



# Newsletter

## CVA-ACFP Newsletter January 2015

### DACUM I PUBLIC WORKSHOPS in 2015

- March 9-12 2015, Montréal, QC (en français)
  - March 16-19 2015, Winnipeg, MB
  - April 13-16 2015, Vancouver, BC
    - May 25-28 2015, Calgary, AB
    - May 25-28 2015, Ottawa, ON
  - September 21-24 2015, Halifax, NS
- September 28-October 1st 2015, Whitehorse, YK
  - November 2-5 2015, Regina, SK
  - November 2-5 2015, Moncton, NB

For more information on DACUM : [here](#)

## CVA's PICKS OF THE MONTH

### Canada. [Integrated Industrial Learning System: A Solution for Competitiveness](#)

The Integrated Industrial Learning System (IILS) is a system for structured workforce development and continuous learning that combines the power of Canada's leading post-secondary education system with the practical experience of our industrial workplace to create a flexible, skilled, productive and competitive workforce geared to the challenges of the emerging global economy. It combines elements that already exist: post secondary education, co-op programs, and apprenticeships – and applies them in different ways to rapidly build the world-class workforce the country needs.

*A contribution of J.L. Griffiths, [jeff@griffiths-sheppard.com](mailto:jeff@griffiths-sheppard.com) Web: <http://griffiths-sheppard.com/>*

*Tags : Canada; Development - workforce; ILLS - Integrated Industrial Learning System; Integrated Industrial Learning System - ILLS; Source: Jeff Griffiths; Source: Ron Kurtz; White Paper; Workforce - development strategy;*

## **ARTICLES and PAPERS**

### **Australia. Building foundations for occupations or one-way tickets to low skilled jobs? How effective is VET in Schools?**

Study of models of VETiS to analyse the capacity of VETiS to play an effective role in youth transitions. The discussion of the efficacy of VETiS for young people is centred around three key themes: the contested purpose of VETiS; the uneasy fit of VETiS within structures of senior secondary education; and the complexity of the inherently cross-sectoral nature of VETiS delivery.

*Tags : Analysis; Australia; Paper; School-to-work transition; Source: Academia.edu; Target group: Youth; VET - institution; Youth;*

### **Canada. The Results Are In: Mentoring Improves Employment Outcomes for Skilled Immigrants**

The report's findings make a compelling case for scaling up mentoring in Canadian cities. Mentoring is a low-cost, high impact intervention that delivers on the promise of opportunity made to newcomers that make Canada their home every year.

*Tags : Analysis; Article; Canada; Coaching; Field: Mentoring; Foreign workers; Mentoring; Source: ALLIES - Assisting Local Leaders with Immigrant Employment Strategies; Study; Target group: Foreign workers;*

### **Canada. So much for the mobile workforce: Skilled trades face obstacles crossing provincial boundaries**

Labour experts often describe today's workers as much more "mobile" than ever. Yet, when it comes to skilled trades, immobility seems to be the dominant trend. While a certified journeymen (someone who has finished an apprenticeship) qualifies to work across provincial boundaries, apprentices (those still) in training can't move between jurisdictions as easily.

*Tags : Article; Canada; Mobility trend - workforce; Skilled workers; Source: Vancouver Sun; Target group: Skilled workers; Workforce - mobility trend;*

### **Canada. Why Essential Skills matter in the trades**

The business case for Essential Skills.

*Tags : Article; Canada; Essential skills; Skills - essential; Source: ITA - Industry Training Authority; Trades;*

### **Canada/British Columbia. [Women urged to sign up](#)**

Predicted skilled labour shortage leads to training initiatives aimed at female recruitment.

*Tags : Article; Canada/British Columbia; Gender - equity; Shortage - skills; Skills - shortage; Source: Vancouver Sun;*

### **The Netherlands. [Vocational Education and Training System in the Netherlands](#)**

Vocational education and training (VET) is the most popular option for young people to pursue in the Netherlands. Dutch VET provides a well-established, flexible and clearly structured route into employment, enjoying very high completion rates and good prospects for employment. And employers are central to this. Their interests are established in legislation and represented via sectoral organisations to ensure their skill needs are met. This Briefing Paper explores the VET system and employers' role within it.

*Tags : Briefing paper; Source: UK Commission for Employment and Skills; the Netherlands; VET - vocational education and training;*

### **[From occupational Profiles to Educational standards and Programmes : A roadmap based on practical experiences](#)**

Qualification standards are the result of interactions between the worlds of work (embodied by social partners, professional associations, employments services, etc.) and of education (training providers, teachers, trainers & , adults trainers, awarding bodies, scientists, ministry of education, other productive ministries, etc.). Consequently, the primiray role of Qualification standards is to be a powerfull coordination mecanism for improving the match between demand and provision of education, training and learning.

