



# Newsletter

## CVA-ACFP Newsletter February 2018

### NEXT DACUM I PUBLIC WORKSHOPS in 2018

- April 9th to 12th, Calgary
- **May 7th to 10th, Montreal - In French**
  - June 4th to 7th, Regina
- September 10th to 13th, St-John's
- October 15th to 18th, Winnipeg
- November 5th to 8th, Halifax

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

### THE CVA/ACFP DATABASE IS ONLINE

Since 2011, the CVA Newsletter presents a survey of relevant links and documents on various specializations and topics related to the field of professional training.

The [CVA/ACFP database](#) is now available online, in English and in French. This browsable/searchable tool gives you access to thousands of keywords and the Filter option allows you to refine your search in just a few clicks.

### CVA's PICKS OF THE MONTH

#### Malawi. Taima (Here We Stand)

Using a TVET institution as the setting, Robert Chiwamba, STEP ambassador has launched Taima (Here We Stand) to call on all of Malawi to end gender based violence. The poem Taima (Here We Stand) calls on all people to take a stand against Gender-

Based Violence (GBV) and particularly for men to be role models as advocates for the elimination of GBV. The poem launch was one of the many important activities to mark 16 days of activism against gender based violence. The video is in the local language Chichewa but with English sub-titles.

*A contribution of Arthur E. Shears, UNESCO Team Leader, Skills and Technical Education Program (STEP) in Malawi [ae.shears@unesco.org](mailto:ae.shears@unesco.org)*

*Tags : GBV - Gender-based violence; Gender-based violence (GBV); Malawi; Source: UNESCO; VET - institution;*

## **ARTICLES and PAPERS**

### **Canada. [Is a 21st-century model of labour relations emerging in Canada?](#)**

As we move toward the third decade of the 21st century, Canadian workers confront a daunting array of challenges and pressures: the need to keep up with technological change, which threatens jobs in a number of sectors; the fragmenting of the traditional employment relationship; powerful demographic changes that will mean little or no work-force growth; an aging population that is increasingly dependent on social programs; and the prospect of having to work much longer in life.

*Tags : Article 2017; Canada; Employment trend 21st century; Source: The Globe and Mail; Trend - employment 21st century;*

### **France. [The Difficult School-To-Work Transition of High School Dropouts: Evidence from a Field Experiment](#)**

This paper investigates the effects of the labor market experience of high school dropouts four years after leaving school by sending fictitious résumés to real job postings in France. Compared to those who have stayed unemployed since leaving school, the callback rate is not raised for those with employment experience, whether it is subsidized or nonsubsidized, in the market or non-market sector, if there is no training accompanied by skill certification. In particular, we find no stigma effect associated with subsidized or non-market sector work experience. Moreover, training accompanied by skill certification improves youth prospects only when the local unemployment rate is sufficiently low, which occurs in one fifth of the commuting zones only.

*Tags : Dropout - youth; France; Paper 2017; School-to-work transition; Source: IZA – Institute of Labor Economics; Youth - dropout;*

### **Germany. [Early Tracking, Academic vs. Vocational Training and the Value of 'Second Chance' Options](#)**

This paper examines educational transitions and expected returns in the German education system which is characterized by rigid early tracking but with options to revise track choices at later stages.

*Tags : Discussion paper 2017; Germany; School-to-work transition; Source: IZA – Institute of Labor Economics; VET - vocational education and training;*

### **USA. A job after prison: Advocates make the case for an under-used workforce**

The formerly incarcerated represent an untapped national workforce of millions.

*Tags : Article 2017; Prison population; Source: Star Tribune; United States of America;*

### **Guiding workplace learning in vocational education and training: a literature review**

This review provides an overview of the empirical research concerning guidance in the context of vocational education and training (VET). The study examines practices, providers and supporting and hindering factors related to guidance and learning at the workplace.

*Tags : Career - guidance; Learning - workplace; Literature review; Paper 2017; Source: Empirical Research in Vocational Education and Training; VET - vocational education and training; Workplace - learning;*

### **Transition from school to work How hard is it across different age groups?**

The transition from school to work can be a difficult period associated with spells of unemployment. Data show that those who leave school early have comparatively low skills and low educational attainment and face the greatest challenges in the labour market compared to their peers who stayed in education longer. Efforts should be made to ensure that people remain in education until they complete at least upper secondary education – considered the minimum threshold for successful entry into the labour market. Remaining in education not only leads to higher educational attainment, but also fosters the skills needed to ensure a successful transition into the labour market.

*Tags : Paper 2017; School-to-work transition; Source: OECD - Organisation for Economic Co-operation and Development;*

### **Automation will disrupt the future of work — but also the future of global development**

Although automation will take longer to reach developing countries, the nature of work is already changing in these markets. This can happen for the better — such as when digital jobs create new opportunities for independent workers — or for the worse, such as when popular roles become automated. In the typical path out of poverty, smallholder farmers head to urban areas for work. But as automation starts to get in the way of those jobs, it will disrupt not only the future of work, but also the future of global development.

*Tags : Article 2017; Automation; Employment trend; Source: Devex; Trend - employment;*

## **DOCUMENTS**

### **Australia. VET in Schools 2016**

This publication presents information on VET in Schools, the vocational education and training (VET) undertaken by school students as part of their senior secondary certificate of education. The VET in Schools arrangement offers two main options: students can undertake school-based apprenticeships and traineeships; or they can take VET subjects and courses as part of their school curriculum (the latter is referred to as ‘other VET in Schools programs’).

