



# Newsletter

## CVA-ACFP Newsletter January 2017

### DACUM I PUBLIC WORKSHOPS in 2017

- February 20-23, Halifax, NS
- April 3-6, Winnipeg, MB
- **April 24-27, Montreal, QC - In French**
  - October 2-5, Calgary, AB
  - October 16-19, St-John's, NL
  - November 6-9, Saskatoon, SK
    - November 13-16, ON

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

## CVA's PICKS OF THE MONTH

### Skills and competencies for knowmadic workers

KNOWMAD: nomadic knowledge and innovation worker Five trends that can be used to explore the conditions necessary to ensure “multi-skilled profiles” and “multi-contextual learning practices” for an expanded understanding of education: -The mismatch between formal education and the challenges of an innovation-based society (informal and flexible learning approaches); -The shift from *what* we learn to *how* we learn (lifelong, self-learning, and learning to learn); -The fluctuating relationship between digital technologies and content (ICT and critical thinking skills and new literacies); -The changing conceptions of space-time and a lifelong learning environment (which is rarely time or context dependent); and, -The development of soft skills (global, tacit, and social).

**Tags** : Article; Knowmadic workers; Skills - trend; Source: Education Futures; Trend - skills;

## ARTICLES and PAPERS

### **Australia. [Mentoring programs or sponsorship: Which is better for women?](#)**

In the drive to get more women into senior management roles in business, mentoring programs have proliferated both within organisations and across sectors. But the question remains – why haven't these mentoring relationships had a significant impact on the statistics?

*Tags : Article; Australia; Gender - equity; Mentoring; Source: Australian Human Resources;*

### **Belgium. [Educational Mismatch and Firm Productivity: Do Skills, Technology and Uncertainty Matter?](#)**

The authors provide first evidence on whether the direct relationship between educational mismatch and firm productivity varies across working environments. Using detailed Belgian linked employer-employee panel data for 1999-2010, they find the existence of a significant, positive (negative) impact of over- (under-)education on firm productivity. Moreover, their results show that the effect of over-education on productivity is stronger among firms: (i) with a higher share of high-skilled jobs, (ii) belonging to high-tech/knowledge-intensive industries, and (iii) evolving in a more uncertain economic environment. Interaction effects between under-education and working environments are less clear-cut. However, economic uncertainty is systematically found to accentuate the detrimental effect of under-education on productivity.

*Tags : Analysis; Belgium; Mismatch training/workforce - skills; Paper; Source: IZA - Institute for the Study of Labor;*

### **South Africa. [Exploring the Value of the Capability Approach for Vocational Education and Training Evaluation: Reflections from South Africa](#)**

In the late 1990s, South Africa faced the three-fold challenge of reforming the apartheid-divided institutional landscape of vocational education and training (VET) institutions; ensuring equitable access to skills; and reorienting its skills development system in line with the nation's reinsertion into the global economy. A wave of institutional reforms was enacted which was followed by a large programme of evaluative research. While this body of work was both valuable and necessary, it nonetheless had several limitations. As part of efforts to overcome these, the authors suggest an alternative evaluation method that draws on insights from the 'capability approach'. By putting the needs of people first – rather than the needs of the economy – the capability approach emphasises social justice, human rights and poverty alleviation in VET evaluation. This approach is more focused on the values and goals of individuals and institutions, while retaining the economic rationale as a key analytical tool and emphasising the continued importance of evaluation for the improvement of delivery and outcomes.

*Tags : Africa; Evaluation - VET; Paper; Source: International Development Policy; South Africa; VET - evaluation;*

### **USA. [Learn & Earn: Career Pathways for Youth in the 21st Century](#)**

This paper aims to provide a broad overview of the four major components of career pathways. It highlights the role of industry-based certifications and internships in the

United States, examining the ethical question of whether internships are exploitative. Finally, it explains some of the advantages and disadvantages of the U.S. education and training system, and potential reforms that enhance its effectiveness at preparing young adults for the labor market.

*Tags : Career - development; Certification; Internship; Paper; Source: E-Journal of International and Comparative Labour Studies; Trend - employment 21st century; United States of America; Youth;*

### **Asia. Is there a size-induced market failure in skills training?**

A skilled and educated workforce can support the competitiveness of enterprises of all sizes. However, smaller firms may face greater challenges in developing human capital. We explore differences between smaller and larger firms in offering skills training and in hiring workers with more formal education.

