVET provides good-quality service that is geared to the needs of VET practitioners and should play a more distinctive role: this is the general conclusion drawn by SFIVET's Evaluation Unit, which conducted a qualitative survey of 23 selected figures from within the Swiss VET system. These interviews were part of a larger survey of VET partners that SFIVET conducted in 2016 at the behest of the Federal Council. We are pleased with the positive feedback and find them encouraging: we now know that the change process started in 2015 and the definition of our Unique Selling Propositions (USP) have put us on the right track.

Our efforts have also now begun to bear fruit: in 2016, one of our task forces drew up a list of 18 possible services that SFIVET could provide in the area of «migration and VET». The task force then went on to secure a contract from the State Secretariat for Migration (SEM).

We also asked respondents for input on SFIVET's plans to obtain accreditation as a higher education institution. Some of the respondents feared that increased academisation would alienate the working world. These fears are unfounded: we intend to remain an institution that provides practical training in close consultation with working professionals. At the same time, we intend to maintain both our research and teaching activities. The road to accreditation as a higher education institution is nevertheless necessary and will enable us to strengthen our position within the Swiss higher education landscape and to better advocate VET matters therein. This should provide an added boost to the VET system and lend even greater credence to the postulate *equal but different*.

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



## THE ROAD TO HIGHER EDUCATION STATUS

SFIVET intends to seek accreditation as a higher education institution. Several projects were therefore planned or already implemented in 2016. Rules on participation in decision-making for SFIVET members, students and staff, are a milestone that needs to be reached in order for SFIVET to obtain accreditation as a higher education institution. Participation in decision-making for SFIVET members – i.e. students and staff – is already established in general terms in the SFIVET Ordinance. Tangible implementation will occur once the corresponding rules come into effect in 2017.

In 2016, a new time management system was introduced enabling all lecturers at SFIVET to plan their working time on an individual basis. The new system is similar to comparable systems already in use at higher education institutions. The new system will also make budgetary planning more precise and simplify annual planning. In addition, the various teaching activities and resource allocation will become more transparent.

A new Fee Regulation was also drafted in 2016 in preparation for SFIVET's application for accreditation as a higher education institution. The new Fee Regulation should help to stabilise the financial situation. Another measure taken was to implement a blended job profile to encourage a closer link between teaching and research activities. In addition, SFIVET staff were asked in 2016 to submit innovative ideas, including measures required for SFIVET to attain accreditation as a higher education institution.

## SFIVET'S UNIQUE SELLING PROPOSITIONS

In keeping with SFIVET's strategy of achieving a more targeted development and positioning by 2022, the Executive Committee drafted SFIVET's Unique Selling Propositions (USP). It also decided on a set of measures to anchor USPs internally and apply them externally. The seven USPs are described below:

### USP 1

#### **One-stop shop: single source**

Basic training, continuing training, research, development of occupations: with SFIVET, everything can be found under a single roof. Clients all over Switzerland receive nationally recognised and relevant service, based on the latest research findings.

### USP 2

#### **Vocational didactics: practice-oriented**

SFIVET experts in vocational didactics work to develop and introduce competence-based training processes that are highly practice-oriented. Vocational school teachers benefit from this: they learn how best to impart lesson content for specific occupations.

### USP 3

#### **Swiss Observatory for Vocational Education and Training: monitoring trends**

The Swiss Observatory for Vocational Education and Training OBS SFIVET enables SFIVET to monitor the latest VET-related trends. The results of its analyses are used in the design of SFIVET courses and services. Based on its trend reports, SFIVET suggests solutions to specific problems at specialised conferences.

### USP 4

#### **Multilingualism: a Swiss trademark**

Multilingualism will become increasingly important on world markets. However, dense training plans leave very little room for language learning. Bilingual instruction is one way to solve this problem. SFIVET has therefore positioned itself as a competence centre in this area.

### USP 5

#### **Bachelor + Master: system expertise for practitioners**

Soon, SFIVET will be offering a Bachelor of Science programme in addition to its existing range of study programmes and courses.

### USP 6

#### **VET revision and review cycle: added value for clients**

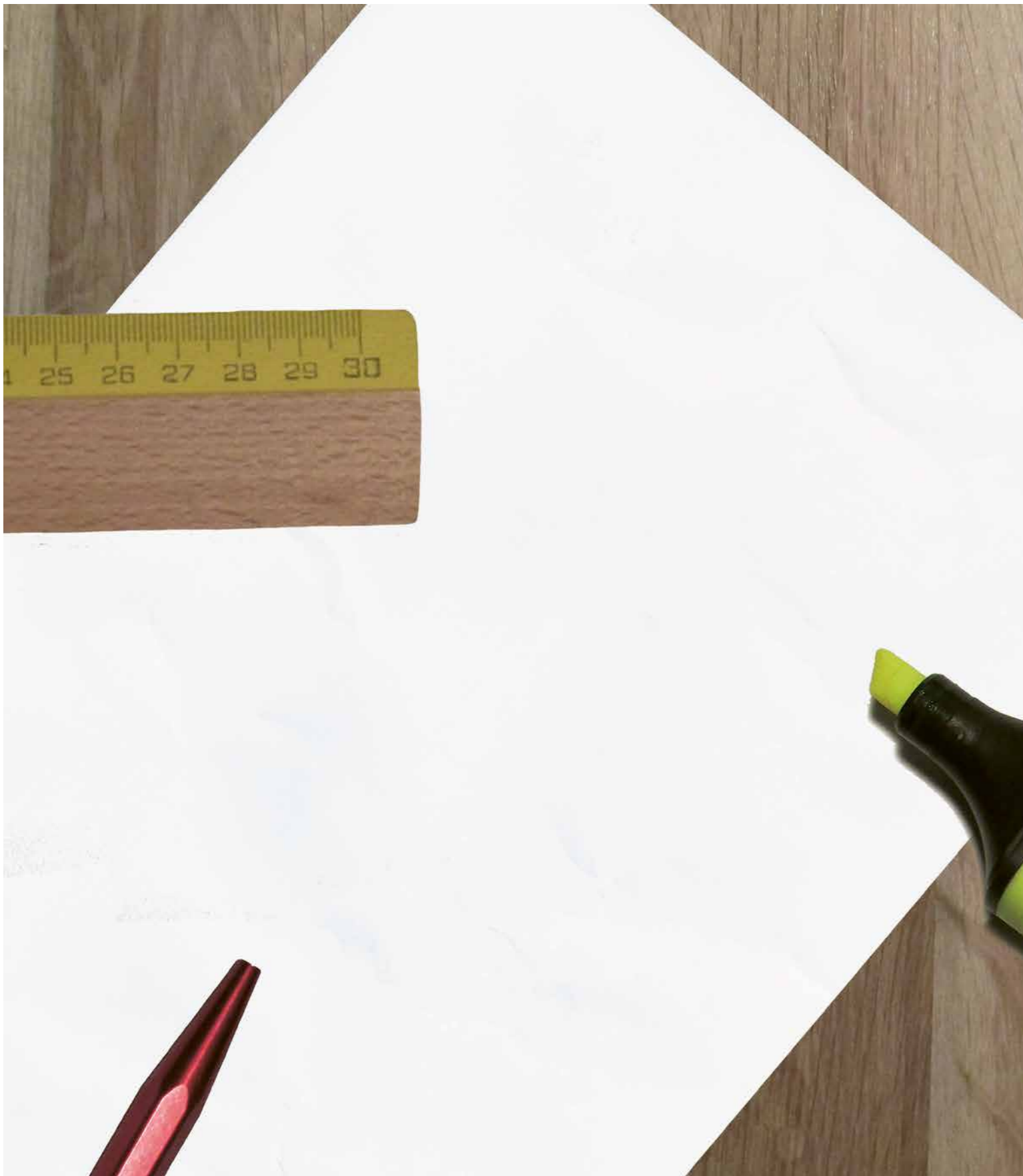
Verifying the content of VET programmes or introducing a new federal examination for tertiary-level professional qualifications: SFIVET helps with the analysis of occupations and professions, with the preparation of content as well as with its implementation, including an evaluation of achieved outcomes. This broad spectrum of support services within the revision and review cycle is what sets SFIVET apart from other service providers.

### USP 7

#### **Migration: for rapid integration**

The Swiss labour market is dependent on migration, which is why the rapid integration of migrants on the labour market has become even more important. SFIVET helps to provide solutions that are tailored to suit specific needs.





«The discussions and interactions between SFIVET lecturers and fellow students are motivating and enriching, both on a professional and personal level.»  
 Ralph Piguet and Zeljko Ilic, students enrolled in ZBH certification course

## CULTIVATED IN THEORY, HARVESTED IN PRACTICE

The year 2016 required considerable flexibility: SFIVET received numerous requests from the cantons for information about certification requirements for teachers who prepare learners for the Federal Vocational Baccalaureate Examination. In a very short time, SFIVET devised a range of teacher certification courses adapted to suit the needs of each canton.

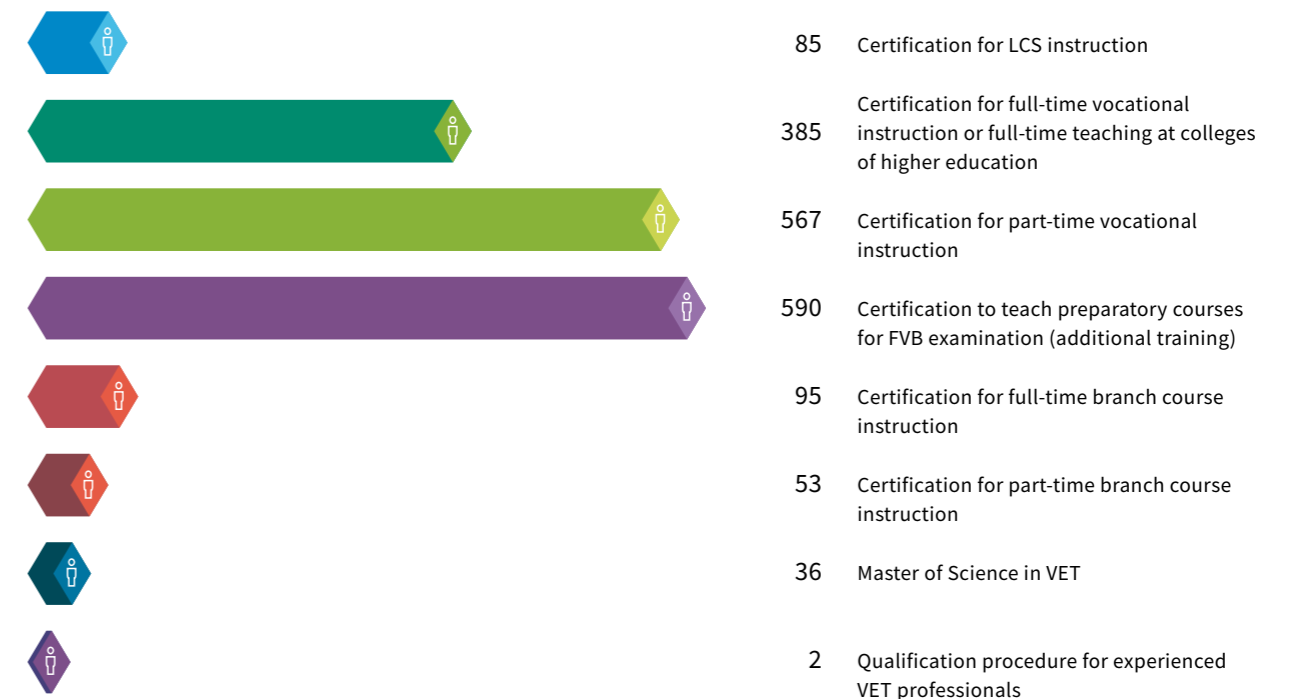
SFIVET attaches great importance to the combination of theory and practice: in 2016, as in previous years, lecturers gave courses in the field of continuing education on university level while teaching classes at vocational schools. They also had the opportunity to attend a class of an experienced teacher to their classes or to experiment with new forms of teaching and learning.

Moreover, SFIVET introduced new methods of teaching such as the «flipped classroom»: with this approach, classroom time is devoted primarily to interaction and discussion and learners study more intensively at home in preparation for the class, either on an individual basis or with fellow classmates via an online learning platform.

In a pilot project conducted in Lausanne, SFIVET introduced bilingual instruction in specific modules intended for different study programmes. The aim was to improve the language skills of vocational school teachers and enable them to enhance existing didactic skills with bilingual instruction. Teachers gain flexibility and mobility through the use of this methodology. As the Confederation's competence centre for bilingual instruction, SFIVET helps schools and companies in their efforts to introduce bilingual instruction.

In 2016, a total of 1 813 people attended basic training courses at SFIVET. This constitutes a slight increase with respect to 2015.

### Enrolment figures – VET teachers and trainers



**1 813 Total**



## NEW DEVELOPMENTS

During the reporting year 2016, the head of the Master of Science in Vocational Education and Training programme frequently met with members of the SFIVET Board and Executive Committee to develop the study programme further.

