



Newsletter

CVA-ACFP Newsletter July 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

UNESCO. Report on the Strategy for Technical and Vocational Education and Training (TVET) and directions for follow-up beyond 2015

This document reports on the progress of the implementation of the UNESCO Strategy for TVET and proposes a roadmap for the development of a new strategy.

En français. UNESCO. Rapport sur la Stratégie pour l'enseignement et la formation techniques et professionnels (EFTP) et indications pour le suivi de cette dernière au-delà de 2015

Tags : Document; Source: UNESCO; Strategy - VET; Strategy 2010-2015; Strategy post 2015; UNESCO; VET - strategy; VET - vocational education and training;

ARTICLES and PAPERS

Canada. Academic Outcomes of Public and Private High School Students: What Lies Behind the Differences?

Students at private high schools tend to outperform their public school counterparts, but this appears largely due to the more favourable socioeconomic backgrounds of private school students and their peers. This study examines the differences in the academic outcomes of public and private high school students found that no differences in outcomes were attributable to school resources and practices.

En français. Canada. D'où proviennent les différences entre les résultats scolaires des élèves des écoles secondaires publiques et ceux des élèves des écoles secondaires privées?

Tags : *Analysis - comparative; Canada; Comparative analysis; Education - outcome; Outcome - education; Public/private schools; Schools - private/public; Source: Government of Canada/Statistics Canada; Study;*

Canada/Ontario. Unions, apprenticeship board join to train Aboriginal workers

As industry starts to realize the skills Aboriginal workers can bring to the trades, the connection between First Nations communities and unions is growing stronger. In consultation with the trade unions, the employment agencies can now develop training tailored to meet the requirements of industry.

Tags : *Aboriginals; Canada/Ontario; Development - skills; Skills - development; Source: Northern Ontario Business; Trades;*

India. A statistical study on higher educational institutions in India

This study aims to observe the increased effectiveness of Higher Educational Institutions in India and its competitiveness. It proposes to develop the interest in enhancing the quality in Educational Institutions. It is monitored and evaluated through rapid growth of information technology, which makes sophisticated data collection possible. This study aims to create an awareness or self competitiveness among educational institutions to implement the quality of standard education and needs of the society and to recognize the scale of height, which shows where we are in these globalised standards.

Tags : *Colleges and Universities; Education - higher; Higher education; India; Paper; Source: International Journal of Educational Administration and Policy Studies; Statistics; Study;*

Africa. Entrepreneurship Education and Training : Insights from Ghana, Kenya, and Mozambique

This report summarizes the key themes and findings from three in-depth case studies of EET programs in Ghana, Kenya, and Mozambique. Each case study produced rich information on the programs context, the landscape of programs in each country, and the qualitative insights from local EET stakeholders.

Tags : *Case study; Entrepreneurship; Field: Entrepreneurship; Ghana; Kenya; Mozambique; Source: World Bank; VET - vocational education and training;*

[European Alliance for Apprenticeships: companies and organisations commit to making 140 000 apprenticeships available to young people](#)

The fight against youth unemployment is a top priority for the European Commission. Good quality apprenticeships help young people to acquire the skills and key competences necessary to be successful on the labour market. Today more than forty companies and other organisations have joined the [European Alliance for Apprenticeships](#), coordinated by the European Commission, and committed to providing more and better apprenticeships for young people. The companies will make a total of 140 000 apprenticeships and training opportunities available to young people. The European Commission is committed to strengthening the supply, quality and image of apprenticeships. The new pledges were signed in Riga during a meeting of Ministers in charge of vocational education and training, the European social partners and the Commission, organised by the Latvian Presidency.

Related [European Alliance for Apprenticeships](#)

FAQ. [Frequently asked questions: European Alliance for Apprenticeships](#)

[The Riga Declaration](#) Over 40 delegations participated in the meeting of Ministers in charge of Vocational Education and Training (VET), in Riga on 22 June 2015. The goal of the event was to address workforce challenges, such as labour shortages and skills mismatches, that Europe is likely to face in the future.

Tags : *Apprenticeship; European Union; FAQ; Riga Declaration; Source: European Commission; Source: European Commission/Directorate-General for Employment_ Social Affairs and Inclusion; Youth;*

[Not As Hard As You Think: Engaging High School Students in Work-Based Learning](#)

This brief is intended to allay concerns about perceived barriers to young people's access to workplaces and to highlight the successes of employers who have opened their doors to high school students. The brief profiles employers who have found ways to provide young people with meaningful work experiences. These case studies highlight the ways that these employers have managed the logistics of work-based learning and explain the benefits of doing so for employers.

Tags : *Best practice; Research brief; School-to-work transition; Source: Jobs for the future; Training - workplace; Workplace - training; Youth;*

[Developing a Competency Framework](#)

The question is: How do you define the skills, behaviors, and attitudes that workers need to perform their roles effectively? How do you know they're qualified for the job? In other words, how do you know what to measure? To do this, many companies use 'competencies.' These are the integrated knowledge, skills, judgment, and attributes that people need to perform a job effectively. By having a defined set of competencies for each role in your business, it shows workers the kind of behaviors the organization values, and which it requires to help achieve its objectives.

Tags : *Article; Competence - framework; Framework - competence; Source: Mind Tools;*

DOCUMENTS

Canada. [Prior Learning Assessment and Recognition: The Context](#)

Prior learning assessment (PLA) is a process that involves the identification, documentation, assessment of learning acquired through formal, non-formal and informal study. This may include work and life experience, training, independent study, volunteering, travel, hobbies, and family experiences. Recognition is the award of academic credits, trade/occupational and/or professional certification, or promotion within the workplace.