*Tags : Analysis; Asia; China; Indonesia; Malaysia; Skills - training; SME - Small and medium enterprises; Source: Asian Development Bank Institute; Thailand; Training - skills; Vietnam; Working paper;*

### **Millennial Careers: 2020 Vision Facts, Figures and Practical Advice from Workforce Experts**

By 2020 Millennials will make up over a third of the global workforce. That's one reason so many reports about them exist. Some say they are disloyal, self-absorbed and lazy, while others claim they're a generation of digital entrepreneurs and innovators. Some aim to dispel the myths others have created.

*Tags : Career - development; Employment trend 2020; Millennials; Source: ManpowerGroup; Trend - employment 2020; White Paper;*

## **DOCUMENTS**

### **England. Teachers and Careers: The role of school teachers in delivering career and employability learning**

This report uses the term "career and employability learning" to describe a wide range of activities which support young people to think about their futures, build the skills they need, and make successful transitions.

*Tags : Document; Education - youth; Employability - youth; England; Source: University of Derby; Teachers; Youth;*

### **Africa. The Financing of Vocational Training in Africa - Roles and Specificities of Vocational Training Funds**

The study targets three specific objectives: -Draw up a bibliographical note summarising the major studies conducted over the last ten years on the topic of the financing of vocational training; -Propose a typology/ reading grid of vocational training funds; -According to the typology/reading grid, make recommendations as to the different possible types of support.

*Tags : Africa; Document; Financing; Source: ADEA - Association for the Development of Education in Africa; VET - financing;*

## **EU. Validation of skills and qualifications acquired through non-formal and informal learning**

Information and views on the role of non-formal and informal learning as a means to enhance employability and mobility.

[-Validation of skills and qualifications acquired through non-formal and informal learning - the practical input of organised civil society](#)

[-The shift to learning outcomes - a critical condition for validation of non-formal and informal learning](#)

[-The impact of non-formal education in youth organisations on young people's employability](#)

[-Recognition of nonformal learning through Higher Education Civic Engagement Strategies](#)

[-Scout leader skills](#)

[-Europass for Volunteers](#)

[-Validation of non-formal and informal learning, a practical view](#)

*Tags : European Union; Informal learning; Learning - informal; Learning - non formal; Non formal learning; Skills - validation; Source: European Economic and Social Committee; Validation - skills;*

## **Latin America. Out of School and Out of Work : Risk and Opportunities for Latin America's Ninis / Ninis en América Latina: 20 millones de jóvenes en busca de oportunidades**

One in five youth aged 15 to 24 in Latin America is out of school and not working (ninis). Nearly 60 percent of ninis in the region are from poor or vulnerable households in the bottom 40 percent of the income distribution, and 66 percent are women. At the same time, it is men who account for the growth in 2 million ninis during the last 20 years. The study undertakes a comprehensive diagnosis quantifying the problem, develops a conceptual framework identifying the determinants of youths' choices, uses all the available data to test the theoretical implications, and reviews the evidence regarding interventions that have proven effective in keeping youth in school and helping them become employed. The findings of the study offer policy makers in the region with options to provide opportunities to the region's 20 million ninis.

### **In Spanish. Ninis en América Latina: 20 millones de jóvenes en busca de oportunidades**

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

## **3rd global report on adult learning and education: the impact of adult learning and education on health and well-being, employment and the labour market, and social, civic and community life**

The *Global Reports on Adult Learning and Education III* brings together the latest data, policy analysis and case studies on ALE (Adult Learning and Education). Government leaders will find high quality evidence to inform their policies, strategies and budgets. Proponents of change will find compelling arguments showing how ALE promotes sustainable development, healthier societies, better jobs and more active citizenship. Policy analysts will find entry points and ideas for future research and policy.

### **En français. 3e Rapport mondial sur l'apprentissage et l'éducation des adultes: l'impact de l'apprentissage et l'éducation des adultes sur la santé et le bien-être.**

## [l'emploi et le marché du travail, et la vie sociale, civique et communautaire](#)

*Tags : Adult education; Andragogy; Belém Framework for Action; Education - trend; Labour market; Report; Source: UNESCO;*

## [Understanding the potential impact of skills recognition systems on labour markets: Research report](#)

The report provides analytical research on the labour market impact of skills recognition systems, in particular, in matching skills and jobs.

*Tags : Report; Skills - recognition; Source: ILO - International Labour Organization;*

## [Labour in the 21st Century: Insights into a Changing World of Work](#)

The document offers some insights and analysis about the great transformation of work.

