



# Newsletter

## CVA-ACFP Newsletter March 2017

### DACUM I PUBLIC WORKSHOPS in 2017

- **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](#)

#### IN FOCUS. Lana Bos, CVA DACUM Analysis Facilitator

The CVA/ACFP congratulates Lana Bos  
who has successfully completed the *Canadian Vocational Association (CVA)*  
*DACUM Analysis Facilitator International Certification Program*



**LANA BOS** is a Program Instructor at Dalhousie University's Extended Learning Department in Nova Scotia, Canada. To become a CVA certified DACUM Analysis Facilitator, Lana had to satisfy the following requirements:  
- successful completion of the CVA DACUM Analysis Facilitator Training Module, or an

equivalent training;

- facilitation of a minimum of three occupational analyses using the DACUM methodology, each to be submitted for a formal review by the CVA's DACUM Analysis Evaluation Committee

- formal reviews confirming that a minimum of three analyses complied with the DACUM quality standards as set by the CVA.

The three occupational analyses that Lana coordinated were performed in the context of international projects in Dominica, St.Kitts and Nevis, and Ethiopia. Lana is now registered in the CVA CERTIFIED DACUM ANALYSIS FACILITATOR international directory.

*Tags : Article; CVA DACUM Analysis Facilitator; Lana Bos \_CVA DACUM Analysis Facilitator;*

## **ARTICLES and PAPERS**

### **Canada. [Matchup: A case for pan-Canadian competency frameworks](#)**

There are 400,000 Canadian jobs looking for people, and more than 1.32 million Canadians looking for jobs. These unfilled jobs mean unnecessary unemployment, costs to individuals and communities, and lost productivity and profit for employers. One study estimated that skills gaps and mismatches in Ontario alone cost that economy \$24.3 billion a year.

*A contribution of [Jeff Griffiths](#) Twitter [@JGriffithsCMC](#)*

*Tags : Article; Canada; Competence - framework; Framework - competence; Mismatch training/workforce - skills; Skills - mismatch training/workplace; Source: Canada West Foundation;*

### **Canada. [The Future of Learning and Training](#)**

This paper explores some of the driving changes impacting learning and training from the lens of the employee and employer, and looks at new technologies. As agents of change in the job market as well as in the learning and training industries. Innovations in the field of education, either in K-12, post-secondary or professional development, are considered as possible pioneering achievements that could eventually be applied and adopted more broadly. The goal of this document is to explore possible new models of learning and training in order to assist in developing forward looking policy.

### **En français. Canada. [Le futur de l'apprentissage et de la formation](#)**

*Tags : Apprenticeship; Canada; Paper; Source: Government of Canada/Policy Horizons; Training - trend; Trend - training;*

### **India. [MoVE: Carrying Vocational Education and Training beyond Barriers](#)**

In India, skills training is the least accessible to those who stand to benefit the most from it. Making vocational education mobile may be one solution to this.

*Tags : Article; India; Initiative -MoVE – Mobile Vocational Education; MoVE – Mobile Vocational Education initiative; Source: NORRAG - Northern Research Review and Advisory Group; VET -*

development;

### **Indonesia. [The role of work-based learning in building employability skills of vocational education students](#)**

The incompatibility between educational outcomes with the need of workforce is predicted due to the mismatch of workforce needs with the qualifications of produced graduates. Therefore, the learning in vocational programs must be able to give the solution. Work-Based Learning (WBL) is one of the learning in vocational education proved greatly effective to build the students' employability skills.

*Tags : Employability; Indonesia; Mismatch training/workforce - skills; Paper; Source: Atlantis Press; VET - vocational education and training; Work-based learning;*

### **Italy. [Overeducation: A Disease of the School-to-Work Transition System](#)**

This paper aims to survey the theoretical and empirical literature on cross-country differences in overeducation. While technological change and globalization have entailed a skill-bias in the evolution of labour demand in the Anglo-Saxon countries, instead, in other advanced economies in Western Europe the increased educational level has not been associated with a parallel raise in the share of skilled occupations, therefore generating skills mismatch. Overeducation causes a penalty to individuals in terms of earnings and employment opportunities and a waste of resources to the society at large in terms of state investment into education that do not bear its yields. Both penalties are higher not only where the demand for skill is lower, but also where school-to-work transition systems fail to effectively address the aim of generating competences rather than only education for their graduates.