Tags : *Assessment - competences; Assessment - learning; Canada; Competences - assessment; PLAR - Prior Learning Assessment and Recognition; Prior Learning Assessment and Recognition (PLAR); Source: CAPLA - Canadian Association for Prior Learning Assessment; Training - formal; Training - informal;*

Canada. [Education Indicators in Canada, 2014/2015](#)

This report presents education indicators for all of Canada, the provinces, the territories, as well as selected international comparisons and comparisons over time. The Pan-Canadian Education Indicators Program draws from a wide variety of data sources to provide information on the school-age population; financing education systems; elementary and secondary education; postsecondary education; and transitions and outcomes.

En français. Canada. [Indicateurs de l'éducation au Canada, 2014-2015](#)

Tags : *Annual report 2014-2015; Canada; Education - indicators; Indicators - education; Source: Government of Canada/Statistics Canada;*

England. [Does apprenticeship work for adults?](#)

This research into adult apprenticeships in England has found that government funding is being used to support the training of existing employees who are badged as apprentices.

Tags : *Apprenticeship - adult; England; Report; Source: Institute of Education; Source: Nuffield Foundation; Training - workplace; Trend - apprenticeship; Workplace - training;*

UK. [Young People's Experience of Careers Education](#)

The research indicates that young people are still not receiving adequate support despite the changes and revision to the statutory duty upon schools to provide careers education and inspiration. It suggests the wide range of options available are not being discussed with young people and so critical decisions are being made without a full understanding of the options and labour market.

Tags : *Employability - youth; Report - survey; School-to-work transition; Source: Youth Employment UK; United Kingdom; Youth - employability;*

USA. [Making On-the-Job Training Work: Lessons from the Boeing Manufacturing On-the-Job Training Project](#)

Investment in industry-driven on-the-job training (OJT) can be an effective workforce development strategy in this economy. Employers participating in on-the-job training benefit from financial incentives when they bring on employees to teach trainees the skills they need to succeed in specific positions at the firms. There is an expectation that these employers will keep successful trainees as permanent workers at the completion of the training.

Tags : *Best practice; Document; Source: Jobs for the future; Training - workforce; Workforce - training;*

Europe. [Trends 2015: the changing context of European higher education](#)

The report which presents the universities' perceptions of the changes that have taken place in European higher education over the past five years, particularly in relation to learning and teaching.

Tags : *Education - higher; Education - trend 2015; Europe; Higher education; Report; Source: European University Association; Trend - education 2015;*

OECD Skills Outlook 2015: Youth, Skills and Employability

Young people around the world are struggling to enter the labour market. In some OECD countries, one in four 16-29 year-olds is neither employed nor in education or training. The document shows how improving the employability of youth requires a comprehensive approach. While education, social, and labour market policies have key roles to play, co-ordination between public policies and the private sector is also crucial. The publication also presents examples of successful policies in selected countries.

En français. [Perspectives de l'OCDE sur les compétences 2015: Les jeunes, les compétences et l'employabilité](#)

Tags : *Analysis - trends; Document; Employment trend 2015; NEET - not in employment - education or training; Skills - trend; Source: OECD - Organisation for Economic Co-operation and Development; Target group: Youth 16-29; Youth;*

UNESCO Education Strategy 2014–2021

The strategy comes at an opportune time, as this is a critical period for education development worldwide, with the post-2015 global education agenda being developed and the role of education within the global development agenda still being determined. UNESCO has been playing an active role in facilitating Member States' formulation of the post-2015 education agenda.

Tags : *Document; Educational strategy; Source: UNESCO; Strategy - educational; Strategy 2014-2021; Strategy post 2015; Target group: UNESCO;*

OTHER

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

The objectives of the Standards are to ensure nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system. The purpose of these Standards is to: - set out the requirements that an organisation must meet in order to be a registered training organisation (RTO); - ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study; and - ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

Tags : *Australia; Glossary; Legislation; Registered Training Organisations - RTO; RTO - Registered Training Organisations; Source: Government of Australia; VET - regulation; VET - vocational education and training;*

[Canada. National Occupational Classification \(NOC\)](#)

The National Occupational Classification (NOC), provides a standardized language for describing the work performed by Canadians in the labour market. It gives statisticians, labour market analysts, career counselors, employers and individual job seekers a consistent way to collect data and describe and understand the nature of work.

See also. Canada. [Find your NOC](#)

En français. [Classification nationale des professions](#)

Voir aussi. Canada. [Trouver votre Classification nationale des professions](#)

Tags : *Canada; National Occupational Classification (NOC); NOC - National Occupational Classification; Source: Government of Canada; Source: Government of Canada/Employment and Social Services of Canada;*

[Italy. Vocational education and training in Italy](#)

In times of economic downturn and high youth unemployment, Italy has set itself a strategic objective to strengthen VET and to expand apprenticeship-type schemes. A recent policy package, with a focus on the youth guarantee scheme and measures to reduce red tape for enterprises and promote inter-firm cooperation, reflects the need to link education and training better with the labour market, extend work-based learning schemes, ensure teachers' and trainers' professional development, and strengthen vocational guidance.

Related video. [Vocational education and training \(VET\) in Italy's education and training system](#)


Tags : *Document; Italy; Source: Cedefop - European Centre for the Development of Vocational Training; VET - vocational education and training; Video;*

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