



# Newsletter

## CVA February 2016 Newsletter

### DACUM I PUBLIC WORKSHOPS in 2016

- April 18-21, Calgary, AB
- **May 2-5, Montréal, QC (in French)**
- October 3-6, Vancouver BC
- November 7-10, Toronto, ON

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

## CVA's PICKS OF THE MONTH

### [Medium-term strategy 2014-2021: laying foundations for equitable lifelong learning for all](#)

Sustainable and equitable development rest upon economic policies, but not only. We need people-centred development approaches driven by humanist values, through which all people can be equipped with the tools to realise their full potential. Lifelong learning for all will remain an empty aspiration if the severe inequalities to which UNESCO's annual [EFA Global Monitoring Reports](#) testify are not rectified. There is a need for a new culture of learning, for transformative change based on more inclusive, sustainable and prosperous societies, for a human rights based holistic concept of lifelong learning, equity and equality.

### **En français [Stratégie à moyen terme 2014-2021: poser les fondements d'un apprentissage équitable tout au long de la vie pour tous](#)**

*Tags : Lifelong learning; Report; Source: UNESCO Institute for Lifelong Learning; Strategy 2014-2021;*

# ARTICLES and PAPERS

## Canada. [Workforce Aging and the Labour Market Opportunities of Youth: Evidence from Canada](#)

In this study, we investigate whether an aging workforce affects the job opportunities of youth. Provincial data from the 1976-2013 Labour Force Surveys and a fixed-effects model is used to estimate the effect of the share of the adult male labour force that is aged 55 to 69 on the employment and unemployment rates of men aged 25 to 29. We estimate effects on other labour market outcomes including wages and school enrolment, and other samples of younger men and women. There is no evidence to suggest that a growing share of older workers negatively affects the decisions or outcomes of youth in the labour market. To the contrary, there is weak evidence to suggest an aging population has a positive effect on the labour market outcomes of youth.

*Tags : Ageing workforce; Canada; Paper; Source: CLSRN - Canadian Labour Market and Skills Researcher Network; Study; Unemployment - youth; Youth;*

## Ethiopia. [The Impact of Globalization and Technology Transfer on Manufacturing Employment and Skills in Ethiopia](#)

There is a dearth of research on the impact of technological change on employment in the context of least developed countries (LDCs) embarking on globalization, which enhances the prospect of direct technological imports or embodied technological transfer. Using a sample of 1,940 enterprises from Ethiopia over the period 1996-2004 and deploying System Generalized Method of Moments (GMM-SYS), this paper attempts to establish the nature of manufacturing employment in Ethiopia and the role played by trade and FDI in determining employment. The empirical results obtained lend support to globalization having a labour augmenting effect, increasing total manufacturing employment. The two-equation dynamic framework implemented to analyse enterprise-level employment trends by skill level provides some evidence of skill-bias specific to enterprises with higher share of foreign ownership and those that are located in the vicinity of the capital city. Exporters are not found to benefit from “learning by exporting”.

*Tags : Ethiopia; Globalization; Lower-income countries; Paper; Skills - trade; Skills - transferability; Source: IZA - Institute for the Study of Labor;*

## Germany. [Local Employer Competition and Training of Workers](#)

The new training literature suggests that in a monopsonistic market employers will not only pay for firm-specific training but also for general training if the risk of poaching is limited. This implies that training participation should decrease when competition for employees is higher among firms. Using worker level data for Germany we find that the hypothesis is supported empirically. Specifically, we find that employees are significantly less likely to participate in training if the density of firms in a sector is higher within the

local labor market.

*Tags : Germany; Labour market; Paper; Source: IZA - Institute for the Study of Labor; Training;*

### **How skilled immigration may improve economic equality**

Mobile workers involve flows of labor and human capital and contribute to a more efficient allocation of resources. However, migration also changes relative wages, alters the distribution of skills and affects equality in the receiving society. The paper suggests that skilled immigration promotes economic equality in advanced economies under standard conditions. This is discussed and theoretically derived in a core model, and empirically supported using unique data from the WIID database and OECD.

*Tags : Economic benefits; Foreign workers; Paper; Skilled workers; Source: IZA Journal of Migration;*

### **New variables for vocational secondary schooling: Patterns around the world from 1950-2010**

Projections in Europe and the United States suggest job vacancies will soon be concentrated in positions that require vocational training. This has spurred policy discussions about how vocational education can optimally complement or substitute for general education and highlighted the need to understand more precisely how the mix of skills in a workforce impacts economic growth. Macroeconomic growth literature has traditionally incorporated measures for human capital based on the length of time spent in educational institutions. The need to measure the skills acquired through different kinds of education has been appreciated. Specifically, the insights that might be obtained by comparing the macroeconomic growth of countries with different amounts of vocational education has been apparent, but the long-time series of internationally comparable data required has not been readily available. This paper fills this need by presenting consistent data on Vocational Secondary Schooling at five-year intervals from 1950-2010 for 129 countries.