*Tags : Educational standards; Occupational profiles; Paper; Profiles - occupational; Roadmap; Source: EVTA - European Vocational Training Association; Standards - occupational;*

### **[Jobs of the Future](#)**

The nature of work is changing. Virtually all new jobs will require a good understanding of technology, excellent management and collaboration skills, and the ability to continuously learn new skills to adapt to a rapidly changing job market.

*Tags : Analysis - trends; Article; Employment trend; Skills - trend; Source: Diplomatic Courier; Trend - analysis; Trend - employment; Trend - skills;*

## **DOCUMENTS**

### **Africa. [Improving Skills Development in the Informal Sector](#)**

Improving Skills Development in the Informal Sector looks at how formal education, technical and vocational education and training, apprenticeships, and on-the-job

learning shape employment and earnings in the informal sector in five African countries. The book also examines a set of economic constraints to skills development and offers an insightful approach to improving employment outcomes.

*Tags : Africa; Book; Development - skills; Ghana; Informal sector; Kenya; Nigeria; Rwanda; Skills - development; Source: World Bank; Tanzania;*

#### **Canada. [Education Indicators in Canada: An International Perspective 2014](#)**

*Education Indicators in Canada: An International Perspective* was designed to expand upon the information for Canada that is provided to the Organisation for Economic Co-operation and Development (OECD) for publication in *Education at a Glance: OCED Indicators (EAG)*. The additional, internationally comparable, data provided by *Education Indicators in Canada* complements EAG and supports the mission of the Canadian Education Statistics Council (CESC) to “create and commit to comprehensive and long-term strategies, plans, and programs to collect, analyze, and disseminate nationally and internationally policy-relevant and comparable statistical information.”

#### **En français. [Indicateurs de l'éducation au Canada : une perspective internationale 2014](#)**

*Tags : Canada; Education - indicators 2014; Indicators - education 2014; Source: Government of Canada/Statistics Canada;*

#### **Canada/British Columbia. [Skill Requirements for BC's Career Development Practitioners: An Exploratory Study](#)**

This study assesses the current state of the career development profession in British Columbia and identifies opportunities for supporting career development practitioners in their efforts to serve the needs of BC job seekers.

*Tags : Canada/British Columbia; Career - development services; Field: Career development services; Report; Source: CfBEE - Centre for Employment Excellence;*

#### **Canada/Ontario. [The Need to Make Skills Work: The Cost of Ontario's Skills Gap](#)**

Skills gaps cost the Ontario economy up to \$24.3 billion in foregone GDP—a result of too many Ontarians not obtaining enough education to find employment in today's economy. Skills gaps are projected to worsen if action is not taken to address them, and fears about a future of “jobs without people” and “people without jobs” are widespread. However, little has been done to examine the true economic costs of Ontario's skills gaps and what can be done to prevent a skills crisis. To address a lack of information, the Conference Board undertook a major study of skills gaps in Ontario, including a survey of over 1,500 Ontario employers.

*\*You will need to register/sign in in order to download the document.*

*Tags : Canada/Ontario; Document; Gap - skills; Skills - shortage; Source: Conference Board of Canada;*

#### **Croatia. [How is the EU newest member performing on vocational education and training and lifelong learning?](#)**

Statistical overview on vocational education and training (VET) and lifelong learning in

the country. Selected for their policy relevance and importance to achieving the Europe 2020 strategy's objectives, the indicators quantify key aspects of VET and lifelong learning and relate Croatia's performance to the EU average. Key findings

### **Statistical overview**

*Tags : Croatia; Source: Cedefop - Centre européen pour le développement de la formation professionnelle; Statistics; VET - vocational education and training;*

### **England. Learning for Women in Prison**

The research took place at a time of change; prisons across England were introducing the new OLASS 4 contracts and adjusting to the policy steer laid out in Making Prisons Work – with an emphasis on both learning and skills for employment. This report looks at how learning is key to responding positively to the issues and circumstances faced by women in prison and how programmes have been successful in progressing the learning for work and the reducing reoffending agendas.

*Tags : Development - skills; England; Learning - environment; Prison population; Skills - development; Source: NIACE - National Institute of Adult Continuing Education; Women;*

### **England. Vocational Training and Employability Skills in Prisons and Young Offenders Institutions**

Study to identify effective practice in vocational learning and employability skills provision in men's prisons and Young Offender Institutions.