First of all, it was decided that in the future, SFIVET would work more closely with other higher education institutions within the framework of its MSc in VET programme. Second, the study plan was revised for the next start date in 2017. The various changes include a more efficient study schedule as well as elective modules, which will enable students to develop a more distinct profile during their studies.

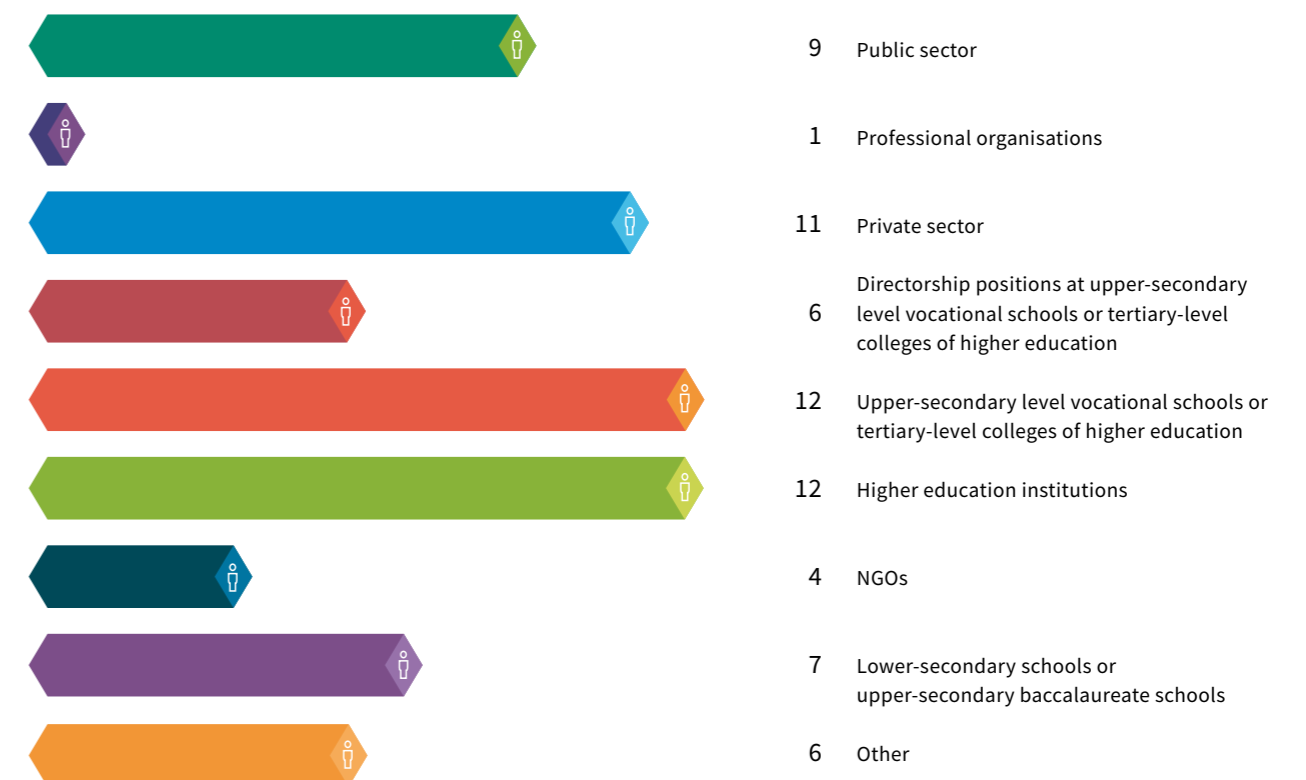
In 2016, seven students successfully completed their studies. Their Master's theses are a reflection of the practical nature of the study programme: these theses were drafted in cooperation with the Seilbahnen Schweiz training centre, the University Hospital Zurich, the LIFT youth project, SwissPost AG, the FHNW School of Education, the Zurich University of Teacher Education (PHZH) and SFIVET's R&D Division.



«The MSc in VET programme allowed me to pursue a new career path. It prepared me in an optimal fashion for the challenging tasks that I would take on within the VET system.»

Juan Pereto, graduate of MSc in VET programme and Prorector, ABB Technikerschule, Baden

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





«I expected easy-to-understand and practical instruction on qualification procedures and their development, with a focus on how to engage participants as much as possible. SFIVET fully met these expectations.»

**Reto Baumgartner, head examiner and head of vocational training, Basel-Stadt Chamber of Commerce**

## LESS IS MORE

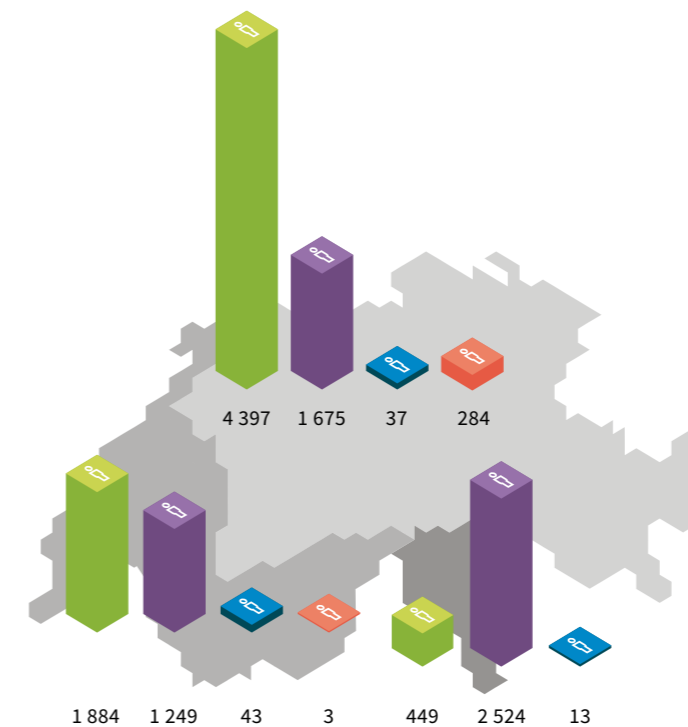
The Continuing Education and Training Division also helped to improve the economic viability of SFIVET in 2016, focussing mainly on adapting its range of courses. Its vocational didactics courses are now more heavily geared towards occupations in trade, industry and commerce. These courses are mainly intended to provide both material and didactic support to workplace trainers, vocational school teachers, branch course instructors and examiners. Topics such as e-learning, encouragement and migration are also covered in these vocational didactics courses.

Courses that are not in demand or are already offered by universities of teacher education have been phased out. In order to ensure that courses are more closely aligned with the specific needs of the working world, the organisational unit handling courses for examiners developed a new app in 2016. With this app, the cantons are able to gather information about needs and systematically obtain feedback from course participants.

In the future, we intend to offer more courses that are tailored to specific needs. During the reporting year, for example, SFIVET worked with the professional organisation for health Oda Gesundheit Bern on a Certificate of Advanced Studies (CAS) course for healthcare training coordinators. This course is intended for workplace trainers who work in hospitals and retirement homes. Such training cooperation initiatives ensure an adequate level of demand for our courses.

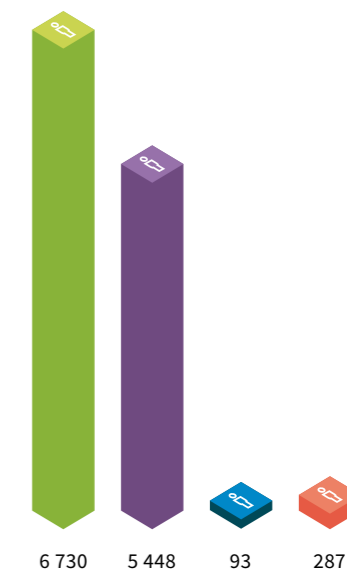
On 5 July 2016, the Continuing Education and Training Division organised its traditional Summer Campus on the topic «Generation Z – Are we headed towards a digital transformation?». A total of 51 people, mostly workplace trainers and branch course instructors, took part.

Key enrolment figures by linguistic region



■ Enrolment in examiner training courses  
■ Enrolment in SVEB 1 certification courses

Total enrolment figures for continuing training courses



■ Enrolment in continuing training courses  
■ Enrolment in advanced studies programmes (CAS, DAS, MAS)

## SUCCESSFUL AND PRODUCTIVE RESEARCH

The R&D Division can look back on a successful year: compared to 2015, SFIVET worked on more research projects (46) and produced more publications (85). Stronger business development was one of the main reasons for this outcome. We also surpassed our target for third-party funding.

In particular, researchers managed to secure a contract from the Swiss Conference of Rectors of Higher Education Institutions (swissuniversities) to manage a new Leading House devoted to vocational didactics. They also began work with the Leading House «Governance in Vocational and Professional Education and Training» (GOVPET) and continued work on the successful Leading House Dual-T, where technologies are being developed to bridge the skills gaps between different learning locations.

The R&D Division also made its research findings available to VET practitioners all over Switzerland: as a case in point, research findings were presented at the following symposiums: «Careers Counselling for Adults» (100 participants), «Workplace Trainers, Key Actors in Dual-Track VET» (150 participants) and «Skills-Based Testing» (80 participants).

There is also demand for our expertise at international level: researchers presented their research findings at KRIVET (South Korea), Cedefop (Greece), European Skills Week (Brussels) and CNAM (Paris).

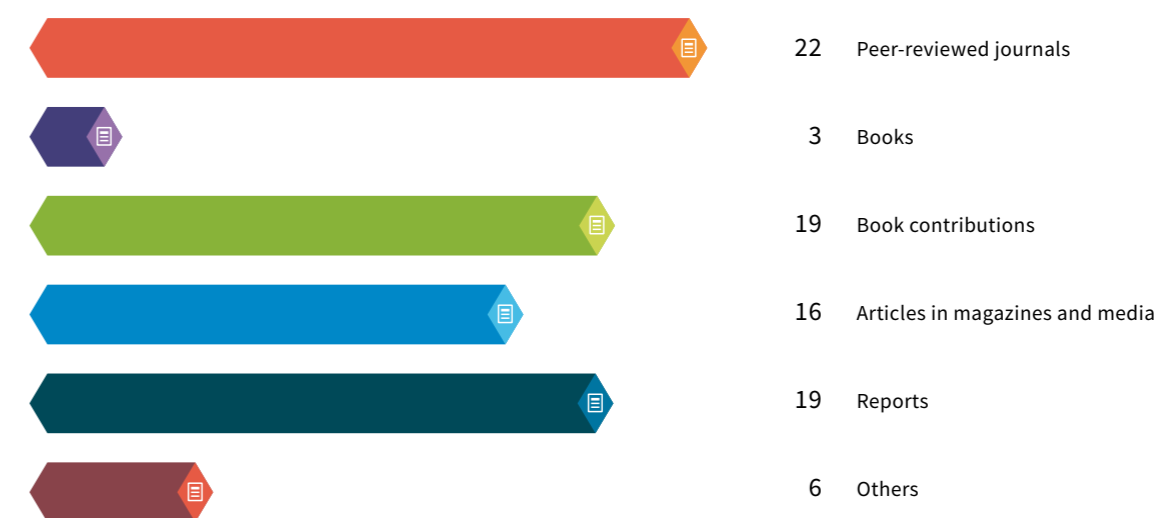
The R&D Division also successfully established the Swiss Observatory for Vocational Education and Training (OBS SFIVET) in 2016.



«The iVideo.education project’s contribution to practice [...] is considerable. Throughout the project, there has been an ongoing collaboration with practitioners (teachers) and students. All in all, the project has been successful in delivering stable and well-performing software, which provides functionalities that are seldom, if at all, offered by «competitors». iVideo.education (and its «ancestor») had the opportunity to be among the very first movers in this domain.»

Taken from the Advisory Board Report 2016 for the iVideo.education project

### Research output by type of publication



**85 Total**



## FIRST SYMPOSIUM AND TREND REPORT MET WITH KEEN INTEREST

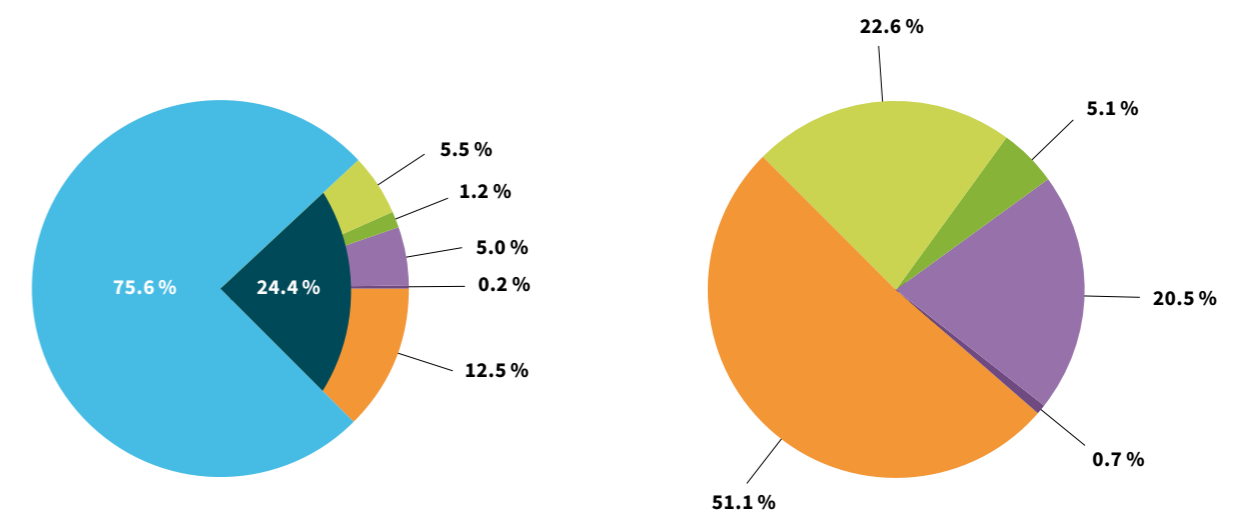
The Swiss Observatory for Vocational Education and Training OBS SFIVET was established in the summer of 2016. It monitors social, economic and technological trends and analyses their impact on the Swiss VET system. Its core themes include education and training trajectories, demand for skilled workers and skills as well as analysis of costs and benefits of workplace training.

