



# Newsletter

## CVA-ACFP Newsletter June 2015

### NEXT DACUM I PUBLIC WORKSHOPS in 2015

- 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

### Australia. [Guide to developing assessment tools](#)

This guide is designed to assist registered training organisations (RTOs) and their assessors to develop practical assessment tools that: - meet the requirements of the Standards for Registered Training Organisations (RTOs) 2015 and - deliver skilled graduates who are job ready from day one. An assessment tool includes the following components—context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.

See also Australia. [Standards for Registered Training Organisations \(RTOs\) 2015](#)

**Tags:** *Assessment - tool; Australia; Guide; Source: ASQA -Australian Skills Quality Authority;*

# ARTICLES and PAPERS

## Canada. [Learning and Development: 2015's trends and avoiding 'one-size-fits-all'](#)

Training, or Learning and Development (L&D), is a central— indeed, critical—part of the modern organisation, large and small and in both private and public sectors across Canada.

**Tags:** *70:20:10 learning model; Article; Canada; Education - trend 2015; Learning model 70:20:10; Source: HRM Online; Trend - education 2015;*

## Canada. [The Economy Needs Grads With Brains and Brawn](#)

A dangerous and growing urban myth in Canada is that university students enrolled in liberal arts and science programs are acquiring skills employers don't need. This is bogus.

**Tags:** *Article; Canada; Education - higher; Higher education; Source: Huffington Post;*

## Canada. [Does adult training benefit Canadian workers?](#)

Using longitudinal data for Canada, the probability of participating in employer supported course enrollment for mid career workers and the wage impacts of those adult educational investments are analyzed. Probability of participation in employer supported course enrolment is increasing with age, job tenure and education, and is lower for visible minority workers. Using a parametric difference-in-differences model to minimize the effects of selection into training, we find strong positive effects of employer supported course enrollment on wage changes over time. The estimated effect ranges from 6.8 to 7.7 percent wage growth for men and 7.5 to 9.3 percent wage growth for women. When the linear specification of the outcome equation is relaxed and an empirical common support is implemented through semiparametric difference-in-differences matching methods, the average treatment effect on the treated estimates from the log wage change models were smaller in magnitude than the corresponding parametric estimates but were typically still statistically significant and in the range of 4.2 to 7.6 percent for men and 7.6 to 7.1 percent for women. An analysis of respondents' health outcomes shows no clear relationship with participation in employer supported course enrollment.

**Tags:** *Adult education; Analysis; Andragogy; Canada; Field: Andragogy; Paper; Return on investment (ROI); ROI - Return on investment; Source: CLSRN - Canadian Labour Market and Skills Researcher Network;*

## China. [Analysis on Regional Difference in the Chance of Receiving Higher Vocational Education in China](#)

From the view of regional difference, comparing several indicators of the chance of receiving higher vocational education in different regions in the aspect of quantity and quality in China shows that, it is still a fact that regional difference exists in chance of

receiving higher vocational education. This fact will affect the realization of educational equality, the balance of economic development and the construction of harmonious society. In order to promote harmonious development and teaching equality of higher vocational education, the suggestions are: strengthening cooperation among higher vocational colleges in different regions; increasing investment on the middle and western regions; working out special support policies for west region.

**Tags:** *Analysis - comparative; China; Comparative analysis; Education - higher; Higher education; Research paper; Source: Vocational and Technical Education;*

### **Europe. Opportunities and challenges for ECVET, the vocational credit transfer system**

Most countries see the European credit system for vocational education and training (ECVET) as an instrument to enable cross-border mobility of vocational students. Hundreds of transnational pilot projects are in place, largely funded by the EU. However, the report concludes that for ECVET to go a step further and contribute to recognition of learning outcomes and allow accumulation of credits towards qualifications, it needs to be firmly and fully integrated into national lifelong learning policies and aligned with evolving validation practices.

### **En français. Perspectives et défis d'ECVET, le système européen de crédit d'apprentissages pour l'enseignement et la formation professionnels**

**Tags:** *Briefing note; Credit - transfers; ECVET - European Credit System for Vocational Education and Training; Europe; Learning - lifelong; Lifelong learning; Source: Cedefop - Centre européen pour le développement de la formation professionnelle; VET - vocational education and training;*

### **Cost of Scaling up the Health Workforce in Liberia, Sierra Leone, and Guinea Amid the Ebola Epidemic**

Based on the assumptions, data and calculations in this paper, the overall cost of doubling the health workforce over five years in Liberia, Sierra Leone, and Guinea, and expanded coverage via a community health worker program comes to approximately \$573.4 million, or less than \$115 million per year on average.

**Tags:** *Guinea; Health - personnel; Liberia; Lower-income countries; Sierra Leone; Source: Frontline Health Workers; Training - costs; Training - workforce; Workforce - training;*

### **More Work Needed to Make Labor Migration a Safer Option for Youth**

60% of young people in developing regions are either unemployed, not studying, or engaged in irregular employment. Is migration the solution?

**Tags:** *Article; Migration; NEET - not in employment - education or training; Source: World Bank; Target group: Youth; Youth;*

### **Skilled Immigrant Integration Around the Globe**

What other countries around the world are doing to integrate skilled immigrants into their economies?