*Tags : Development - skills; England; Learning - environment; Prison population; Skills - development; Source: NIACE - National Institute of Adult Continuing Education; Study; Target group: Youth; Youth;*

### **Global Wage Report 2014/15**

The 2014/15 edition examines the link between wages and inequality at the household level. It shows that wages constitute the largest single source of income for households with at least one member of working age in most countries and points to changes in wages and paid employment as key factors underlying recent trends in inequality. The report also considers wage gaps between certain groups, such as those between women and men, migrants and nationals, and workers in the informal and formal economy.

### **En français. Rapport mondial sur les salaires 2014/15. Salaires et inégalités de revenus**

*Tags : Analysis - comparative; Annual report 2014; Source: ILO - International Labour Organization; Wages;*

### **Kosovo. Gender differences in earnings and labor supply in early career: evidence from Kosovo's school-to-work transition survey**

The results of the analysis suggest that, on average, women have lower education attainment than men but this educational disparity is masked among the sample of employed men and women who tend to be well-educated.

*Tags : Analysis - comparative; Comparative analysis; Gender - equity; Kosovo; Paper; School-to-work*

transition; Source: Journal of Labor & Development; Survey;

### **European Union. [Study on the impact of the Leonardo da Vinci programme on the quality of vocational education and training systems](#)**

The European Commission pursues several goals with the LEONARDO DA VINCI programme. On the one hand, the programme is intended to enhance transnational mobility of vocational education and training professionals (VETPro) and of young people engaged in vocational education and training. On the other hand, mobility actions for VETPro and innovation projects are intended to contribute to the modernization of initial (IVET) and the continuing training systems (CVET) and their adaptation to reflect the challenges of progressing European integration.

**Tags** : Analysis; Document; European Union; Leonardo da Vinci - program; Occupational qualifications; Program - Leonardo da Vinci; Qualification - occupational; Source: European Union;

### **European Union. [On the way to 2020: data for vocational education and training policies](#)**

This publication offers a set of indicator snapshots. A defined set of 31 core statistical indicators quantifies key aspects of vocational education and training and lifelong learning to help describe, monitor and compare European countries and their progress. The indicators are selected based on their policy relevance as well as on their importance to achieving the objectives of the Europe 2020 strategy.

**Tags** : European Union; Indicators; Research paper; Source: Cedefop - Centre européen pour le développement de la formation professionnelle; Trend - VET 2020; VET - trend 2020;

### **[European Training Foundation's Manual on the use of indicators](#)**

What is an indicator? What is a good indicator for policy making? How to create, select or analyse indicators? The aim of this manual is to offer a practical guide to using indicators to support the formulation of national policy. The guide provides an introduction to indicators and a general overview of their use. It also offers the reader tools and ideas for subsequent steps.

**Tags** : Formulation - policy; Indicators - use; Manual; Policy - formulation; Source: ETF - European Training Foundation;

### **[The engineering of TVET](#)**

The engineering of TVET is first and foremost a conceptual framework to be used to support the analysis and reflection activities of representatives of countries involved in a partnership project, to enable them to discuss the main initiatives required to strengthen or renew their VTT system. The goal is to allow decision makers and authorities in the participating countries to exchange information on their respective situations and to explore avenues for cooperation with a view to establishing a future partnership among governments undertaking reform of their VTT system.

**Tags** : Cooperation - international; Document; Framework; International cooperation; Source: Inforoute FTP; VET - development;

### **Megatrends: the trends shaping work and working lives**

The purpose of this report is to highlight some of the key trends that have been shaping our economies and the world of work in order to prompt a debate among practitioners, academics and policy-makers on the implications of change and what the HR profession can do to adapt to change and help shape the future.

**See also Legatrends Infographic**

*Tags : Analysis - trends; Employment trend; Infographic; Report; Source: CIPD - Chartered Institute of Personnel and Development; Trend - analysis; Trend - employment;*

## **OTHER**

### **Canadian Career development Challenge - Quiz**

Learn more about your career in a 5 to 10 minute quiz, and get a personalized score showing your career management skill and will.

**En français. Canada. Le défi en développement de carrière – Test**

*Tags : Canada; Evaluation; Quiz; Source: CCDF - Canadian Career Development Foundation;*

### **Canada. Directories of Educational Institutions and Occupational Profiles**

Find an educational institutions and an occupational profiles in Canada

**Canada. Directory of Educational Institutions in Canada**

**Canada. Directory of Occupational Profiles**

**En français. Canada Répertoire des établissements d'enseignement au Canada**

**En français. Canada. Répertoire des profils des professions**

*Tags : Directory; Occupational profiles; Profiles - occupational; Source: CICIC - Canadian Information Centre for International Credentials; Training - institutions/Community colleges;*

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