OBS SFIVET's first national symposium was devoted to the topic «Apprenticeship terminations: costs, trends and opportunities». Held in Berne on 9 September 2016, this symposium drew keen interest from over 200 participants. In addition, the first Trend Report was published and an Advisory Board comprised of key actors from VET and research circles was formed. The research findings received extensive coverage in the media.

As part of a WTO-compliant call for tenders, SFIVET and a polling institute received a contract from the State Secretariat for Education, Research and Innovation (SERI) to conduct the fourth study of costs and benefits for companies providing workplace training. This study also provides a breakdown of individual cost and benefit parameters for the most frequently chosen occupations. With the SavoirSocial careers study, OBS SFIVET was asked to carry out a comprehensive analysis of workforce shortages in the social care field. Furthermore, there is also a lack of reliable information on medium-term career and training trajectories for healthcare assistants. A new study of education and career pathways of healthcare assistants is intended to gather this information from graduates five years after completion of their training.

### Apprenticeship contract terminated – Resumption of training

Total population surveyed	5 409	Apprenticeship contract terminations	1 318
■ Apprenticeship contract not terminated	4 090	■ Changed to another host company	298
■ Apprenticeship contract terminations	1 318	■ Changed to another VET programme	67
		■ Enrolled in Federal VET Diploma programme	270
		■ Resumed training, no other details	9
		■ Dropped out completely	673



«I found the first meeting of the Advisory Board of the Swiss Observatory for Vocational Education and Training to be very interesting and stimulating. I very much appreciated the quality of discussions, the many different viewpoints expressed, the critical and constructive comments, the openness of participants and their interest in what was being said. This is something that I have rarely seen ... which is why I find it particularly worth mentioning!»

Laura Perret Ducommun, Swiss Federation of Trade Unions (SGB-USS)

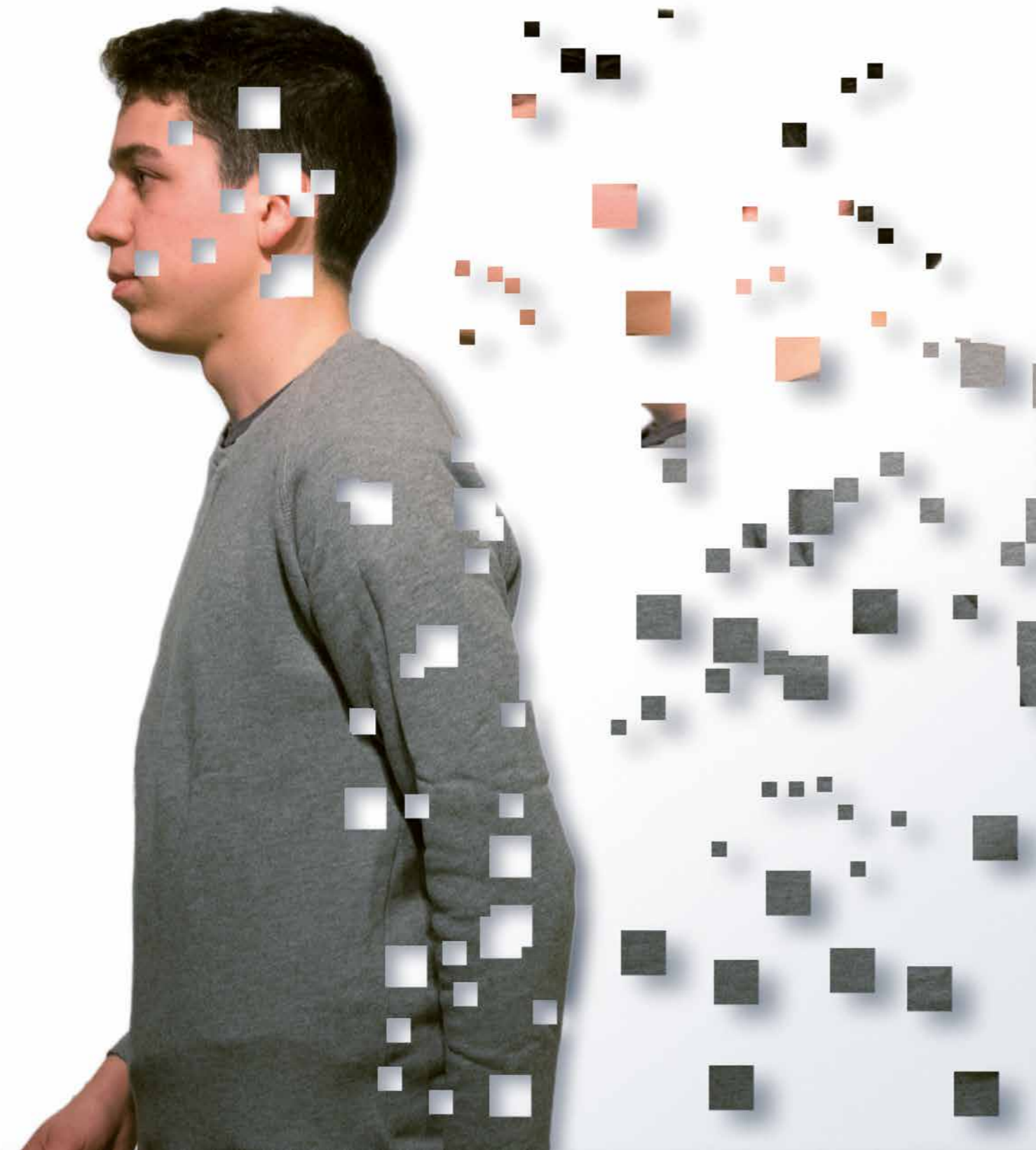
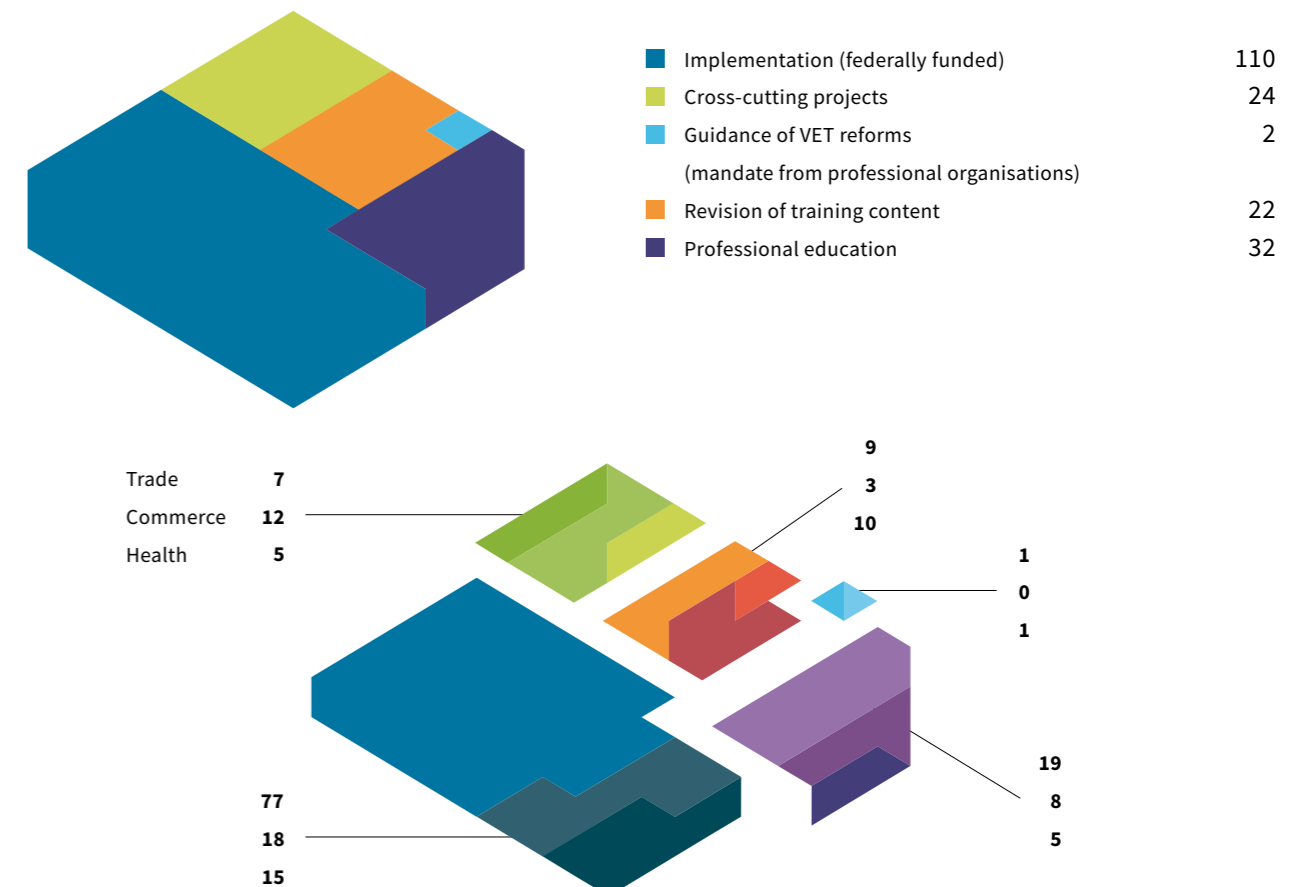
## CLOSER TO CLIENTS THANKS TO RESTRUCTURING

In 2016, the Centre for the Development of Occupations (CdO) underwent restructuring and established new service guidelines. The aim is to further improve the efficiency of work and satisfy the expectations of VET partners more effectively.

Various projects were carried out to update and revise specific VET programmes. The volume of support mandates for initial revisions and reviews of VET programmes (incl. 5-year reviews and partial or complete revisions of VET ordinances and training plans) decreased slightly in 2016 but remained at a high level. In contrast, the number of support mandates received in relation to professional education has been steadily increasing. In 2016, a client satisfaction survey revealed that CdO services are considered to be of high quality and relevant to real practices. Moreover, clients felt that CdO satisfies their expectations and needs.

CdO also provides support to the Confederation, the cantons and professional organisations in their efforts to develop occupations further: on behalf of the Swiss ICT Training Association, ICT-Berufsbildung Schweiz, it provided methodological guidance on how to develop the competence profile for a new occupation «ICT Security Expert». And, in a public call for tenders launched by the Swiss Association of Commercial Employees, Kaufmännischer Verband Schweiz KFMV, CdO and INFRAS submitted a successful consortium bid to secure the contract for a study «Offshoring in the Services Sector». In addition, CdO helped professional organisations to establish a network for mini-occupations and worked with SERI to implement processes to reference upper-secondary level vocational qualifications and tertiary-level professional qualifications to the Swiss National Qualifications Framework for Vocational and Professional Qualifications (NQF VPQ).

### Number of supported occupations by sector



«Very dedicated and competent project support, flexible and highly pragmatic implementation. An ideal sparring partner, in my view.»  
 Feedback from evaluation survey on the quality of CdO service



## INTERNATIONALLY RECOGNISED AS AN EXPERT ORGANISATION

The International Relations Division has been part of SFIVET management since 2015. This enables us to more effectively meet requirements set forth in the Federal Strategy on International Cooperation in Vocational Education and Training (IC-VET). Further development of this division has made it possible to address growing demand abroad and play a significant role at the international level. 2016 was a successful year for our division: SFIVET generated over CHF 400 000 in mandates from 10 countries on 4 different continents and was able to position itself internationally. 40 foreign delegations were received, including a prominent deputation from the Association of Southeast Asian Nations (ASEAN) as well as delegations led by the Governor of Colorado (USA) and the Slovenian Minister of Education.

Requests for SFIVET expertise were made at over a dozen international events held in such places as Beijing, Brasilia, Brussels or Paris. SFIVET also engaged in joint activities with international organisations such as the OECD and the World Bank.

