



# Newsletter

## CVA-ACFP Newsletter July 2014

### NEXT DACUM I PUBLIC WORKSHOPS in 2014

- September 8-11 2014 St-John's, NL
- September 15-18 2014 Winnipeg, MB
  - November 3-6 2014 Ottawa, ON
  - November 17-20 2014 Calgary, AB

For more information on DACUM :

<http://cva-acfp.org/training-and-workshops/dacum-i-analysis-facilitator/>

## CVA's PICKS OF THE MONTH

### Future world skills 2020

This report analyzes key drivers that will reshape the landscape of work and identifies key work skills needed in the next 10 years.

*Tags : 2014 July Newsletter; Document; Employment trend 2020; In English; Skills - trend; Source: Institute for the Future; Trend - skills;*

## ARTICLES and PAPERS

### Australia. The interrelatedness of formal, non-formal and informal learning: evidence from labour market program participants

Definitions, differences and relationships between formal, non-formal and informal learning have long been contentious. There has been a significant change in language and reference from adult education to what amounts to forms of learning categorised by their modes of facilitation. Nonetheless, there is currently a renewed interest in the recognition of non-formal and informal learning internationally and in Australia.

*Tags : 2014 July Newsletter; Analysis - comparative; Australia; Comparative analysis; Éducation; Education - informal; Education - non formal; In English; Paper; Source: VOCEDplus;*

### **Canada. Companies get colleges to do their training**

Colleges and institutes across the country have long had a cozy relationship with companies and industries, with a goal of fuelling economic growth and funnelling students into vacant jobs. But with the country's skilled-labour shortage worsening—it's estimated to reach four million over the next quarter-century—worried companies are coaxing colleges into ever closer and more creative partnerships. In some cases, they're even helping design new programs.

*Tags : 2014 July Newsletter; Article; Canada; In English; School-to-work transition; Source: Maclean's On Campus; Target group: Colleges and institutes; Target group: Employers; Trends;*

### **USA. Good workers for good jobs: improving education and workforce systems in the US**

Stagnant earnings and growing inequality in the US labor market reflect both a slowdown in the growth of worker skills and the growing matching of good-paying jobs to skilled workers. Improving the ties between colleges, workforce institutions, and employers would help more workers gain the needed skills. Evaluation evidence shows that training programs linked to employers and good-paying jobs are often cost-effective. Helping more states develop such programs and systems would help raise worker earnings and reduce inequality.

*Tags : 2014 July Newsletter; Analysis; Entreprises; In English; Paper; Source: IZA - Institute for the Study of Labor; Students; Target group: Entreprises; Target group: Students; Training - workforce; United States of America; Workforce - development; Workplace - training;*

### **European Union. Silver workers – golden opportunities**

This briefing note explores the benefits of investing in an ageing workforce.

*Tags : 2014 July Newsletter; Ageing workforce; Briefing note; European Union; In English; Source: Cedefop - European Centre for the Development of Vocational Training; Trend - employment;*

### **Europe. Skill mismatch: more than meets the eye**

Skill deficits do not cause unemployment; Europe's most talented workforce is being wasted.

### **En français. Europe. Inadéquation des compétences: les dessous du problème**

Les pénuries de compétences ne sont pas une cause de chômage; la main-d'œuvre européenne la plus qualifiée est gaspillée.

*Tags : 2014 July Newsletter; Briefing note; Europe; In English; Mismatch training/workforce - skills; Skills - mismatch training/workplace; Source: Cedefop - European Centre for the Development of Vocational Training;*

### **The Meaning of Skills in Global Reports**

This article provides a quick review of three recent and important global reports on skills,

namely (1) the 2012 EFA Global Monitoring Report on Skills; (2) OECD Better Skills, Better Jobs, Better Lives report; and, (3) the McKinsey World at Work report. This article focuses on the meanings given to the notion of skills in these reports.

*Tags : 2014 July Newsletter; Article; In English; Review 2012; Skills; Source: NORRAG - Northern Research Review and Advisory Group;*

### **The Most Common Leadership Model - And Why It's Broken**

When organizations hire, develop, and promote leaders using a competency-based model, they're unwittingly incubating failure. Nothing fractures corporate culture faster, and eviscerates talent development efforts more rapidly, than rewarding the wrong people for the wrong reasons. Don't reward technical competency – reward aggregate contribution.

*Tags : 2014 July Newsletter; Analysis - trends; Article; Competence - model; In English; Model - competence; Source: Forbes; Trend - analysis;*

### **How the Skills Gap Affects the Global Economy**

Employers in the world's 10 largest economies are all struggling with the same task: finding skilled workers to fill open positions. When businesses lack the necessary skilled workers, they suffer from less effective business performance, lower quality work, lower morale and higher employee turnover.

*Tags : 2014 July Newsletter; En bref; In English; Infographic; Skills - shortage; Source: Visual.ly;*

### **Global migrants: Which are the most wanted professions?**

Around the world, there are a number of professions in high demand from the pool of 200 million international migrants. Use the interactive guide to explore the top 20 most wanted professionals and the countries that want their skills. You can also read case studies of professionals who have made the move to another country.