### **Webinar. Skilled Immigrant Integration Around the Globe**

**Tags:** *Analysis - comparative; Comparative analysis; Document; Immigration integration process; Webinar;*

## DOCUMENTS

### **Canada. Government as Employer of Skilled Immigrants**

Governments are Canada's largest employers. The federal, provincial and municipal governments employ 3.6 million people. Public administration or general government operations alone (excluding education, health and business initiatives) employ almost 1.4 million people. As such, governments are major employers in many cities. In some provinces and territories, the public sector employs over a quarter of the work force. The research for this paper sought to learn more about the conditions that influence various levels of government in employing skilled immigrants. In particular, it sought to: - Explore the reasons why governments should be leaders in immigrant employment - Understand the conditions that influence behaviour on hiring immigrants (e.g. legislation, unions, citizenship or language requirements, political will) - Identify good immigrant employment practices and approaches currently used by governments - Provide credible findings that can be used to stimulate discussion about government immigrant employment practices

**Tags:** *Canada; Document; Foreign workers; Government of Canada - employer; Source: Hire Immigrants;*

### **Ghana. Demand and Supply of Skills in Ghana: How Can Training Programs Improve Employment and Productivity?**

Skills development in Ghana encompasses foundational skills, transferable/soft-skills, and technical and vocational skills. This report focuses on one segment of this skills development system: formal and informal technical and vocational education and training (TVET) at the pre-tertiary level.

**Tags:** *Ghana; Report; Source: World Bank; Training - programs; VET - vocational education and training;*

### **USA. Employer Guide to Adult Education for Work: Transforming Adult Education to Build a Skilled Workforce**

This guide provides employers with a vision for new, more effective adult education programs, including the key elements to include in order to ensure greater student success, an understanding of the role employers can play in building such a system, best-in-class examples of employer involvement in Adult Education for Work programming, and tools employers can use to assess their training needs and the quality of existing programs and to access training resources. Employers can use these tools as a guide to advocate for programs that better meet their needs.

**Tags:** *Guidelines; Source: Jobs for the future; Training - workplace; United States of America; Workplace - training;*

## **USA. [The Peril of Untrained Entry-Level Employees](#)**

Released findings of the *Accenture 2014 College Graduate Employment Survey* offer good news and bad news for employers of entry-level talent. First the bad news: most of those employers aren't doing much to provide their new hires with the training and support they need to get their careers off to a strong start. More than half (52 percent) of respondents who graduated in 2012 and 2013 and managed to find jobs tell us they did not receive *any* formal training in those positions. The good news is that, as young employees increasingly value career-relevant skills, and as awareness spreads more quickly of which employers provide good development training, there is a new opportunity for some employers to shine. By building a distinctive program for training new hires, and getting the word out about it, an organization today can gain an edge in the competition for top talent.

### **Related survey. USA. [Great Expectations: Insights from the Accenture 2014 College Graduate Employment Survey](#)**

**Tags:** *Article; Colleges and Universities; Source: Accenture; Source: Harvard Business Review; Survey; Target group: University students; United States of America; University students;*

## **[UNESCO Institute for Lifelong Learning, annual report 2013](#)**

Annual Report 2013

### **En français. [Institut de l'UNESCO pour l'apprentissage tout au long de la vie, rapport annuel 2013](#)**

**Tags:** *Annual report 2013; Learning - lifelong; Lifelong learning; Source: UNESCO;*

## **[Technical and Vocational Skills Development in the Informal Sector](#)**

This publication presents a collection of articles on technical and vocational skills development in the informal sector (TVSD). It spotlights practical project examples from different countries, using different approaches.

**Tags:** *Document; Informal sector; Source: DVV - German Adult Education Association; VET - vocational education and training;*

## **[Entrepreneurship Education and Training : Insights from Ghana, Kenya, and Mozambique](#)**

This report synthesizes information from across the case studies to analyze the extent to which these countries programs are meeting the needs of local entrepreneurs. It also introduces findings from global EET research to show how programs in the case-study countries relate to what is known about global practice in EET. From this synthesis, the report presents a set of key findings intended to illuminate how EET programs can be better aligned with local needs and promising EET practices globally.

**Tags:** *Analysis; Case study; Ghana; Kenya; Mozambique; Report; Source: World Bank; VET - implementation;*

## **[Entrepreneurship Education and Training Programs around the World :](#)**

### Dimensions for Success

Entrepreneurship has attracted global interest for its potential to catalyze economic and social development. Research suggesting that certain entrepreneurial mindsets and skills can be learned has given rise to the field of entrepreneurship education and training (EET). Despite the growth of EET, global knowledge about these programs and their impact remains thin. The study finds that EET today consists of a heterogeneous mix of programs that can be broken into two groups: entrepreneurship education and entrepreneurship training.

**Tags:** *Best practice; Bosnia and Herzegovina; Pakistan; Peru; Source: World Bank; Study; the Netherlands; Training - workplace; Tunisia; Uganda; United States of America; Vietnam; Workplace - training;*

## OTHER

### Canada. Directory of Educational Institutions in Canada

This directory contains only currently recognized, authorized, registered, and/or licensed educational institutions.

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

**Tags:** *Canada; Directory; Source: CICIC - Canadian Information Centre for International Credentials; Training - institutions/Community colleges;*

### European eCompetence Framework

To support users of the European e-Competence Framework online, a simple tool has been developed which enables the creation of e-CF profiles. This user friendly tool is accessible, using any common browser, via the European e-Competence. The Framework is also available in French and Italian.

**Tags:** *Competence - framework; Framework - competence; Interactive tool; Source: European eCompetence Framework; Tool - interactive;*

### Work-based Learning Toolkit: Resources from Jobs to Careers

This toolkit is a step-by-step guide to designing and implementing employee learning and career advancement projects for frontline workers.


**Tags:** *Source: Jobs for the future; Target group: Health personnel; Toolkit; Training - workplace; Workplace - training;*

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