Foreign interest in Switzerland's dual-track VET programmes remains high. SFIVET received a mandate from the Swiss Agency for Development and Cooperation (SDC) to work on a project to develop Swiss-style training plans for dual-track VET programmes in Bulgaria. This project also included the provision of pedagogical training to teachers. In the SDC project «Youth 2 Employment», SFIVET worked to help reduce youth unemployment in Serbia. In India, SFIVET received a mandate from SERI and SkillSonics to provide its expertise in the provision of pedagogical training to workplace trainers.

Cooperation was intensified with the German Federal Institute for Vocational Education and Training (BIBB). In addition, Memorandums of Understanding or Declarations of Intent were prepared or signed with various institutions in China, Norway and Spain, mainly for the purpose of facilitating the exchange of teachers and students or developing joint training courses.

«With the support of SFIVET since the beginning of the project for the introduction of dual principles in the Vocational Education System of Bulgaria, new curricula for eight professions have been developed according to the adapted method of SFIVET. In my opinion it is crucial for the success of this kind of project to have an expert organization like SFIVET on board, from a country with one of the best and most labor-market oriented VET-systems in the world.

As head of the project management unit in Bulgaria, I really appreciate the expertise, the professionalism, the efficiency and the empathy of SFIVET and all the experts involved.»

**Petya Evtimova, Team Leader, Project Management Unit Swiss Support for the Introduction of Dual-Track Principles in the Bulgarian Vocational Education System**

### Number of delegations, representations, projects and mandates

**Projects and mandates**

Bulgaria	OECD Kyrgyzstan
Greenland	Qatar
India	Senegal
Luxembourg	Serbia
Northern Ireland	Slovakia

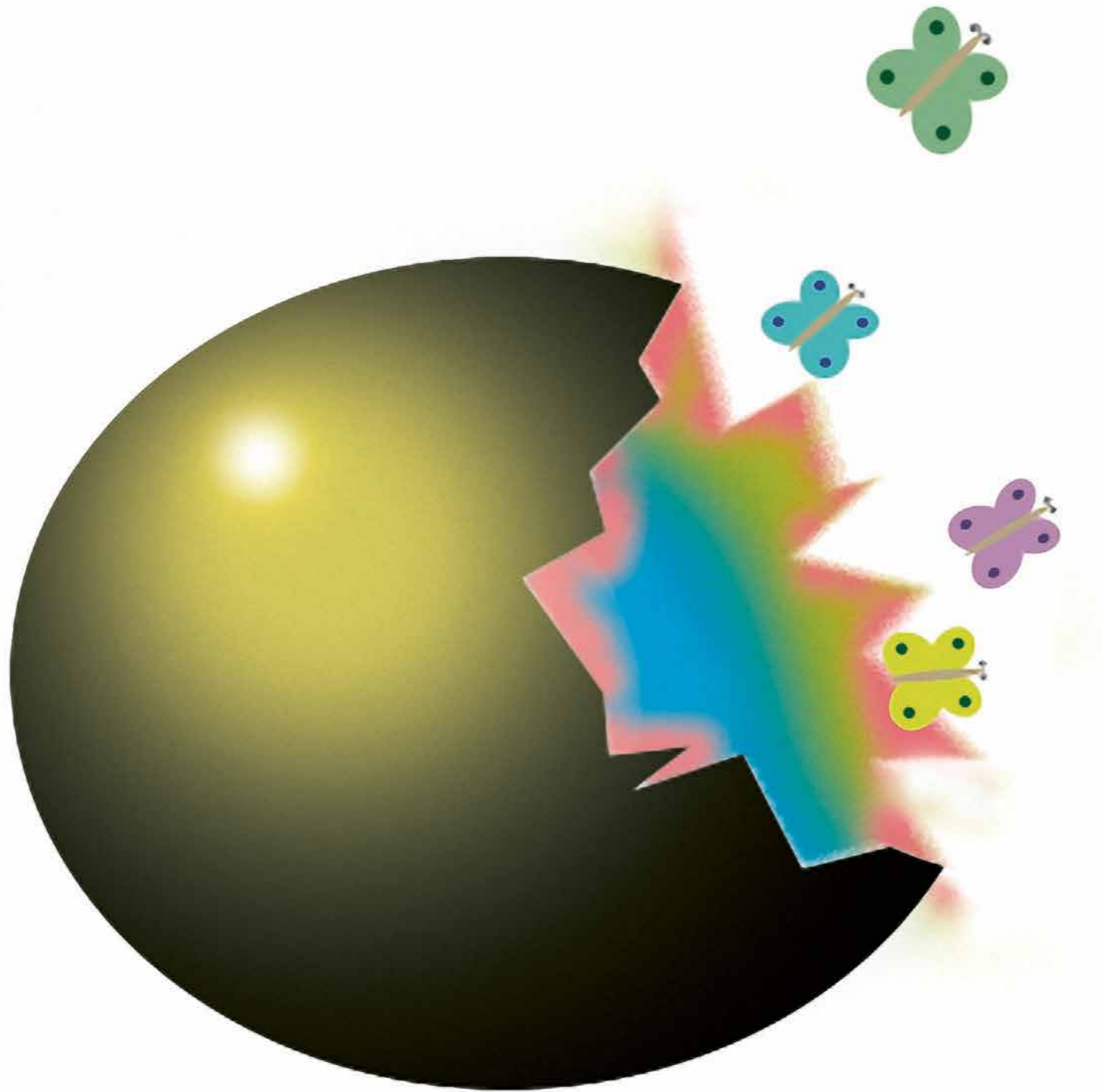
**Delegations**

ASEAN	Scotland
Belgium	Senegal
Bulgaria	Slovakia (2)
Burkina Faso	Slovenia
Canada	South Africa
Chad	South Korea (8)
China (9)	Spain
Haiti	Taiwan
Hong Kong	Tanzania
Hungary	Ukraine
Latvia	Upper Austria
Luxembourg	USA
Nigeria	Various Asian countries
Norway (2)	



**Presentations at conferences and committee meetings abroad**

Belgium	France (2)	South Africa
Brazil	Germany (2)	South Korea
Canada	Kosovo	Spain
China	Latvia	



## IMPROVING QUALITY WITHOUT LOSING SIGHT OF EFFICIENCY

Improving quality without losing sight of efficiency: this was a key requirement during the internal restructuring process at SFIVET in 2016. Quality gaps in various work processes were therefore addressed and responsibilities reassigned. The budgetary process was standardised and streamlined. The planned implementation of a new education management software strives for the same objectives. In the previous year, SFIVET management also decided to develop a new quality management system. The position of process manager will be advertised in 2017.

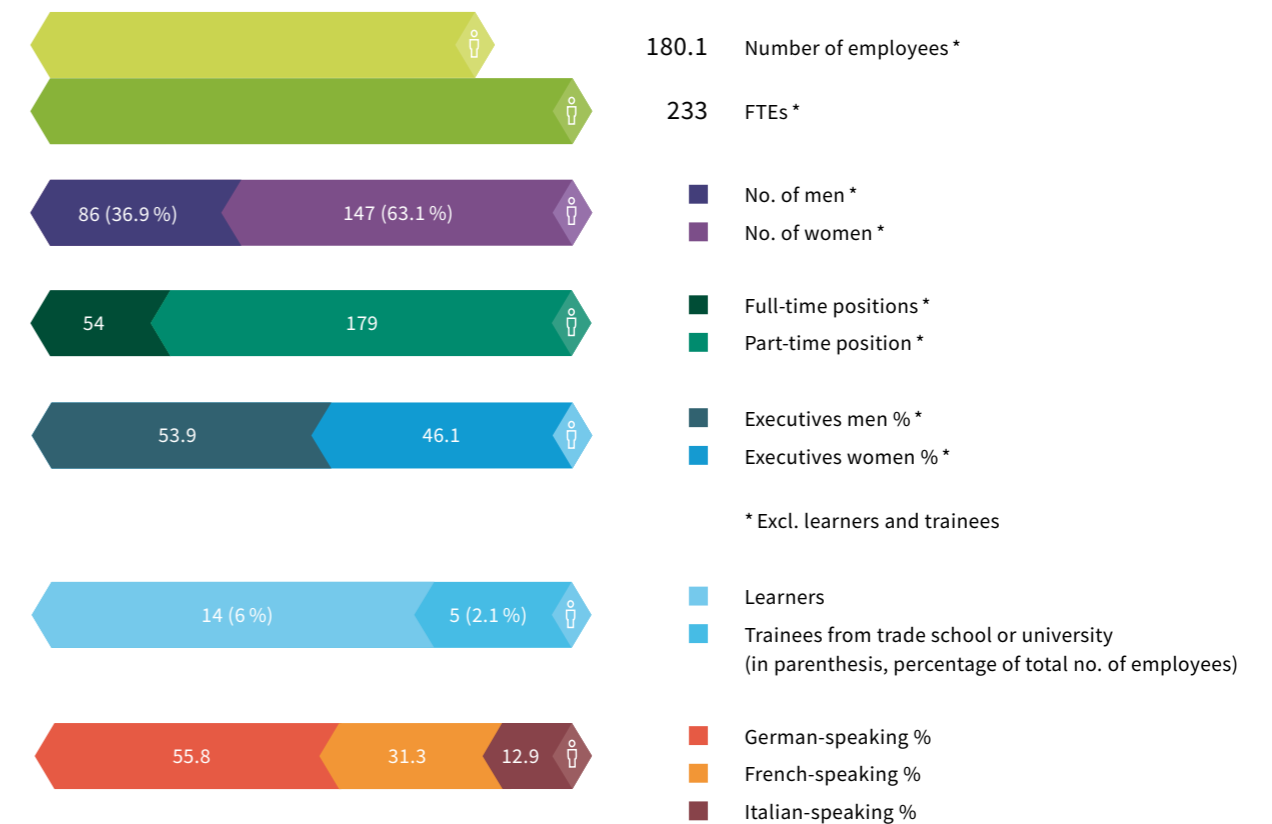
In an effort to stabilise the financial situation, SFIVET set higher budgetary targets for third-party funding. This includes third-party funded research, fees for continuing training courses and services rendered by the Centre for the Development of Occupations (CdO).

In 2016, SFIVET adopted an HR development concept to provide optimal guidance and look after the health of SFIVET staff. Only in this manner can high levels of performance and motivation be sustained. As a member of the «Swiss Association of Health-Conscious Higher Education Institutions», SFIVET maintains contacts with higher education institutions on the subject of occupational health. In the previous year, a total of 233 people were employed by SFIVET for 180.1 full-time equivalents (FTEs). At the same time, SFIVET trained 14 learners.

«Some of the modules covered in our joint Master's degree programme (Master of Science in Life Sciences) are taught at the Swiss Federal Institute for Vocational Education and Training (SFIVET). We are very satisfied with the premises, facilities and support. We also appreciate the high level of flexibility of SFIVET. Our requests are always handled in a friendly manner and suitable solutions are found for specific requirements.»

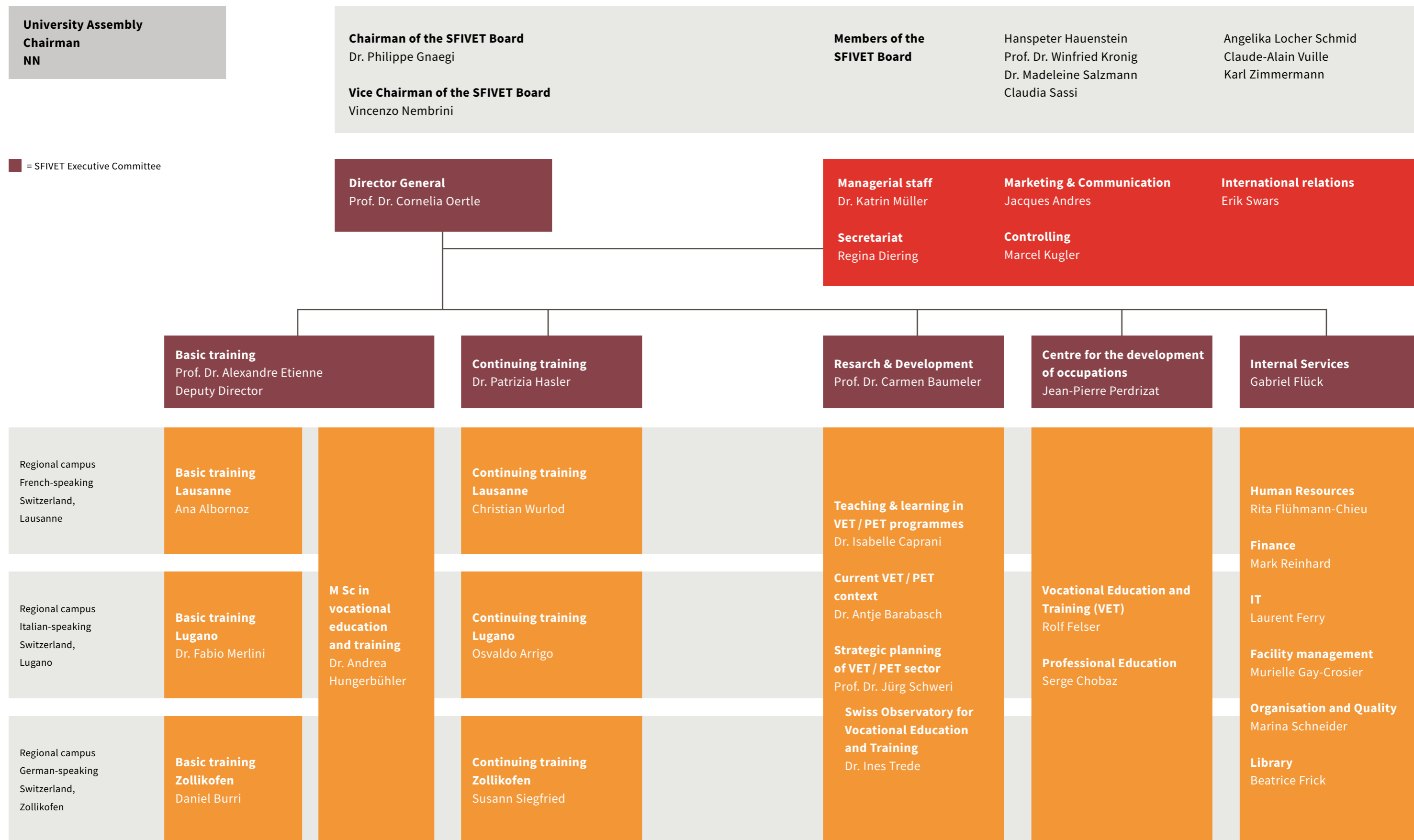
Ellen Stadelmann, Admissions Office of Zürcher Hochschule für Angewandte Wissenschaften (ZHAW), Wädenswil