*Tags : 2014 July Newsletter; Case study; Foreign workers; In English; Interactive map; Source: BBC; Target group: Foreign workers; Trends;*

### **Gender Wage Gaps across Skills and Trade Openness**

Several empirical studies have shown that the effect of openness on the gender wage gap depends on the skill requirement of the workplace. This paper offers a theoretical explanation to understand that finding. We integrate a statistical discrimination framework with the labour assignment approach to give general conditions under which the matching between firms and workers gives rise to a wider gender wage gap at the upper tail of the distribution, in accordance with empirical evidence. We further look at the effect of trade openness on the gender wage gap along the entire distribution.

*Tags : 2014 July Newsletter; Gender - equity; In English; Source: HAL Archives ouvertes; Wages; Working paper;*

## **DOCUMENTS**

**Canada. [From Better Skills to Better Work: How Career Ladders can Support the Transition from Low-Skill to High-Skill Work](#)**

This brief explores 'Career Ladders', a series of connected literacy, language and skills training programs that enable individuals to secure employment within a specific industry or occupational cluster, and to advance to successively higher levels of education and employment within that sector. Each step is explicitly designed to meet the needs of both participants and employers in obtaining necessary workplace skills.

**En français. Canada. [Se propulser à l'avant-garde: De meilleures compétences pour un meilleur emploi](#)**

Comment favoriser la transition d'un emploi peu spécialisé à un emploi très spécialisé grâce aux initiatives d'échelons de carrière

*Tags : 2014 July Newsletter; Canada; Development - skills; Employment - strategy; In English; Research brief; Skills - development; Source: Essential Skills Ontario; Strategy - employment;*

**Tunisia. [Entrepreneurship training and self-employment among university graduates : evidence from a randomized trial in Tunisia](#)**

In economies characterized by low labor demand and high rates of youth unemployment, entrepreneurship training has the potential to enable youth to gain skills and create their own jobs. This paper presents experimental evidence on a new entrepreneurship track that provides business training and personalized coaching to university students in Tunisia.

*Tags : 2014 July Newsletter; Analysis - comparative; Employability - youth; Employment - self-employment; In English; Self employment; Skills - development; Source: World Bank; Target group: University students; Training - workplace; Tunisia; University students; Working paper; Youth - employability;*

**[Africa at work: Job creation and inclusive growth](#)**

By 2020, 48% of Africans will have a secondary or tertiary education and has the potential to create between 54 million and 72 million more wage-paying jobs, with nearly half of them in manufacturing, agriculture, and retail and hospitality.

*Tags : 2014 July Newsletter; Africa; Employment trend 2020; In English; Report; Source: McKinsey; Trend - employment;*

**Latin America. [Youth and skills in Latin America: strategies, programmes and best practices](#)**

The paper will explore skills development programmes in Latin America benefiting marginalized groups. It will deliver (1) a general overview on skills development and marginalization in the Region, (2) an analysis of formal and non-formal skills acquisition architecture focusing on institutional arrangements, donors initiatives and south-south technical cooperation, (3) an analysis of the relevance of post-primary education and, in conclusion, (4) the paper will identify best practices of programmes and vocational trainings with a focus on informal sector, urban areas and indigenous people.

*Tags : 2014 July Newsletter; Case study; Development - skills; Document; In English; Latin America; Skills - development; Source: UNESCO; Target group: Youth - disadvantaged; Youth - disanvantaged;*

### **International Standard Classification of Education, 2013**

The International Standard Classification of Education (ISCED) is a framework for assembling, compiling and analysing cross-nationally comparable statistics on education. ISCED is a member of the United Nations International Family of Economic and Social Classifications and is the reference classification for organizing education programmes and related qualifications by levels and fields of education. The availability of a common international classification is only the first step towards the collection of comparable data. The second step is to ensure a consistent application of the classification across countries. Thus, the aim of this manual is to offer clear guidelines on how to apply the ISCED Fields of Education and Training. This is done by both specifying a number of criteria to be observed and by providing lists of inclusions and exclusions from each field of education and training.

*2014 July Newsletter; Annual report 2013; In English; International Standard Classification of Education (ISCED); Source: UNESCO;*

### **Review of policies to strengthen skills-employment linkages for marginalised young people**

An analysis of the provision, governance and financing of policies, strategies and programmes to promote the employability and skills development of youths.

*Tags : 2014 July Newsletter; Bangladesh; Case study; Development - skills; Educational policy; Educational strategy; Ethiopia; In English; Jordan; Policy - educational; Sierra Leone; Skills - development; Source: UNESCO; Strategy - educational; Target group: Youth - disadvantaged; Youth - disanvantaged;*

### **Skills development for youth living with disabilities in four developing countries**

This paper outlines some of the key challenges and opportunities regarding skills development for youth with disabilities. It focuses on those who are no longer in formal education, but who, for a variety of reasons, are not yet in formal employment. Where possible, it outlines the extent of labour force participation amongst youth living with disabilities, and discusses the barriers to participation.