*Tags : Analyse; Document; Source: Cambridge Scholars; Trend - employment 21st century;*

## [Knowmad Society](#)

This book explores the future of learning, work and how we relate with each other in a world where we are now asked to design our own futures. Key topics covered include: reframing learning and human development; required skills and competencies; rethinking schooling; flattening organizations; co-creating learning; and new value creation in organizations.

*Tags : Book; Knowmadic workers; Skills - trend; Source: Education Futures; Trend - skills;*

## **OTHER**

### **Brazil and UK. [Vocational education in Brazil: a guide for international collaboration/ Educação Profissional e Tecnológica no Brasil Um guia para cooperação internacional](#)**

As Brazil's government policy for 2015-2018 places education at the fore, an incremental demand for vocational and higher education is expected with new opportunities for international cooperation in the sector. This report reviews relevant marketing data and literature and identifies partnership opportunities between Brazil and the UK.

*Tags : Brazil; Cooperation - educational; International cooperation; Partnership; Source: British Council; United Kingdom; VET - vocational education and training;*

### **Canada. [The Certified Career Development Professional / Practitioner \(CCDP\)](#)**

The Certified Career Development Professional / Practitioner (CCDP) is under the jurisdiction of provincial/territorial Career Development associations/boards. Many provinces have already launched certification programs for [Career Development Practitioners \(CDPs\)](#).

*Tags : Canada; Certification; Resources; Source: CPC- Career Professionals of Canada;*

### **Canada. [Career Competence for Career Professionals](#)**

Career Competence is a free self-assessment and professional development planning tool. Through this interactive form, you will assess your competencies against The

Canadian Standards and Guidelines for Career Development Practitioners (S&Gs).

*Tags : Assessment - competences; Assessment - tool; Canada; Competences - assessment; Source: CPC- Career Professionals of Canada; Tool - assessment;*

### **Latin America. [Methods to Anticipate Skills Demand / Métodos para anticipar demandas de habilidades](#)**

This report provides a description of the existing methodologies; an analysis of their objectives, strengths and weaknesses; and a description with illustrative examples. The report stresses the fact that an effective system to anticipate skills demand usually combines a variety of methods and surmounts challenges that are not only technical but also institutional. Systems to anticipate skills demand should not only focus on generating quality data but also on building processes to ensure that the information is effectively used in decision making.

### **In Spanish. [Métodos para anticipar demandas de habilidades](#)**

*Tags : Latin America; Methodology; Report; Resources; Skills - needs; Source: IADB - Inter-American Development Bank;*

### **Adult Learning Theories Every Instructional Designer Must Know**

To facilitate learning and be an effective Instructional Designer, you MUST understand how adults learn best. When creating any type of eLearning course, it is important to base the design on a good understanding of adult learning theories. There are many different theories of adult learning, including: andragogy, neuroscience, experiential learning, self-directed learning, and transformational learning. All these theories have one goal: they help you create effective learning experiences for the adult corporate learner.

*Tags : Adult education; Andragogy; eLearning; Infographic; Instructional design; Source: Elearning infographics;*

### **Working At Sectoral Level - Guide To Anticipating And Matching Skills And Jobs**

A sectoral focus and perspective are seen as essential in anticipating changing skills needs. This guide examines sectors as the key points where changes in skills demand occurs, the term sector being used to define specific areas of economic activity.


*Tags : Guide; Mismatch training/workforce - skills; Source: ETF - European Training Foundation;*

## **More services offered by the CVA**

**Become a member of the CVA/ACFP** by filling out the membership form on our [website](#).

**CVA/ACFP monthly Newsletter.** To receive the Newsletter, sign up [here](#)

**CVA/ACFP Database.** Use our [browsable/searchable](#) tool to access thousands of keywords and the Filter option to refine your search in just a few clicks.

 [LinkedIn](#) Join us and share your ideas, your experiences and your resources with the other members of the community.

 [Twitter](#)

 [Scoop.it!](#) Find all the entries of the CVA/ACFP Newsletters, including the tags.

**For comments or questions regarding the bulletin**, or if you want us to add one of your resources in the Newsletter, write us at [cvaacfpbulletin@gmail.com](mailto:cvaacfpbulletin@gmail.com)

---

[unsubscribe from this list](#) | [update subscription preferences](#)

The Canadian Vocational Association was created to promote and foster education and training which leads to occupational competence.