### Overview of SFIVET staff



# ORGANISATION CHART

Last update: 1 March 2017







FINANCE

# FINANCIAL STATEMENT

## 1. BALANCE SHEET

### Balance sheet on 31 December 2016

Amounts in '000 CHF for	Appendix	31.12.2016	31.12.2015
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash	I	4 427	6 740
Accounts receivable	II	2 268	1 353
Accrued income	III	322	442
<b>Total Current assets</b>		<b>7 017</b>	<b>8 535</b>
<b>Fixed Assets</b>			
Property, plant and equipment	IV	242	208
Other fixed assets		0	0
<b>Total Fixed assets</b>		<b>242</b>	<b>208</b>
<b>Total Assets</b>		<b>7 259</b>	<b>8 743</b>
<b>LIABILITIES</b>			
<b>Short-Term Liabilities</b>			
Current liabilities	V	1 477	2 910
Deferred income	VI	2 294	2 573
Provisions	VII	898	1 105
<b>Total Short-Term liabilities</b>		<b>4 669</b>	<b>6 588</b>
<b>Equity</b>			
Reserves		2 155	2 733
Year-end results		435 <sup>1</sup>	-578
<b>Total Equity</b>		<b>2 590</b>	<b>2 155</b>
<b>Total Liabilities</b>		<b>7 259</b>	<b>8 743</b>

<sup>1</sup> Once the Financial Statement has been approved by the Federal Council, a total of CHF 435 000 will be allocated to the reserves.

## 2. INCOME STATEMENT

### Income statement, 1 January – 31 December 2016

Amounts in '000 CHF for	Appendix	2016	2015
<b>Operating Income</b>			
Revenue from services / research projects	VIII	3 096	2 781
Revenue from fees	IX	3 194	2 890
Operating subsidies from the Confederation	X	39 969	39 740
Other revenue		223	235
<b>Total Operating income</b>		<b>46 482</b>	<b>45 646</b>

Amounts in '000 CHF for	Appendix	2016	2015
<b>Operating Expenses</b>			
Personnel costs	XI	37 045	36 505
Property expenditure	XII	4 876	4 995
Administrative expenses	XIII	1 231	1 297
IT costs	XIV	1 269	1 832
Other costs		1 446	1 441
Depreciation		177	151
<b>Total Operating expenses</b>		<b>46 044</b>	<b>46 221</b>
<b>Results from Continuing Operations</b>		<b>438</b>	<b>-575</b>
Financial income	XV	0	0
Financial expenses	XV	3	3
<b>Net result</b>		<b>435</b>	<b>-578</b>

## 3. CASH FLOW STATEMENT

### Cash Flow Statement

Amounts in '000 CHF for	Appendix	2016	2015
Net result		435	-578
Amortisation	IV	177	151
Changes in provisions	VII	-207	-38
<b>Cash flow before change in net working capital</b>		<b>405</b>	<b>-465</b>
<b>Changes net working capital</b>			
Cash receipts from / cash paid for Accounts receivable	II	-936	550
Accrued income	III	120	-228
Current liabilities	V	-1 433	742
Deferred income	VI	-279	74
<b>Net Cash Flow from Operations</b>		<b>-2 123</b>	<b>673</b>
<b>Investing Activities</b>			
Purchase of property, plant and equipment	IV	-190	0
Sale of property, plant and equipment		0	0
Purchase of other investment securities		0	0
Sale of other investment securities		0	0
<b>Net Cash Flow from Investing Activities</b>		<b>-190</b>	<b>0</b>
<b>Financing Activities</b>			
Cash receipts from borrowing		0	0
Cash paid for repayment of loans		0	0
<b>Net Cash Flow from Financing Activities</b>		<b>0</b>	<b>0</b>
<b>Cash at beginning of year (1 January)</b>	I	<b>6 740</b>	<b>6 067</b>
<b>Net increase / decrease in cash</b>		<b>-2 313</b>	<b>673</b>
<b>Cash at end of year (31 December)</b>	I	<b>4 427</b>	<b>6 740</b>

## 4. STATEMENT OF CHANGES IN EQUITY

Amounts in '000 CHF for	Equity 31.12.2016	Equity 31.12.2015
Reserves	2 155	2 733
Net result	435	-578
<b>Status of equity on 31 December</b>	<b>2 590</b>	<b>2 155</b>

According to Art. 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 end of 2016	180 (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).

#### Materiality

All information needed for a quick and comprehensive assessment of current assets, finances and earnings should be disclosed.

#### Clarity

Information must be clear and comprehensible.

#### Consistency

Bookkeeping and accounting records should remain unchanged over an extended period of time wherever possible.

#### No-netting

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 2016 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	31.12.2016	31.12.2015
Petty cash	7	6
Post	1	1
Current accounts at banks	4 419	6 733
<b>Total Cash</b>	<b>4 427</b>	<b>6 740</b>

### II Accounts receivable

Amounts in '000 CHF for	31.12.2016	31.12.2015
Trade receivables	1 713	1 306
Bad debts	-85	-65
Other accounts receivable	640	112
<b>Total Accounts receivable</b>	<b>2 268</b>	<b>1 353</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 increase of CHF 407 000 is mainly due to the fact that in December 2016, SFIVET was able to bill a larger number of services compared to the same period in the previous year.

Other accounts receivable totalling CHF 640 000 include advances to suppliers, payment of loss of income insurance premiums in the event of illness or accidents for 2017 as well as the final invoice from the Old Age and Survivors' Insurance (OSI) office.

### III Accrued income

Amounts in '000 CHF for	31.12.2016	31.12.2015
Accrued income	322	442
<b>Total Accrued income</b>	<b>322</b>	<b>442</b>

This entry includes services provided in 2016 that will be billed in 2017.

### IV Property, plant and equipment

Amounts in '000 CHF for	31.12.2016	31.12.2015
Movable assets	0	0
Machines and equipment	0	1
Office machines	0	0
Vehicles	0	0
Computer hardware	41	109
Computer software	201	80
Parking facilities	0	18
<b>Total Property, plant and equipment</b>	<b>242</b>	<b>208</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 new education management software. The first phase of the project should be completed by the end of March 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
<b>ACQUISITION COSTS</b>								
<b>Status on 01.01.2015</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	0	0	0
Outflows	0	0	0	0	0	0	0	0
<b>Status on 31.12.2015</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>
<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>ACCUMULATED DEPRECIATION</b>								
<b>Status on 01.01.2015</b>	<b>26</b>	<b>14</b>	<b>23</b>	<b>11</b>	<b>290</b>	<b>96</b>	<b>55</b>	<b>515</b>
Inflows	0	2	0	0	68	87	19	176
Outflows	0	0	0	0	0	0	0	0
<b>Status on 31.12.2015</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>
<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>Net book value on 31.12.2016</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>201</b>	<b>0</b>	<b>242</b>

### V Current Liabilities

Amounts in '000 CHF for	31.12.2016	31.12.2015
Liabilities in Switzerland	922	1 996
Liabilities abroad	8	1
Liabilities for social insurance and VAT	547	913
<b>Total Current liabilities</b>	<b>1 477</b>	<b>2 910</b>

Liabilities for social insurance and VAT stand at CHF 547 000. This amount also includes payments to the occupational pension fund totalling CHF 499 000 (2015: CHF 503 000).

### VI Deferred income

Amounts in '000 CHF for	31.12.2016	31.12.2015
Accruals for external lecturers	840	870
Accrual of earnings	1 380	1 132
Miscellaneous deferred income	74	571
<b>Total Deferred income</b>	<b>2 294</b>	<b>2 573</b>

The increase reported under Accrual of earnings is explained by the fact that more invoices were issued in 2016 than 2015 for services provided in the following reporting year. The decrease reported under Miscellaneous deferred income is linked to the fact that most of the invoices from suppliers for services provided in 2016 were received in due time.

**VII Provisions**

Amounts in '000 CHF for	31.12.2016	31.12.2015
Provisions for flexitime and annual leave	898	1 105
<b>Total Provisions</b>	<b>898</b>	<b>1 105</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. Thanks to targeted measures (e.g. taking all available holiday time in 2016), SFIVET managed to reduce these provisions by CHF 207 000.

**5.5 Explanations of income statement****VIII Revenue from services and research projects**

Amounts in '000 CHF for	2016	2015
Services rendered by Research & Development Division and third-party funding	1 423	1 030
Services rendered by Continuing Training Division	218	459
Services rendered by Basic Training Division	299	410
Services rendered by Centre for the Development of Occupations	685	831
Services rendered by Management	422	0
Services rendered by Internal Services Division	0	3
Miscellaneous revenue from other services rendered	49	48
<b>Total Revenue from services and research projects</b>	<b>3 096</b>	<b>2 781</b>

Revenue from services and research projects stands at CHF 3 096 000, which constitutes an increase of CHF 315 000 with respect to the previous reporting year. This increase is mainly due to the fact that the R&D Division managed to secure a larger number of third-party mandates. The decrease reported for services rendered by the Centre for the Development of Occupations is due to the fact that during the reporting year 2016, International Relations was placed directly under the SFIVET Director. The decrease reported for the Continuing Education and Training Division can be explained by the fact that it revised its range of available courses.

**IX Revenue from fees**

Amounts in '000 CHF for	2016	2015
Fees charged by Basic Training Division	861	902
Fees charged by Continuing Training Division	2 280	1 919
Fees charged by Centre for the Development of Occupations	22	43
Miscellaneous revenue from fees	31	26
<b>Total Revenue from fees</b>	<b>3 194</b>	<b>2 890</b>

Revenue from fees increased with respect to the previous reporting year. The increase reported for the Continuing Education and Training Division is due to the fact that it was able to offer new continuing training cycles on the market and make greater use of courses offered by vocational schools and other institutions.

**X Operating subsidies from the Confederation**

Amounts in '000 CHF for	2016	2015
Operating subsidies for SFIVET activities	35 374	35 069
Operating subsidies for SFIVET premises	4 595	4 671
<b>Total Operating subsidies from the confederation</b>	<b>39 969</b>	<b>39 740</b>

Based on Art. 48 of the Federal Act of 13 December 2002 on Vocational and Professional Education and Training (VETA, 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 229 000 in operating subsidies was due to the change in validity of the cap on expenditure set forth in the Federal Council Dispatch for Education, Research and Innovation for 2013-2016.

**XI Personnel costs**

Amounts in '000 CHF for	2016	2015
Salaries and wages	24 884	24 167
External lecturers incl. expenses	5 064	5 571
Social insurance costs	5 863	5 621
Personnel expenses	754	742
Other personnel costs	480	404
<b>Total Personnel costs</b>	<b>37 045</b>	<b>36 505</b>

The increase in personnel costs is due to the creation of two jobs, which brought the total number of jobs to 180 full time equivalents, as well as to individual salary increases (normal progression of salary). The costs for external lecturers fell by CHF 507 000 compared to the previous reporting year. This is due to the fact that in 2015, the Centre for the Development of Occupations incurred additional costs for a project that has since been completed. The increase reported under Other personnel costs is the result of higher expenditure for the recruitment of personnel.