*Tags : Analysis; Europe; Paper; Source: United Nations University; United States of America; VET - review; VET - trend 1995-2010;*

### **The 25 Skills That Can Get You Hired in 2016**

“What skills are employers looking for?” Great question! To find the answer, we analyzed all of the hiring and recruiting activity that occurred on LinkedIn in 2015, and uncovered the 25 hottest skills in 2015.

*Tags : Article; Employment trend 2016; Source: LinkedIn; Trend - employment 2016;*

### **Millions of young people in U.S. and EU are neither working nor learning**

Teens and young adults were among the groups hit hardest by the global financial crisis. And while many young people have since regained their footing – as employees, students or both – there are still millions in the U.S. and abroad who are neither working nor in school. Though sometimes referred to as “disconnected” or “detached” youth, globally those young people often are called “NEETs” – because they are neither employed nor in education or training.

*Tags : Article; European Union; NEET - not in employment - education or training; Source: Pew Research Center; United States of America;*

### **Learning Trends You Cannot Afford to Miss in 2016**

Most traditional learning platforms out there are outdated, complex, and loaded with unnecessary features. While some platforms may contain great content, it's often based on long-form training such as instructor-led training—which also may be stale and not very engaging. An audience can quickly tune out and get lost with long-form content that isn't tied together in an agile and integrated platform.

*Tags : Article; Learning - trend; Source: Training magazine; Trend - learning 2016;*

## **DOCUMENTS**

### **USA. The Bloomberg Job Skills Report 2016: What Recruiters Want**

Every year we survey the recruiters hunting for top MBA talent to figure out what attributes are most valued in managers and how the latest crop of business school graduates stacks up. As part of our [latest ranking of business programs](#), Bloomberg asked 1,251 job recruiters at 547 companies about the skills they want but can't find—and which B-schools are doing the best job of turning out job-ready graduates.

*Tags : Employment trend 2016; Interactive tool; Source: Bloomberg; Survey; Trend - employment 2016; United States of America;*

### **EU. Macroeconomic benefits of vocational education and training**

Improvements in workforce skills are essential for European countries to attain higher economic growth and to compete effectively on product markets. Literature indicates a positive relationship between levels of education and productivity growth; this report builds on and expands this body of research in two ways. First, it investigates the differential impact of various skill types – higher (academic), upper-intermediate vocational, lower-intermediate vocational, lower-intermediate general, and low – on labour productivity. Then it accounts for the stock of uncertified skills (i.e. those built through training). The analysis is carried out in six EU Member States – Denmark, Germany, France, the Netherlands, Sweden and the UK – representing different modes of VET (and for which data were available). The analysis suggests that general and vocational skills complement each other and that the effect of (certified) skills on productivity is stronger when certified skills are reinforced by training.

*Tags : Denmark; Economic benefits; Evidence; France; Germany; Source: Cedefop - European Centre for the Development of Vocational Training; Study; Sweden; the Netherlands; United Kingdom; VET - vocational education and training;*

### **EU. The role of modularisation and unitisation in vocational education and training**

This study investigates the role of modules and units in vocational education and training

(VET) in 15 EU countries and aims to determine how these structures fit in the wider VET systems. It provides a comparative analysis of different modularisation and unitisation practices and the rationale behind their implementation, and an outline of the different national contexts in which modular and unitised structures developed over time. It also offers a close-up of three different approaches to modularisation in one occupational area, in Germany, the Netherlands and Scotland.

*Tags : Analysis - comparative; Comparative analysis; European Union; Germany; Scotland; Source: Cedefop - European Centre for the Development of Vocational Training; Study; the Netherlands; VET - vocational education and training;*

### **East Asia Pacific at Work : Employment, Enterprise, and Well-being**

This report argues that the appropriate policy responses are to ensure macroeconomic stability, and in particular, a regulatory framework that encourages small- and medium-sized enterprises where most people in the region work. Mainly agrarian countries should focus on raising agricultural productivity. In urbanizing countries, good urban planning becomes critical. Pacific island countries will need to provide youth with human capital needed to succeed abroad as migrant workers. And, across the region, it is critical to 'formalize' more work, to increase the coverage of essential social protection, and to sustain productivity. To this end, policies should encourage mobility of labor and human capital, and not favor some forms of employment - for instance, full-time wage employment in manufacturing - over others, either implicitly or explicitly. Policies to increase growth and well-being from employment should instead reflect and support the dynamism and diversity of work forms across the region.