*Tags : Italy; Overeducation; Paper; School-to-work transition; Source: IZA - Institute for the Study of Labor;*

### **Norway. [Apprentices as a must in contracts](#)**

Many countries face difficulties in encouraging companies to provide apprenticeship places. Norway has set up new regulation to try to do something with this. Companies that shall do construction projects and services that the public pay for shall have apprentices.

*A contribution of [Karl Skaar](#) Twitter [@karlskaar](#)*

*Tags : Apprenticeship; Article; Norway; Source: Karl Skaar;*

### **USA. [Do Unpaid Internships Lead to Jobs? Not for College Students](#)**

Unpaid interns of the world! Get up and leave the office. You have nothing to lose. Literally. Nothing.

*Tags : Article; Internship; Source: The Atlantic; United States of America;*

### **Yemen. [The demand for, and impact of, youth internships: evidence from a randomized experiment in Yemen](#)**

This paper evaluates a youth internship program in Yemen. We examine the demand for the program and find an oversupply of graduates in science, technology, engineering, and mathematics and a relative undersupply of graduates in marketing and business. Conditional on the types of graduates firms were looking to hire, applicants were then

randomly chosen for the program. Receiving an internship resulted in an almost doubling of work experience in 2014 and a 73 % increase in income. A follow-up survey shows that internship recipients had better employment outcomes than the control group in the first 5 months after the program.

*Tags : Conflict settings; Internship; Paper; Source: IZA Journal of Labor and Development; Yemen; Youth;*

### **Investing in formal on-the-job training: are SMEs lagging much behind?**

This paper analyzes the correlation between firm size and the investment in job training by employers. Using a large firm level data set across 99 developing countries, we show that a strong and positive correlation in the investment in job training and firm size is a robust statistical finding both within and across countries with very different institutions and levels of development.

*Tags : Analysis; Paper; Small and medium enterprises - SME; SME - Small and medium enterprises; Source: IZA Journal of Labor and Development; Workplace - training;*

## **DOCUMENTS**

### **Canada. Building a highly skilled and resilient Canadian workforce through the FutureSkills lab**

In this paper, the Council proposes the formation of a national non-governmental organization to operate as a laboratory for skills development and measurement in Canada. Through project partnerships and co-financing opportunities, new and innovative approaches to skills development and outcome measurement will be explored. Drawing from these experiences, the FutureSkills Lab would amass learnings and best practices. By sharing these learnings, the Lab could help inform skills and training program funding decisions of multiple players, including government ministries, researchers, employers, and organizations dealing with labour market information.

### **Canada. Bâtir une main-d'œuvre canadienne hautement qualifiée et résiliente au moyen du laboratoire des compétences futures**

*Tags : Canada; Development - skills strategy; FutureSkills Lab - initiative; Initiative - FutureSkills Lab; Report; Skills - development strategy; Source: Government of Canada;*

### **Canada. Leveraging Knowledge for 21st Century Teaching and Learning: Insights and opportunities for knowledge mobilization and future research**

This document illustrates how humanities and social sciences research is being mobilized to advance our understanding of a number of complex issues that are shaping the country's education system and innovations in learning and teaching.

### **En français. Canada. Le savoir au service de l'enseignement et de l'apprentissage au 21<sup>e</sup> siècle : Perspectives et possibilités de recherche et de mobilisation des connaissances**

*Tags : Canada; Education - higher; Education - trend; Higher education; Report; Source: Government of Canada/Social Sciences and Humanities Research Council; Trend - education;*

## **EU. [A European Quality Framework for Apprenticeships](#)**

As part of its contribution to EU policy to boost quality skilled jobs, the ETUC, with national trade unions from across Europe, has drawn up the report setting out 20 quality standards. It is inspired by existing quality apprenticeship schemes across Europe and based on good practice at national and sectoral level.