*Tags : 2014 July Newsletter; Case study; China; Development - skills; In English; Kenya; Lower-income countries; Sierra Leone; Skills - development; Source: UNESCO; Sri Lanka; Target group: Youth living with disabilities; Youth;*

### **Aid to skills development: case study on Japan's foreign aid program**

Two cases of skills development projects are presented, one in post-conflict Southern Sudan, another to develop a regional hub of training center in Senegal, each representing the different objective. They provide ideas on how Japanese assistance in this area can respond to challenging needs by study-based designing and building a

partnership among key stakeholders, and how it helps build institutional capacity through a long-term assistance.

*Tags : 2014 July Newsletter; Conflict settings; Cooperation - international; Development - skills; Document; In English; International cooperation; Japan; Post-conflict settings; Senegal; Skills - development; Source: UNESCO; Sudan/Southern Sudan;*

### **Recognition of prior learning and experiences as a means to re-integrate early school leavers into education and training**

The aim of this paper is to summarise the types of approaches and methods used across the world to assess and recognise learning early school leavers have acquired in non-formal and informal settings. The paper also discusses the rationale for providing opportunities for early school leavers to have their prior learning recognised and elaborates on the potential benefits for them. The paper ends with an analysis of the availability of such mechanisms for young early school leavers, highlights issues that need to be taken into consideration when engaging this target group in mainstream practices and elaborates on the future prospects.

*Tags : 2014 July Newsletter; Australia; Case study; Document; Education - informal; Education - non formal; France; In English; Informal education; Non formal education; Philippines; Prior learning recognition; Recognition of Prior Learning (RPL); Source: UNESCO; Sri Lanka; Target group: Youth - dropout;*

### **Better Skills, Better Jobs, Better Lives A Strategic Approach to Skills Policies**

The OECD Skills Strategy provides an integrated, cross-government strategic framework to help countries understand more about how to invest in skills in a way that will transform lives and drive economies. It will help countries to identify the strengths and weaknesses of their existing national skills pool and skills systems, benchmark them internationally, and develop policies for improvement.

*Tags : 2014 July Newsletter; Document; In English; OECD countries; Policy - skills; Skills - policies; Source: OECD - Organisation for Economic Co-operation and Development;*

## **OTHER**

### **Canada/British Columbia. Want to succeed in the trades? Build your Essential Skills!**

Apprentices with good Essential Skills are eight times more likely to pass their exams. This website was created to help people prepare for success in the first two levels of technical training during their apprenticeship.

*Tags : 2014 July Newsletter; Assessment - skills; Assessment - tool; Canada/British Columbia; Essential skills; In English; Skills - assessment; Source: ITA - Industry Training Authority; Tool - assessment;*

Online journal for scientists and practitioners in the field of Technical and Vocational Education and Training (TVET) and Vocational Teacher Education (VTE) in the East and Southeast- Asian region.

*2014 July Newsletter; Articles - journal; Asia/Southeast Asia; Australia; Bhutan; Brunei Darussalam; China; East Asia; Field: TVET - Technical and Vocational Education and Training; In English; Indonesia; Japan; Journal articles; Korea; Malaysia; Source: UNESCO; VET - vocational education and training; Vietnam;*

### **YEI - Youth Employment Inventory**

YEI is the first comprehensive database to provide comparative information on youth employment interventions worldwide. Comprising more than 300 youth employment programs from around 90 countries, YEI documents program design, implementation, and achieved results. The programs included range from interventions for improving the labor market information base (counseling, job search skills) to programs that aim at increasing the demand for youth labor (wage subsidies and public works) and those focusing on improving chances for young entrepreneurs (providing financial, technical, and training assistance).

*Tags : 2014 July Newsletter; Database YEI; Employment - youth; In English; Resources; Source: YEI - Youth Employment Inventory; YEI - database; Youth - employment;*

### **TVETipedia**

TVETipedia is an internet portal where users can exchange information and share knowledge on Technical and Vocational Education and Training (TVET) issues.

*Tags : 2014 July Newsletter; En bref; In English; Resources; Source: UNESCO-UNEVOC; VET - vocational education and training; Web site;*

## **NEWS in BRIEF**

### **Afghanistan. First ever National TVET Strategy for Afghanistan launched in Kabul**

The launch of the National Technical and Vocational Education and Training (TVET) Strategy is a watershed for the provision of vocational training and skills development in Afghanistan. Most importantly the strategy marks a renewed commitment to a coordinated approach to TVET and is a guiding document for all stakeholders to strengthen the four main pillars of the TVET system: governance, access, quality and financing.

*Tags : 2014 July Newsletter; Afghanistan; En bref; In English; National strategy - VET; News; Source: UNESCO; VET - national strategy;*

### **USA. Why Do Teachers Quit?**

If 40 to 50 percent of teachers leave the classroom within the first five years their career, that means that 50 to 60 percent of teachers stay. Who are they? Where are they

teaching? What is keeping them?

*Tags : 2014 July Newsletter; Article; En bref; In English; Source: The Atlantic; Target group: Teachers; Teachers;*

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