**XII Property expenditure**

Amounts in '000 CHF for	2016	2015
Rental incl. ancillary costs in Lausanne, Lugano and Zollikofen	4 154	4 137
Rental of other classroom space	384	408
Maintenance and cleaning of rented property	338	450
<b>Total Property expenditure</b>	<b>4 876</b>	<b>4 995</b>

Due to a reduction in maintenance costs, property expenditure fell by around CHF 119 000 compared to the previous reporting year.

**XIII Administrative expenses**

Amounts in '000 CHF for	2016	2015
Telephone and data communication	304	281
Printed material and publications	332	280
Furniture, office supplies and equipment	145	356
Postage	87	72
Other administrative expenses	105	102
Cost of copying	258	206
<b>Total Administrative expenses</b>	<b>1 231</b>	<b>1 297</b>

Administrative expenses are more or less comparable to the previous year. The decrease in the Furniture, office supplies and equipment entry was due to the fact that renovation of classroom space had already been completed, which freed SFIVET of this expenditure.

**XIV IT costs**

Amounts in '000 CHF for	2016	2015
Computer hardware	148	644
Leasing	173	292
Computer software, licences and hosting	346	350
Services and projects	602	546
<b>Total IT costs</b>	<b>1 269</b>	<b>1 832</b>

The decrease in IT costs can be explained by the fact that SFIVET no longer had the same level of special costs that it had during the previous reporting year (i.e. expansion of the data processing centre on the Zollikofen campus and restructuring of classroom space).

**XV Financial result**

Amounts in '000 CHF for	2016	2015
Capital gain	2	3
Bank interest	1	0
<b>Total Financial result</b>	<b>3</b>	<b>3</b>

**5.6 General comments**

Auditing fees in the reporting year amount to CHF 25 000 (previous year: CHF 28 000).

**Leasing obligations**

Operating leases relate exclusively to IT hardware.

Amounts in '000 CHF for	31.12.2016	31.12.2015
Leasing obligations up to 1 year	176	253
Leasing obligations from 1 to 5 years	381	563
Leasing obligations over 5 years	0	0
<b>Total Leasing obligations</b>	<b>557</b>	<b>816</b>
<b>Leasing Costs in Current Reporting Period</b>	<b>176</b>	<b>326</b>

The substitution of leasing contracts for printers and photocopiers, which was stipulated by Canon, resulted in a decrease in leasing obligations. The new printers and photocopiers are under a standard leasing contract signed with the Federal Office for Buildings and Logistics (FOBL).

**Several liability**

SFIVET jointly manages the «fordif» continuing training programme with other partners. 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 2016.

Zollikofen, 17 February 2017



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 2016

## 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, which comprise the balance sheet, income statement, statement of cash flows, a change in equity statement and notes for the year ended 31 December 2016.

#### Board SFIVET 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 2016 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 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.

Berne, 17 February 2017

BDO Ltd

Matthias Hildebrandt  
Auditor in Charge  
Licensed Audit Expert

Karel Hojac  
Licensed Audit Expert

ANNEX



# PROJECTS

## **Analisi dell’esame per l’ottenimento del diploma cantonale di esercente**

Dr. Alberto Cattaneo, Elisa Motta (2015 – 2016)

## **Beratung, Planung und Vorbereitung eines Monitoring- & Evaluationssystems für die Berufsbildung im Bauhauptgewerbe**

Björn Neuhaus, Ellen Laupper Bertrand (2015 – 2016)

## **Beratungsauftrag bei der Erstellung und Umsetzung eines (Lehr-) Evaluationskonzepts für die psychologische Weiterbildung**

Dr. Lars Balzer (2015 – 2016)

## **Berufliche Grundbildung – Lehrvertragsauflösungen (LEVA) mit und ohne Wiedereinstieg, Konzept und Bericht zur Berechnung der Lehrvertragsauflösungsquote und der Quote des Wiedereinstiegs nach Lehrvertragsauflösung**

Dr. Irene Kriesi, Dr. Evi Schmid, Jörg Neumann (2015 – 2016)

## **Berufsabschluss für Erwachsene: Bedürfnisse der Arbeitgebenden**

Dr. Irene Kriesi, Janine Voit, Evelyn Tsandev, Dr. Deli Salini, Dr. Belinda Aeschlimann, Dr. Sonja Beeli (2016 – 2017)

## **Berufs- und Bildungsverläufe von FaGe: Längsschnittstudie vom dritten Ausbildungsjahr bis fünf Jahre nach Abschluss EFZ**

Dr. Irene Kriesi, Dr. Ines Trede (2015 – 2017)

## **Die Entwicklung der Kompetenzanforderungen auf dem Arbeitsmarkt im Zuge der Digitalisierung**

Prof. Dr. Jürg Schweri, Dr. Andreas Kuhn, Manuel Aeppli, Dr. Hansruedi Kaiser, Patrick Lachenmeier (2016 – 2017)

## **Die höhere Berufsbildung in der Schweiz**

Dr. Andreas Kuhn (2015 – 2016)

## **Die höhere Berufsbildung in der Schweiz – Chancen und Perspektiven (Dissertation)**

Fabian Sander (2016 – 2018)

## **Die Rolle der Organisationen der Arbeitswelt in der Governance der Berufsbildung (Arbeitstitel)**

Alexandra Strebel (2015 – 2018)

## **Engagement des jeunes dans les activités bénévoles et développement des compétences**

Janine Voit, Dr Sandrine Cortessis, Saskia Weber Guisan, Evelyn Tsandev (2015 – 2017)

## **Entwicklung nationaler Ausbildungsstandards – Akteure, Verfahren und Gestaltung im europäischen Vergleich, Länderstudie Schweiz**

Dr. Lorenzo Bonoli, Patricia Notter (2015 – 2016)

## **Evaluation des Pilot-Projektes «Gemeinsam zum Erfolg» (GzE), Mit Früherfassung, Lernförderung und Lernortkooperation Lehrabbrüche verhindern**

Ellen Laupper (2015 – 2017)

## **Evaluation des Programms «Jugendprojekt LIFT»**

Dr. Lars Balzer (2016 – 2018)

## **Fachinhaltliche und fachdidaktische Vorstellungen von Lehrpersonen in der beruflichen Grundbildung zu Financial Literacy**

Seraina Leumann Sow (2014 – 2017)

## **Fachkräfte- und Bildungsbedarf in den Rettungsberufen**

Dr. Irene Kriesi, Dr. Ines Trede (2016 – 2017)

## **Identification professionnelle durant la formation duale : processus sociaux et enjeux pour les apprenti-e-s**

Dr Isabelle Caprani, Dr Kerstin Dümmler, Dr Alexandra Felder (2014 – 2016)

## **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?**

Dr. Irene Kriesi, Miriam Groenning, Dr. Stefan Sacchi (Mitantragsteller, Uni Basel) (2015 – 2017)

## **Instrumentarium Lehrdauer. Ein Instrumentarium für die Bestimmung der optimalen Lehrdauer bei beruflichen Grundbildungen**

Prof. Dr. Jürg Schweri, Dr. Isabelle Dauner, André Zbinden, Dr. Ines Trede (2016)

## **Integrationsvorlehre für Flüchtlinge – Beratungsmandat im Auftrag des Staatssekretariats für Migration SEM (Projekt 1)**

Dr. Ursula Scharnhorst (2016 – 2018)

## **Integrationsvorlehre für Flüchtlinge – Beratungsmandat im Auftrag des Staatssekretariats für Migration SEM (Projekt 2)**

Dr. Lars Balzer (2016 – 2018)

## **IV4VET – Interactive Videos for Vocational Education and Training**

Dr. Alberto Cattaneo, Florinda Sauli (2014 – 2016)

## **Konzept und Pflichtenheft Evaluation der fachkundigen individuellen Begleitung (fiB)**

Dr. Marlise Kammermann, Dr. Lars Balzer (2016)

## **Laufbahnentscheidungen von Fachfrauen und Fachmännern Gesundheit (FaGe) nach Abschluss ihrer beruflichen Grundbildung**

Dr. Ines Trede (2010 – 2016)

## **Laufbahnstudie SAVOIRSOCIAL**

Dr. Ines Trede, Dr. Irene Kriesi (2016 – 2019)

## **Leading House «Governance in Vocational and Professional Education and Training» (GOVPET)**

Prof. Dr. Carmen Baumeler, Dr. Sonja Engelage, Alexandra Strebel (2015 – 2019)

## **Les croyances et connaissances des enseignant-e-s de la formation professionnelle**

Dr Jean-Louis Berger, Prof. Dr Carmela Aprea, Céline Girardet, Cynthia Vaudroz (2013 – 2016)

## **Les formateurs et formatrices en entreprise, personnes-clefs de la socialisation professionnelle**

Prof. Dr Carmen Baumeler, Prof. Dr Jürg Schweri, Dr Nadia Lamamra, Dr Barbara Duc, Roberta Besozzi, Jeanne-Marie Chabloz, David Perrenoud (2014 – 2017)

## **Les trajectoires des personnes formatrices et entreprise en Suisse romande : trajectoires de figures centrales mais méconnues**

Roberta Besozzi (2014 – 2017)

## **Nach- und Höherqualifizierung im Rahmen der beruflichen Grundbildungen: Erarbeitung von Grundlagen für die Anrechnung von Bildungsleistungen**

Janine Voit, Evelyn Tsandev (2016)

## **Pädagogische Begleitung der IGKG Schweiz zur Entwicklung der überbetrieblichen Kurse**

Dr. Hansruedi Kaiser, Dr. Ursula Scharnhorst, Dr. Kipfer Nadine (2015 – 2016)

## **Pädagogische Begleitung der Schritte 4 bis 8 im «Einführungsprozess Individueller Kompetenznachweis für Jugendliche ohne Berufsabschluss»**

Dr. Ursula Scharnhorst, Dr. Hansruedi Kaiser (2016 – 2017)

## **Pedagogical ways to use technology and practical experiences to develop apprentices’ observation skills. (provisionally)**

Valentina Caruso (2013 – 2017)

## **Public Attitudes Towards the Role of the State and the Private Provision of Training: Evidence from the Swiss Apprenticeship System**

Dr. Andreas Kuhn, Prof. Dr. Jürg Schweri (2016 – 2017)

## **Resilienz von Berufsfachschullehrkräften. Grundlagen für die Entwicklung prototypischer Diagnose- und Lerninstrumente**

Prof. Dr. Carmela Aprea (bis Januar 2014), Dr. Fabio Merlini, Dr. Elena Boldrini, Dr. Viviana Sappa, Dr. Marlise Kammermann (2014), Verena Berchtold-Lederberger (2015), Dr. Antje Barabasch (2012 – 2017)

## **Schulung zur Erstellung eines Evaluationskonzepts und Beratung für dessen Umsetzung – Schule Lycée Aline Mayrisch (Luxembourg)**

Dr. Lars Balzer (2016 – 2017)

## **Situation von Lernenden und Bewältigung von Übergängen im niederschweligen Ausbildungsbereich: Qualitative Vorstudie**

Dr. Barbara Duc, Dr. Nadia Lamamra (2015 – 2016)

## **Situation von Lernenden und Bewältigung von Übergängen im niederschweligen Ausbildungsbereich: Hauptstudie**

Dr. Barbara Duc, Dr. Nadia Lamamra, Dr. Isabelle Bosset (2016 – 2019)

## **Socially shared metacognition in VET System**

Elisa Motta, (2012 – 2017)

## **Technologie-basierte Lern- und Leistungsdokumentation für eine bessere Lernortkooperation. Ein Projekt des Leading House «Technologien für die Berufsbildung»**

Dr. Alberto Cattaneo, Elisa Motta, Valentina Caruso (2013 – 2016)

## **Valutazione esterna relativa al «Piano cantonale di prevenzione all’indebitamento eccessivo 2014 – 2017»**

Dr. Viviana Sappa (2015 – 2017)

## **Warum werden (zu) wenig Männer Sozialarbeiter? Determinanten der Studienfachwahl Soziale Arbeit**

Dr. Irene Kriesi, Dr. Belinda Aeschlimann (2015 – 2017)

## **Wie verändern sich die Überzeugungen, Kenntnisse und Praktiken rund um das «Classroom Management» von Lehrpersonen an Berufsfachschulen im Verlauf der pädagogischen Ausbildung?**

Céline Girardet (2013 – 2017)

## **Wiss. Beratung Schulentwicklungsprojekt «Vielfalt ist für uns selbstverständlich»**

Tanja Schnoz-Schmid (2016)

## **2016 update of the European inventory of validation of non-formal and informal learning**

Janine Voit, Dr. Deli Salini (2015 – 2016)

## **4. Kosten-Nutzen-Erhebung der betrieblichen Grundbildung (WTO-Ausschreibung des SBFI)**

Prof. Dr. Jürg Schweri, Dr. Dorit Griga, Alexander Gehret (2016 – 2018)

# PUBLICATIONS

## Journals with peer review

**Aeschlimann, B., Herzog, W., & Makarova, E. (2016).**

How to foster students' motivation in mathematics and science classes and promote students' STEM career choice. A study in Swiss high schools. *International Journal of Educational Research*, 79, 31–41.

