



Newsletter

CVA-ACFP Newsletter September 2017

CALL FOR CONTRIBUTIONS Special Newsletter DACUM, November 2017

2017 marks the 50th anniversary of the DACUM model. To celebrate this important milestone, the CVA November Newsletter will entirely be dedicated to DACUM.

The CVA is therefore calling for contributions from DACUM practitioners in any part of the world who want to share their thoughts and insights on this methodology.

If you are interested in making a contribution, please see the requirements [here](#)

NEXT DACUM I PUBLIC WORKSHOPS in 2017

- **November 6-9, Saskatoon, SK**
- **November 13-16, ON**

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

CVA's PICKS OF THE MONTH

[From Shanghai to Tangshan: Shanghai Consensus updated; working together to achieve the Education 2030 Agenda: outcome statement of the International Conference on Technical and Vocational Education and Training](#)

Outcome Statement of the International Conference on Technical and Vocational Education and Training 'Skills on the move: Global trends, local resonances', Tangshan,

People's Republic of China, 4 to 6 July 2017.

Tags : Consensus Shanghai; Education - trend 2030; Shanghai Consensus; Source: UNESCO; Trend - education 2030; VET - vocational education and training;

The Netherlands. Collective learning, transformational leadership and new forms of careers guidance in universities

In post-industrial societies, careers are to a large extent unpredictable. Therefore, individuals are expected to demonstrate more and more self-directedness. Universities in general embrace the idea of developing more self-directedness among their students but mostly fail to create the learning environment needed to foster this. In this article, an explorative and qualitative analysis is given of underlying innovation processes in three university departments that successfully implemented a careers guidance programme based on non-traditional (i.e. narrative) methods.

A contribution of Dr. Frans Meijers Email frans@tic.ab.ca Website

Tags : Career - guidance; Paper 2017; Source: Dr. Frans Meijers; the Netherlands; Universities;

ARTICLES and PAPERS

Germany. Vocational qualification as safety-net? Education-to-work transitions of higher education dropouts in Germany

In Germany, almost 15 per cent of all first-year students leave higher education without obtaining a degree. The German post-secondary educational system is tracked however, and many dropouts enter the labour market with pre-tertiary vocational training certificates. We therefore examine if higher education dropouts benefit from these vocational qualifications obtained outside higher education and use vocational credentials as a safety net. We conclude that pre-tertiary vocational qualifications do serve as a safety net in case of drop out, because they protect from protracted pathways into the labour market. Apart from this we do not find evidence for additional returns of vocational certificates in terms of occupational status.

Tags : Dropout - youth; Germany; Paper 2017; Source: Empirical Research in Vocational Education and Training; VET - vocational education and training; Youth - dropout;

Mainstreaming VET policies addressing early leaving from education and training

Mainstreaming successful projects and initiatives into national policies and measures is the way to go if we want substantially to improve early leavers' perspectives and keep learners at risk of dropping out in the education and training systems. Systematic impact evaluations conducive to potential upscaling and mainstreaming of measures need to: -set targets against which performance can be evaluated; -provide longitudinal data to capture change (most evaluations only give a static picture of results and outputs); -provide comparisons with control groups or with similar measures.

Tags : Briefing note 2017; Dropout - youth; Source: Cedefop - European Centre for the Development of Vocational Training; VET - vocational education and training; Youth - dropout;

[From craftsmanship and novices to 3D printing and an ageing workforce: is vocational education and training \(VET\) research keeping pace with change as well as continuity in work?](#)

Changes in work technologies, the way work is organized, and the nature, distribution and utilization of occupational skills and knowledge have always had an impact on [vocational education and training] VET practice and policy. VET research is concerned with exploring continuity as well as change. This chapter offers a reflection on how the interplay of change and continuity might require a more substantive and relational approach across the VET landscape. It questions whether VET researchers are sufficiently concerned with the life and practices of contemporary workplaces.

Tags : Employment trend; Paper 2017; Source: VOCEDplus; Trend - employment; VET - vocational education and training;

[Accelerating Gender Parity in the Fourth Industrial Revolution](#)

This paper explores the challenges and opportunities for enhancing gender parity in sectors likely to exhibit high growth in the context of the Fourth Industrial Revolution, and identifies key acceleration strategies by sector. Furthermore, it highlights examples of successful implementation through diverse and complimentary instruments to inspire action for rapid progress.

Tags : Gender - equity; Industry 4.0; Source: World Economic Forum; White Paper 2017;

[Lifelong learning from a social justice perspective](#)

The paper concludes that the globally converging discourse of LLL tends to serve the interests of the market ahead of those of the community, and argues that an alternative characterization of LLL, anchored in social justice, is necessary in the light of the 2030 Agenda for Sustainable Development, and especially Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all.

Tags : Continuing education; Education - continuing; SDG 4 - Sustainable development goal; Source: UNESCO; Sustainable development goal 4 (SDG); Working paper 2017;

[Millennials Disrupting the Workforce](#)

The next engineer, software developer, pharmacist or freelance writer you hire will likely be a millennial. With millennials, there will be a subtle, but noticeable shift in the way companies attract and retain top talent. Each generation brings with them a set of working preferences—where they want to work, for whom, how they want to work, what they want to work on, and for how much. While investment bankers were icons of success in the 1980s, startups, technology companies and organizations disrupting the status quo, top the list of desirable employers for millennials.