*Tags : East Asia; Employment - policy; Policy - employment; Report; Source: World Bank;*

### **Latin America. Out of School and Out of Work: Risk and Opportunities for Latin America's Ninis**

Throughout Latin America, youth who are neither working nor in school are often labeled ninis, from the Spanish phrase "ni estudia ni trabaja." One in five youth in the region—totaling more than 18 million people aged 15–24—is living as a nini. Moreover, the problem has proven very persistent. Despite the strong economic performance of Latin America during the 2000s—with vibrant economic growth and a significant reduction in poverty and inequality—the proportion of ninis fell only marginally, and the number of ninis actually increased.

*Tags : Latin America; NEET - not in employment - education or training; Report; Source: World Bank;*

### **SADC. Status of TVET in the SADC Region**

This report focuses on technical and vocational education and training (TVET) in the South African Development Community (SADC). It finds that there is a very weak current knowledge base for TVET in the region. This report is a first step towards better knowledge on TVET for better policies and practices. TVET is recognised as important in SADC's protocol on education and training (1997) as well as by the Education for All Agenda. The challenges around understanding TVET, and how it can be measured,

have required a pragmatic definition of TVET to be adopted for this report that largely focuses on initial vocational education and training within dedicated provider institutions that engage with the lower and intermediate levels of national qualifications.

*Tags : Report - assessment; Review - VET; SADC - South African Development Community; Source: UNESCO; VET - review;*

### [Youth and rural development: Evidence from 25 school-to-work transition surveys](#)

This report, based on the school-to-work transitions surveys (SWTSs) run in 2012-2013, assesses the labour market conditions of youth in rural and urban areas and offers insights into prospects for fundamental transformations of rural sectors within the development process. While confirming some blurring between rural and urban areas in terms of sectoral distribution of employment, the report concludes that many countries – especially the low-income countries – have a long way to go in the diversification of rural economies beyond agriculture and petty trades and even further in building the capacity of rural labour markets to generate decent employment opportunities for young people.

*Tags : Employability - youth; Lower/medium income countries; Report; School-to-work transition; Source: ILO - International Labour Organization; Survey 2012-2013; Youth - employability;*

### [Linking recognition practices and national qualifications frameworks](#)

One of the greatest challenges that countries currently face is how to recognise learning that occurs outside the formal education sector. In this study, recognition, validation and accreditation (RVA) of learning in formal, non-formal and informal settings are considered within a variety of national and regional contexts. We argue that formal learning is not sufficient to facilitate and utilize the full human potential of any society. RVA is an important instrument for comparing different forms of learning, in order to eliminate discrimination against those who acquire competences non-formally or informally.

*Tags : National Framework of Qualifications (NFQ); NFQ - National Framework of Qualifications; Prior Learning Assessment and Recognition (PLAR); Recognition of Prior Learning (RPL); Source: UNESCO Institute for Lifelong Learning; Study;*

## **OTHER**

### [Canadian Workplace Essentials](#)

Transition into a new workplace can be a challenge. For new workers in Canada, it is essential to develop a clear understanding of the values and attitudes Canadian employers are looking for. The *emerit* Canadian Workplace Essentials Training Guide and Workbook were developed in collaboration with tourism industry professionals and the [Tourism HR Canada](#). These resources provide key to support to tourism supervisors, job coaches and job trainers to deliver effective lessons that help new workers succeed in the Canadian tourism industry.

## En français [Canada. Compétences essentielles en milieu de travail canadien](#)

*Tags : Canada; Field: Tourism; Resources; Source: Emerit; Tourism; Training;*

### Canada. [Webinar - The Business Case for Essential Skills in the Skilled Trades](#)

Findings show that 45 per cent of employers provided essential skills training to their tradespeople. Employers surveyed invested a median of \$1,125 per learner and realized a total benefit of \$4,071, supporting the business case for essential skills training. For every dollar invested, employers observed a return of \$3.08. This CAF-FCA webinar shares insights into employer experiences, participation levels, training content, and related costs and benefits, providing a more complete picture of workplace training in Canada's skilled trades community.

*Tags : Canada; Essential skills; Skills - trade; Source: CAF - Canadian Apprenticeship Forum; Video; Webinar;*

### [13 cheap \(or free\) online classes you should take to boost your digital skills](#)

To get you started, here are 13 courses you can take — starting today — to boost your digital knowledge (and even add some bullet points to your resume!).


*Tags : Digital skills; eLearning; MOOC - Massively Open Online Course; Resources; Source: Mashable;*

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