**Barabasch, A., Leumann, S., & Scharnhorst, U. (2016).**

Die Entwicklung von Organisations- und Teamstrukturen zur Integration von Flüchtlingen: zwei Fallbeispiele aus der Schweiz. Gruppe. Interaktion. Organisation. *Zeitschrift für Angewandte Organisationspsychologie*, 1(10), 255–264.

**Barabasch, A., Scharnhorst, U., & Leumann, S. (2016).**

Flüchtlingsintegration in den Arbeitsmarkt – Das Beispiel Schweiz. *bwp@Berufs- und Wirtschaftspädagogik – online, Special issue: Inklusion in der beruflichen Bildung*, 30, 1–17.

**Barnes, S.-A., Thomson, R., Weber, P., & Barabasch, A. (Eds.) (2016).**

Career support for low-qualified adults [Special issue]. *British Journal of Guidance and Counselling*, 44(2), 141–242.

**Barnes, S.-A., Thomson, R., Weber, P., & Barabasch, A. (2016).**

Editorial. Learning and career transitions of low qualified adults in Europe. *British Journal of Guidance and Counselling*, 44(2), 141–144.

**Berger, J.-L., & Rinaldi Davinroy, D. (2016).**

Motivation à apprendre et volition à l'adolescence : développement et étude de la validité d'un nouvel inventaire. *Mesure et évaluation en éducation*, 38(3), 77–122.

**Beywl, W., & Balzer, L. (2016).**

Aufbau von Evaluationskompetenzen für interne Schulevaluation durch projektbezogene Fortbildung. *Die Deutsche Schule: Zeitschrift für Erziehungswissenschaft, Bildungspolitik und pädagogische Praxis*, 108(2), 191–204.

**Bonoli, L. (2016).**

Aux origines de la fonction sociale de la formation professionnelle suisse. Une logique de reproduction sociale. *Formation emploi*, 133, 15–32.

**Caruso, V., Cattaneo, A., & Gurtner, J.-L. (2016).**

Learning documentations in VET systems: an analysis of current Swiss practices. *Vocations and Learning*, 9(2), 227–256.

**Cattaneo, A., Nguyen, A.-T., & Aprea, C. (2016).**

Teaching and learning with hypervideo in vocational education and training. *Journal of Educational Multimedia and Hypermedia*, 25(1), 5–35.

**Choy, S., & Sappa, V. (2016).**

Australian stakeholders' conceptions of connecting learning at different sites. *International Journal of Training Research*, 14(2), 88–103.

**Duc, B. (2016).**

Quand les interactions en formation renforcent les inégalités. *Formation emploi*, 133, 177–197.

**Duemler, K., & Dahinden, J. (2016).**

Gehören wir dazu? Grenzziehungsprozesse und Positionierungen der zweiten Generation im Vergleich zwischen Luzern und Neuchâtel. *Schweizerische Zeitschrift für Soziologie*, 42(2), 309–331.

**Girardet, C., & Berger, J.-L. (2016).**

Comment les motivations et le sentiment de responsabilité des enseignants expliquent-ils les pratiques de gestion de classe ? Une étude dans le contexte de la formation professionnelle suisse. *Formation et pratiques d'enseignement en questions*, 21(5), 287–309.

**Gremion, C. (2016).**

Influence de l'autoévaluation et de l'accompagnement sur la réflexivité des futurs enseignants. *Formation et pratiques des enseignants en questions*, 21(5), 259–286.

**Gremion, C., & Coen, P.-F. (2016).**

De l'influence du contrôle dans les dispositifs d'accompagnement. *Evaluer : journal international de recherche en éducation et formation (e-JIREF)*, 1(3), 11–27.

**Lamamra, N., & Moreau, G. (2016).**

Le Certificat fédéral de capacité : la fin d'une centralité ? *Formation emploi, Heurs et malheurs de l'apprentissage en Suisse*, 133, 101–120.

**Lamamra, N., & Moreau, G. (2016).**

Les faux-semblants de l'apprentissage en Suisse. Introduction : les faux-semblants de l'apprentissage en Suisse. *Formation emploi*, 133, 7–16.

**Leumann, S., & Aprea, C. (2016).**

Financial Literacy aus Sicht von Lehrpersonen an beruflichen Schulen in der Schweiz: Eine Mixed-Methods-Studie zu deren domänenspezifischen Vorstellungen. *Zeitschrift für ökonomische Bildung*, 4, 36–64.

**Makarova, E., Aeschlimann, B., & Herzog, W. (2016).**

«Ich tat es ihm gleich» – Vorbilder junger Frauen mit naturwissenschaftlich-technischer Berufswahl. *Berufs- und Wirtschaftspädagogik online. Spezial 12 Berufsorientierung im Lebenslauf – theoretische Standortbestimmungen und empirische Analysen*, 1–19.

**Makarova, E., Aeschlimann, B., & Herzog, W. (2016).**

Why is the pipeline leaking? Experiences of young women in STEM vocational education and training and their adjustment strategies. *Empirical Research in Vocational Education and Training*, 8(2), 1–18.

**Sacchi, S., Kriesi, I., & Buchmann, M. (2016).**

Job opportunities and occupational status mobility in a segmented labor market. *Research in Social Stratification and Mobility*, 40, 10–21.

**Sappa, V., Choy, S., & Aprea, C. (2016).**

Stakeholders' conceptions of connecting learning at different sites in two national VET systems. *Journal of Vocational Education & Training*, 68(3), 283–301.

**Schnoz-Schmied, T. P. (2016).**

Wie kann der Nutzen von Lehrevaluation optimiert werden? *Qualität in der Wissenschaft*, 10(1), 21–27.

## Books

**Felder, A. (2016).**

*L'activité des demandeurs d'asile. Se reconstruire en exil.* Paris : érès.

**Kriesi, I., Liebig, B., Horwath, I., & Riegraf, B. (2016).**

*Gender und Migration in der tertiären Hochschulbildung.* Münster: Westfälisches Dampfboot.

**Lamamra, N. (2016).**

*Le genre de l'apprentissage, l'apprentissage du genre. Quand les arrêts prématurés révèlent les logiques à l'œuvre en formation professionnelle initiale.* Zurich / Genève : Seismo.

**Strahm, R., Geiger, B. H., Oertle, C., & Swars, E. (2016).**

*Vocational and Professional Education and Training in Switzerland.* Bern: hep-Verlag.

## Book contributions

**Assal, T., Salini, D., Kaygisiz, Y., & Goudeaux, A. (2016).**

Être spectateur du Théâtre du Vécu : une expérience qui vous transforme. Dans J.-P. Assal, M. Durand & O. Horn (dir.), *Le Théâtre du Vécu – Art, Soin, Éducation* (p. 175–185). Dijon : Raison et passions.

**Barabasch, A. (2016).**

Quality management of competence-based education. In M. Mulder (Ed.), *Competence-based vocational and professional education. Bridging the world of work and education* (pp. 649–666). Cham: Springer International Publishing Switzerland.

**Baumeler, C., & Engelage, S. (2016).**

Neue Steuerung durch Klassifikationssysteme: Nationale Qualifikationsrahmen in der Schweiz, Österreich und Deutschland. In A. Bolder, H. Bremer & R. Epping (Hrsg.), *Bildung für Arbeit unter neuer Steuerung* (S. 223–245). Wiesbaden: Springer VS.

**Bonoli, L. (2016).**

The development of statistics in the VET domain in Switzerland: Issues and difficulties between 1880 and 1930. In E. Berner & P. Gonon (Eds.), *History of VET – cases, concepts and challenges* (pp. 387–400). Bern: Peter Lang.

**Bosset, I., & Bourgeois, E. (2016).**

Modes de régulation et motivation à transférer d'adultes en formation continue face au soutien organisationnel perçu à la formation. Dans M. Lauzier & D. Denis (dir.), *Accroître le transfert des apprentissages : vers de nouvelles connaissances, pratiques et expériences.* Québec : Les Presses de l'Université du Québec.

**Buchmann, M., Kriesi, I., Koomen, M., Imdorf, C., & Basler, A. (2016).**

Differentiation in secondary education and inequality in educational opportunities: The case of Switzerland. In H.-P. Blossfeld, S. Buchholz, J. Skopek & M. Triventi (Eds.), *Models of secondary education and social inequality – An international comparison* (pp. 111–128). Cheltenham, United Kingdom, & Northampton, United States of America: Edward Elgar Publishing.

**Cattaneo, A., & Boldrini, E. (2016).**

Individual and collaborative writing-to-learn activities in vocational education: An overview of different instructional strategies. In G. Ortoleva, M. Bétrancourt & S. Billett (Eds.), *Writing for professional development* (pp. 188–208). Leiden: Brill.

**Durand, M., & Salini, D. (2016).**

Éducation à la résilience : une démarche événementielle. Dans J.-P. Assal, M. Durand & O. Horn (dir.), *Le Théâtre du Vécu – Art, Soin, Éducation* (p. 303–315). Dijon : Raison et passions.

**Durand, M., & Salini, D. (2016).**

Le Théâtre du Vécu au risque de la mise en abîme. Dans J.-P. Assal, M. Durand & O. Horn (dir.), *Le Théâtre du Vécu – Art, Soin, Éducation* (p. 284–290). Dijon : Raison et passions.

**Engelage, S. (2016).**

Promotion und Karriere – Lohnt es sich zu promovieren? Neubetrachtung der Schweizerischen Absolventenstudie unter besonderer Berücksichtigung von Geschlecht und Migration nach Bildungsherkunft. In I. Horwath, I. Kriesi, B. Liebig & B. Riegraf (Hrsg.), *Gender und Migration in der tertiären Hochschulbildung* (S. 234–258). Münster: Westfälisches Dampfboot.

**Griga, D., & Hadjar, A. (2016).** Wie soziale Herkunft, Geschlecht und Migrationshintergrund den Übergang in Hochschule und höhere Berufsbildung prägen: Die Schweiz und Frankreich im Vergleich. In I. Horwath, I. Kriesi, B. Liebig & B. Riegraf (Hrsg.), *Gender und Migration in der tertiären Hochschulbildung* (S. 53–85). Münster: Westfälisches Dampfboot.

**Kaiser, H. (2016).**

Lehrgang Alltagsmathematik. Weiterbildung für Kursleitende. In B. Grämiger & C. Märki (Hrsg.), *Grundkompetenzen von Erwachsenen fördern* (S. 86 – 94). Zürich SVEB.B. Grämiger.

**Leumann, S., Heumann, M., Syed, M., & Aprea, C. (2016).**

Towards a comprehensive financial literacy framework: voices from stakeholders in European vocational education and training. In E. Wuttke, J. Seifried & S. Schumann (Eds.), *Economic competence and financial literacy of young adults. Status and challenges* (pp. 19 – 39). Opladen: Barbara Budrich.

**Makarova, E., Aeschlimann, B., & Herzog, W. (2016).**

Wenn Frauen in MINT-Studiengängen fehlen: Mathematisch-naturwissenschaftlicher Unterricht und die Studienwahl junger Frauen. In H. Faulstich-Wieland (Hrsg.), *Berufsorientierung und Geschlecht* (S. 39 – 57). Weinheim: Juventa-Verlag.

**Mauroux, L., Dehler Zufferey, J., Rodondi, E., Cattaneo, A., Motta, E., & Gurtner, J.-L. (2016).**

Writing reflective learning journals: promoting the use of learning strategies and supporting the development of professional skills. In G. Ortoleva, M. Bétrancourt & S. Billett (Eds.), *Writing for professional development* (pp. 107 – 128). Leiden: Brill.

**Perrig-Chiello, P., Knöpfli, B., & Hutchison, S. (2016).**

Vulnerability following a critical life event: temporary crisis or lasting distress? A psychological controversy and its methodological implications. In M. Oris, C. Roberts, D. Joye & M. Ernst Staehli (Eds.), *Surveying human vulnerabilities across the life course* (pp. 87 – 113). New York: Springer.

**Salini, D., & Durand, M. (2016).**

Événement dramatique et éducation événementielle. Dans J.-P. Assal, M. Durand & O. Horn (dir.), *Le Théâtre du Vécu – Art, Soin, Éducation* (p. 265 – 276). Dijon : Raison et passions.

**Salini, D., Durand, M., & Goudeaux, A. (2016).**

Façonner une bulle d’art. La culture en action des « gens du théâtre ». Dans J.-P. Assal, M. Durand & O. Horn (dir.), *Le Théâtre du Vécu – Art, Soin, Éducation* (p. 161 – 164). Dijon : Raison et passions.

**Schmid, E., & Gonon, P. (2016).**

Übergang in eine Tertiärausbildung nach einer beruflichen Grundbildung. In K. Scharenberg, S. Hupka-Brunner, T. Meyer & M. M. Bergman (Hrsg.), *Transitionen im Jugend- und jungen Erwachsenenalter: Ergebnisse der Schweizer Längsschnittstudie TREE. Transitions in Youth and Young Adulthood: Results from the Swiss TREE Panel Study. Transitions des adolescents et des jeunes adultes en Suisse : Résultats de l’étude longitudinal TREE. Volume 2* (S. 208 – 230). Zürich: Seismo.