Tags : Article 2016; Employment trend; Generation Y; Millennials; Source: Diplomatic Courier; Trend - employment;

Canada. [Global Skills Strategy](#)

Whether recruiting professionals from around the world to train Canadian workers, or working with employers planning job-creating investments in Canada, the Global Skills Strategy provides businesses in Canada with a faster way to bring in global talent in order to scale-up and grow—creating better jobs for more Canadians.

Tags : Canada; Competences - development; Foreign workers; Government - strategy; Government program; Labour market; Program - government; Source: Government of Canada; Strategy - government;

Canada. [Registered apprenticeship training programs, 2015](#)

Both the 2008-2009 recession and the more recent 2014-2015 oil price decline had a major impact on new registrations in apprenticeship training programs in Canada. This was especially true in Alberta, where new registrations fell in both periods. New data show that, as of 2015, there were more than 453,500 registrations for apprenticeship programs in Canada. Of this total, over 7,100 were reinstatements of previous registrants, while new registrations accounted for about 79,700.

Tags : Apprentices; Canada; Source: Government of Canada/Statistics Canada; Statistics 2015;

UK. [Apprenticeships: off-the-job training](#)

How employers and training providers should meet the 20% off-the-job training requirement for apprentices, with some best practice examples.

Tags : Apprenticeship; Best practice; Document 2017; Guide; Source: Government of UK; United Kingdom;

[Latin american economic outlook 2017: Youth, skills and entrepreneurship](#)

While development can stem from different sources, skills and entrepreneurship can empower youth to develop knowledge-intensive economic activities, boost productivity and transform the region's politics as they transition successfully from the world of school to the world of productive work and create the future they seek.

Tags : Annual report 2017; Employment - youth; Latin America and the Caribbean; Source: OECD - Organisation for Economic Co-operation and Development; Youth - employment;

[The future of work in the automotive sector: The challenges of deglobalization](#)

This report on the future of work in the automotive sector focuses on the major changes facing the sector. These include: the rise of emerging economies, new mobilities, the “greening” of the product, and the digitalization of production. This is in order to identify the main challenges for employment and industrial relations and to assess the institutional and organizational solutions adopted by the various stakeholders to confront these developments. The aim is twofold – i) to develop robust scenarios on the basis of current trends; ii) to identify levers of action for embarking upon alternative paths – whenever desirable and feasible – to help create jobs, improve their quality and foster social dialogue.

Tags : Automation; Automotive sector; Employment trend; Report 2017; Source: ILO - International Labour Organization; Trend - employment;

Skills and jobs: lessons learned and options for collaboration

The accumulation of human capital through the acquisition of knowledge and skills is recognized as central for economic development. More-educated workers not only have better employment opportunities, they earn more and have more stable and rewarding jobs. They are also more adaptable and mobile. Workers who acquire more skills make other workers and capital more productive and, within the firm, they facilitate the adaptation, adoption, and ultimately invention of new technologies. This is crucial for economic diversification, productivity growth, and ultimately raising the living standards of living of the population.

Tags : Lessons learned; Report 2015; Skills; Source: World Bank;

Skills for the creative industries

The report explores questions related to, amongst other things, the required skills for creative industries, the relationship between creative economies and TVET, the role of creativity in TVET, the different vocational pathways to creative jobs and the nature of creative jobs and economies. In order to answer these questions, the report not only summarises the evidence considered and the conclusions reached during the virtual conference, but supplements these informative insights with additional information drawing on international research.

Tags : Conference report 2014; Development - skills; Skills - development; Source: UNESCO-UNEVOC; VET - vocational education and training;

The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution

The Fourth Industrial Revolution is interacting with other socio-economic and demographic factors to create a perfect storm of business model change in all industries, resulting in major disruptions to labour markets. New categories of jobs will emerge, partly or wholly displacing others. The skill sets required in both old and new occupations will change in most industries and transform how and where people work. It may also affect female and male workers differently and transform the dynamics of the industry gender gap.

Tags : 2017 September Newsletter; Employment trend; In English; Industry 4.0; Report 2016; Source: World Economic Forum; Trend - employment;

ICTs and Blended Learning in Transforming TVET

This book draws on the expertise and experience of 15 experts who examine the potential of technical and vocational education and training (TVET) to bring education to those who might otherwise be unable to access it. It discusses ways in which information and communication technology-based (ICT-based) methodologies can contribute to the transformation and expansion of TVET programmes and courses.

Tags : Book 2017; ICT - Information technologies; Source: UNESCO-UNEVOC; VET - vocational education and training;

Career Pathways: Five Ways to Connect College and Careers

The report calls for states to help students, their families, and employers unpack the meaning of postsecondary credentials and assess their value in the labor market.

Tags : Report 2017; School-to-work transition; Source: Center on Education and the Workforce;

OTHER

[Measuring informality: A statistical manual on the informal sector and informal employment](#)

The manual provides technical guidance on implementing international standards, presenting alternative measurement methodologies along with examples based on national experience, and includes guidelines for the dissemination of statistics on the informal sector and informal employment.

Tags : Informal sector; Manual; Resources; Source: ILO - International Labour Organization; Statistics;

[Directory of Online, Open & Distance Learning Associations and Consortia Throughout the World](#)

Non-exhaustive list of online, distance and open learning associations and consortia around the world, providing links to websites (if available) to widen access to the valuable information offered by each.

Tags : Directory; eLearning; Resources; Source: TeachOnline;

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