### **En français. [Union européenne. Contribution syndicale pour des apprentissages de qualité en Europe](#)**

*Tags : Apprenticeship; Document; European Union; Framewok - quality; Quality framework; Source: ETUC - European Trade Union Confederation;*

## **[UN World Youth Report on youth employment](#)**

The UN World Youth Reports focus on the situation of young people in the labour market and youth employment trends.

*Tags : Annual report; Employment - youth; Source: UNDESA - UN Department of Economic and Social Affairs; Youth - employment;*

## **[Unleashing the Potential : Transforming Technical and Vocational Education and Training](#)**

This book takes stock of contextual demands and recent policy trends from around the world and identifies an expanding disconnect between the external demands of economic growth, social equity and the sustainability of development and the skills being supplied.

*Tags : Book; Source: UNESCO; Trend - VET; VET - trend;*

# **OTHER**

## **CVA/ACFP Archive. [Canada/Québec. Modern Comprehensive High Schools in Québec, 1975](#)**

CVA/ACFP ARCHIVE. The article examines the emergence of the polyvalent secondary schools in Québec.

*Tags : Archive CVA/ACFP 1975; Article; Canada/Québec; CVA/ACFP archive 1975; High Schools; Source: CVA/ACFP Journal;*

## **Australia. [Developing and sustaining successful partnerships between employers and training providers](#)**

The nature of partnerships between public and private registered training organisations (RTOs) and employers has changed over time, from a relationship primarily based on provision of particular services to one based on longer-term mutual collaborations. This good practice guide provides insights into developing and sustaining successful partnerships and identifies the potential benefits and challenges of these partnerships. It provides valuable information for both training providers and employers seeking to establish or strengthen a partnership arrangement.

*Tags : Australia; Guide; Partnership - public/private sectors; Public/private sectors - partnership; Registered Training Organisations - RTO; RTO - Registered Training Organisations; Source: NCVER - National Centre for Vocational Education Research; Training - strategy;*

**Canada/Québec. [Administrative Guide for the Certification of Studies and Management of Ministerial Examinations - General Education, Youth Sector, General Education Adult Sector. Vocational Training](#)**

The Guide sets out the administrative rules that school boards and other educational institutions must apply with respect to the evaluation and certification of studies. The rules governing the certification of secondary school studies in general education in the youth sector, general education in the adult sector and vocational training have been combined into one document. An integrated document for the three sectors was deemed essential for offering adequate support to the personnel concerned at the educational institutions.

**En français. Canada/Québec. [Guide de gestion de la sanction des études et des épreuves ministérielles : formation générale des jeunes, formation générale des adultes et formation professionnelle](#)**

*Tags : Canada/Québec; Certification; Compétences - évaluation; Évaluation - compétences; Guide;*  
*Source: Gouvernement du Québec/Ministère de l'Éducation et de l'enseignement supérieur;*

**[FAO E-learning Centre](#)**

E-learning to meet the needs of agriculture and food security professionals covering a wealth of topics in the areas of food and nutrition security, social and economic development and sustainable management of natural resources.

*Tags : Agriculture and food security sector; Free online courses; Resources; Source: FAO - Organisation des Nations Unies pour l'alimentation et l'agriculture;*

**[Global inventory of regional and national qualifications frameworks](#)**

The inventory showcases 86 countries and examines how learning outcomes of all types of learning - formal, non-formal and informal - are being integrated into regional and national qualifications frameworks.

*Tags : Case study; Equivalence - diplomas; Framework - qualifications; Inventory; NQF - National Qualifications Frameworks; Prior learning evaluation; Qualifications framework; Source: UNESCO;*

## More services offered by the CVA

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