**Trede, I., & Kriesi, I. (2016).**

Übergang in die höhere Berufsbildung im Gesundheitsbereich: Die Rolle von Geschlecht und Migrationshintergrund. In I. Horwath, I. Kriesi, B. Liebig & B. Riegraf (Hrsg.), *Gender und Migration in der tertiären Hochschulbildung* (S. 102 – 122). Münster: Westfälisches Dampfboot.

## Magazine and Media

**Aeschlimann, B., Makarova, E., & Herzog, W. (2016).**

Frauen in «Männerberufen»: «Ich versuche einfach, extrem standhaft aufzutreten». *Panorama*, 27(3), 26 – 27.

**Balzer, L., & Beywl, W. (2016).**

Dix étapes pour une bonne évaluation. *Panorama*, 30(3), 4 – 5.

**Balzer, L., & Beywl, W. (2016).**

In zehn Schritten zu einer guten Evaluation. *Panorama*, 30(3), 4 – 7.

**Baumeler, C. (2016).**

Organisationen der Arbeitswelt und Unternehmen als zentrale Berufsbildungsakteure. *SAGW Bulletin*, 4, 50 – 51.

**Berger, J.-L. (2016).**

Students’ perceptions of teaching practices as a prime explanation of their perceived competence, engagement and self-regulation: A study in the Swiss vocational education context. *The Studying & Self-Regulated Learning SIG Newsletter*, Fall 2016.

**Caprani, I., Duemmler, K., & Felder, A. (2016).**

Quand les apprenti-e-s font preuve de stratégies à l’égard de conditions de travail difficiles. *Educateur*, 6, 32 – 34.

**Cortessis, S. (2016).**

Valoriser : les compétences extra-scolaires développées par les jeunes, une ressource inexploitée? *AGORA, la revue des formateurs romands*, 11, 11.

**Dannecker, K. (2016).**

Alte Schläuche – aber neuer Wein. SGAB-Tagung «Kompetenzorientierung im Prüfungsprozess». *SGAB Newsletter*, 8 / 2016.

**Eymann, A., & Schweri, J. (2016).**

Qualifikations-Mismatch – Folgen für Erwerb­spersonen mit beruflichem und akademischem Abschluss. *Berufsbildung in Wissenschaft und Praxis BWP*, 5, 46 – 49.

**Heller, N., & Barabasch, A. (2016).**

Die Architektur paralleler Bildungsstrukturen in der Schweiz. *Berufsbildung*, 162.

**Kriesi, I. (2016).**

Warum es Frauen- und Männerberufe gibt. Laudatio zum CORECHED-Bildungspreis 2016. *SGAB Newsletter*, 8 / 2016.

**Lamamra, N., & Duc, B. (2016).**

Les arrêts d’apprentissage révélateurs des parcours de transition école-travail actuels. *Bulletin CIIP* 3, 17 – 20.

**Meyer, R., & Barabasch, A. (2016).**

Berufsorientierung im Erwerbsleben: was Deutschland von der Schweiz lernen kann. *Berufsbildung*, 160, 46 – 48.

**Sappa, V., Boldrini, E., Leumann, S., & Barabasch, A. (2016).**

Resilienz und Wohlbefinden: Studie mit Berufsfachschul-lehrpersonen in der Schweiz. *Folia*, 6, 30 – 32.

**Schmid, E., & Neumann, J. (2016).**

Erste nationale Ergebnisse zu Lehrvertragsauflösungen. *Panorama*, 5, 14 – 15.

**Swars, E. (2016, 30. März).**

Mit Schweizer Expertise zur Bildungsreform. *Neue Zürcher Zeitung*, 51.

**Weber Guisan, S. (2016).**

Ces jeunes qui croient encore au bénévolat, dans le reportage consacré au bénévolat des jeunes. *Migros Magazine*, 28.

**Widmer, T., Eberli, D., Ackermann, G., Balzer, L., Bundi, P., Hirschi, C., Kasper, T., Neuenschwander, P., Neuhaus, B., Rohrbach, W., Schlaufer, C., & Strebel, F. (2016).**

Forschung über Evaluation in der Schweiz: Stand und Aus-sichten. *LeGes – Gesetzgebung & Evaluation*, 27(3), 459 – 483.

## Reports

**Barabasch, A. (2016).**

*Report: improving career prospects of low-skilled. The role of guidance and of lifelong learning.* Luxembourg: Cedefop Publication Office.

**Baumeler, C. (2016).**

*Besoin d’enseignant-e-s qualifié-e-s pour la formation professionnelle initiale. Fact sheet 1 pour la CSFP.* Zollikofen : Institut fédéral des hautes études en formation professionnelle IFFP.

**Baumeler, C. (2016).**

*Fachkräftebedarf Lehrpersonen für die berufliche Grundbildung. Fact Sheet 1 für die SBBK.* Zollikofen: Eidgenössisches Hochschulinstitut für Berufsbildung EHB.

**Beeli, S., Tsandev, E., Kriesi, I., & Voit, J. (2016).**

*Berufsabschluss von Erwachsenen: Bedürfnisse von Arbeitgebenden. Zwischenbericht zuhanden des Schweizerischen Staatssekretariats für Bildung, Forschung und Innovation.* Zollikofen: Eidgenössisches Hochschulinstitut für Berufsbildung EHB.

**Beeli, S., Tsandev, E., Kriesi, I., & Voit, J. (2016).**

*Diplôme professionnel pour adultes : Besoin des employeurs. Rapport intermédiaire pour le Secrétariat d’Etat à la formation, à la recherche et à l’innovation.* Zollikofen : Institut fédéral des hautes études en formation professionnelle IFFP.

**Berger, J.-L. (2016).**

*Lehrpersonen in der Berufsbildung: Rekrutierungswege, Motivation, Bedeutung des Lohns und Unterrichtsqualität. Fact Sheet 2 für die SBBK.* Zollikofen: Eidgenössisches Hochschulinstitut für Berufsbildung EHB.

**Berger, J.-L. (2016).**

*Enseigner en formation professionnelle : voies de recrutement, motivations, importance du salaire et qualité de l’enseignement. Fact sheet 2 pour la CSFP.* Zollikofen : Institut fédéral des hautes études en formation professionnelle IFFP.

**Bonoli, L., & Notter, P. (2016).**

*Länderstudie Schweiz (Endbericht). Projekt «Entwicklung nationaler Ausbildungsstandards – Akteure, Verfahren und Gestaltung im europäischen Vergleich».* Bonn: Bundesinstitut für Berufsbildung (BIBB).

**Bonoli, L., & Notter, P. (2016).**

*Länderstudie Schweiz. Schlussbericht zum Projekt «Entwicklung nationaler Ausbildungsstandards – Akteure, Verfahren und Gestaltung im europäischen Vergleich».* Zollikofen: Eidgenössisches Hochschulinstitut für Berufsbildung EHB.

**Hofmann, C., Häfeli, K., Duc, B., & Lamamra, N. (2016).**

*Situation der Lernenden und Bewältigung von Übergängen im niederschweligen Ausbildungsbereich Qualitative Vorstudie Synthesebericht.* Bern: Staatssekretariat für Bildung, Forschung und Innovation SBFJ.

**Kammermann, M., Hättich, A., & Balzer, L. (2016).**

*Laufbahnstudie EBA. Arbeitsmarktfähigkeit von Lernenden einer zweijährigen beruflichen Grundbildung. Dokumentation der Erhebungsinstrumente dritte telefonische Nachbefragung Lernende fünf Jahre nach Ausbildungsabschluss.* Zollikofen: Eidgenössisches Hochschulinstitut für Berufsbildung EHB.

**Kriesi, I., Neumann, J., Schweri, J., Griga, D., Kuhn, A., Schmid, E., & Baumeler, C. (2016).**

*Bleiben? Gehen? Neu beginnen? Häufigkeit, Ursachen und Folgen von Lehrvertragsauflösungen.* Zollikofen: Eidgenössisches Hochschulinstitut für Berufsbildung EHB.

**Kriesi, I., Neumann, J., Schweri, J., Griga, D., Kuhn, A., Schmid, E., & Baumeler, C. (2016).**

*Rester? S’en aller? Recommencer? Fréquence, causes et répercussions des résiliations de contrats d’apprentissage.* Zollikofen : Institut fédéral des hautes études en formation professionnelle IFFP.

**Kriesi, I., Neumann, J., Schweri, J., Griga, D., Kuhn, A., Schmid, E., & Baumeler, C. (2016).**

*Rimanere? Andarsene? Ritornare? Frequenza, cause e conseguenze degli scioglimenti di contratto di tirocinio.* Zollikofen: Istituto Universitario Federale per la Formazione Professionale IUFFP.

**Kuhn, A. (2016).**

*Die höhere Berufsbildung in der Schweiz.* In E. Hoffmann (Hrsg.). Sankt Augustin: Konrad-Adenauer-Stiftung.

**Motta, E., & Cattaneo, A. (2016).**

*Diploma cantonale di esercente: indagine esplorativa e valutazione dell'esame, del corso e del periodo di pratica.* Lugano: Istituto Universitario Federale per la Formazione Professionale IUFFP.

**Sappa, V., & Boldrini, E. (2016).**

*Resilienza degli e delle insegnanti della formazione professionale. Basi per lo sviluppo di interventi sensibili al contesto. Rapporto Finale Progetto di ricerca pilota 2015 – 2016.* Lugano: Istituto Universitario Federale per la Formazione Professionale IUFFP.

**Schmid, E., & Kriesi, I. (2016).**

*Indikatoren zu Verläufen in der beruflichen Grundbildung. Berechnung einer Lehrvertragsauflösungsquote, einer Wiedereinstiegsquote, einer Erfolgsquote beim Qualifikationsverfahren einer Abbruchquote. Projektauftrag im Auftrag des Bundesamtes für Statistik (BFS).* Zollikofen: Eidgenössisches Hochschulinstitut für Berufsbildung EHB.

**Schmid, E., Neumann, J., & Kriesi, I. (2016).**

*Lehrvertragsauflösung, Wiedereinstieg, Bildungserfolg. Ergebnisse zur zweijährigen Grundbildung mit eidgenössischem Berufsattest (EBA).* Neuenburg: Bundesamt für Statistik.

**Stucki, R., Lüthi, I. (2016).**

*Forschungsprojekt Umweltbildung am Lernort Betrieb der beruflichen Grundbildung. Anpassung des TP 1.2 – Umsetzung Massnahmenpaket. Leuchtturmprojekte. Schlussbericht. Im Auftrag des Bundesamtes für Umwelt (BAFU).* Zollikofen: Eidgenössisches Hochschulinstitut für Berufsbildung EHB.

## Further publications

**Besozzi, R., Duc, B., & Lamamra, N. (2016).**

*Les trajectoires professionnelles des formateurs et formatrices en entreprise : leur transition vers la fonction de formation à la lumière de leur propre expérience d'apprentissage.* In Actes des XXIIIèmes Journées d'études sur les données longitudinales dans l'analyse du marché du travail, (1). Céreq Echanges.

**Bosset, I. (2016).**

*Soutien organisationnel perçu à la formation : Processus, modes de régulation, et conséquences.* Thèse de doctorat en Sciences de l'Education. Université de Genève, Genève.

**Duemmler, K., Felder, A., & Caprani, I. (2016).**

*Flexibility and autonomy demands: Retail apprentices' sense-making and professional identities.* European Conference on Educational Research (ECER) 2016. Conference Proceeding. Dublin, Ireland.

**Girardet, C., & Berger, J.-L. (2016).**

*Teacher change in classroom management: a mixed-method study with vocational teachers.* AERA Conference Proceedings. Washington DC, United States of America.

**Lê Van, K., & Berger, J.-L. (2016).**

*Evolution of vocational teachers' instructional planning in the early years after teacher education.* AERA Conference Proceedings. Washington DC, United States of America.

**Thomson, M. M., & Berger, J.-L. (2016).**

*Teaching typologies: Comparisons among the US and Swiss preservice teachers on their teaching typologies, motivational profiles and instructional beliefs.* AERA Conference Proceedings. Washington DC, United States of America.

## Imprint

### Publisher and concept

Swiss Federal Institute for Vocational Education and Training SFIVET

### Editing

Swiss Federal Institute for Vocational Education and Training SFIVET

### Design and production

Designsensor AG, Bern-Liebefeld

### Illustrations

Learners enrolled in the VET programme in mediamatics at the Aarau Vocational School and learners enrolled in the VET programme in graphic design at the Bern and Biel Design School. For details, see inside front cover.

### Printing

Egger AG, Print und Dialog, Frutigen

### May 2017

All rights reserved, reprint or use of content authorised only with SFIVET consent.

### Contact

Swiss Federal Institute for Vocational Education and Training SFIVET  
Kirchlindachstrasse 79  
CHF-3052 Zollikofen  
+41 58 458 27 00  
info@sfivet.swiss  
www.sfivet.swiss