*Tags* : Apprenticeship; Australia; Document 2017; Source: NCVER - National Centre for Vocational Education Research; Statistics 2016; VET - vocational education and training; VET in schools;

### **Switzerland. [Vocational and Professional Education and Training in Switzerland - Facts and Figures 2016](#)**

The Swiss VPET system enables young people to enter the labour market and ensures that there are enough skilled workers and managers in the future. It has a high labour market relevance and is an integral part of the education system. The VPET system is divided into two sectors: upper-secondary level vocational education and training (VET) and tertiary-level professional education.

*Tags* : Report 2016; Source: Confédération Suisse; Statistics 2016; Switzerland; VET - vocational education and training;

### **The Netherlands. [Enhancing teaching and learning in the Dutch vocational education system: reforms enacted](#)**

This book discusses how the Dutch vocational education system has undergone significant waves of reform driven by global imperatives, national concerns and governmental policy goals.

*Tags* : Book 2017; Reform - VET; Source: VOCEDplus; the Netherlands; VET - reform;

### **USA. [2017 Skills Gap Report](#)**

The American workforce is divided across gender and generational lines when it comes to perceptions about and responses to rapidly shifting expectations for their jobs and careers.

*Tags* : Annual report 2017; Gap - skills; Skills - gap; Source: UDEmy; United States of America;

### **Europe. [National qualifications framework developments in European countries](#)**

The 39 countries monitored (28 EU Member States, Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Kosovo, Montenegro, Norway, Serbia, Switzerland and Turkey) are developing and implementing 43 national qualifications frameworks.

*Tags* : Albania; Bosnia and Herzegovina; Europe; European Union; Iceland; Kosovo; Liechtenstein; National Qualifications Frameworks (NQF); Norway; NQF - National Qualifications Frameworks; Report 2018; Serbia; Source: Cedefop - European Centre for the Development of Vocational Training; Switzerland; the former Yugoslav Republic of Macedonia; Turkey;

### **EU. [Insights into skill shortages and skill mismatch](#)**

Compiling different data insights, the report highlights that skill mismatch is a complex, multidimensional and dynamic phenomenon. It calls on policy-makers to adopt a different mindset for tackling skill mismatch, focused on sustainable activation, continuous learning, job-task reengineering and promotion of higher-end product market/managerial practices.

*Tags* : European Union; Mismatch training/workforce - skills; Report 2018; Shortage - skills; Skills - mismatch; Skills - shortage; Source: Cedefop - European Centre for the Development of Vocational Training;

### **EU. [Teachers and trainers in work-based learning/apprenticeships](#)**

Work-based learning (WBL) in Vocational education and training (VET) provides important benefits, by increasing employability and smoother school to work transition. It contributes to reducing skill shortages and gaps, reduces youth unemployment, increases entrepreneurship and innovation and finally has the potential to foster social inclusion. The aim of the study was to provide the Education and Training 2020 Working Group on VET (2016-2018) with findings on three key areas: - governance arrangements in place for professionals involved in WBL; - professionalisation arrangements for those professionals; and finally, - in what way cooperation between schools and companies is arranged, focusing on the quality of the professionals involved.

*Tags : Apprenticeship; European Union; Report 2017; Source: European Commission; Work-based learning;*

### **Latin America and the Caribbean. [E2030: education and skills for the 21st century](#)**

This report provides a systematization of the discussions at the Regional Meeting of Ministers of Education of Latin America and the Caribbean held 24–25 January 2017 in Buenos Aires, Argentina. This was the first ministerial meeting to be organized within the framework of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs), in particular SDG 4 – “Ensure inclusive and quality education for all and promote lifelong learning”.

*Tags : Continuing education; Education - continuing; Education - trend 2030; Latin America and the Caribbean; Report 2017; SDG 4 - Sustainable development goal; Source: UNESCO; Sustainable development goal 4 (SDG); Trend - education 2030;*

### **[Global inventory of regional and national qualifications frameworks 2017](#)**

This two-volume publication gives an update on the national qualification frameworks around the world. It provides information on national and regional developments as well as selected themes.

[Volume 1](#): thematic chapters

[Volume II](#): national and regional cases

*Tags : Annual report 2017; National Qualifications Frameworks (NQF); NQF - National Qualifications Frameworks; Resources; Source: Cedefop - European Centre for the Development of Vocational Training;*

## **OTHER**

### **Switzerland. [Vocational and Professional Education and Training in Switzerland](#)**

A skilled workforce is essential for Switzerland's appeal as a location for business. It is a key requirement if Switzerland is to rank among the world's leading economies. Vocational and professional education and training (VET/PET) is an integral part of this successful model. What is the basis for this success?

*Tags : Source: Confédération Suisse; Switzerland; VET - vocational education and training; Video;*

### **UK. [2019 performance tables: technical and vocational qualifications](#)**

Technical and vocational qualifications for teaching from September 2017 and reporting in 2019 performance tables.

*Tags : Guidelines; Source: Government of UK; United Kingdom; VET - vocational education and training;*

### **[Social media in VET courses: good practice guide](#)**

This good practice guide explores the types of social media being used in vocational education and training (VET) courses, the benefits and pitfalls of using social media in teaching and learning as well as tips for incorporating social media into VET courses.

*Tags : Guide 2017; Resources; Social media; Source: NCVET - National Centre for Vocational Education Research; VET - vocational education and training;*

### **[ILO Toolkit for Quality Apprenticeships - Guide for Policy Makers](#)**

The toolkit is a resource to improve the design and implementation of apprenticeship systems and programmes. It provides a comprehensive but concise set of key information, guidance and practical tools for policy-makers and practitioners who are engaged in designing and implementing Quality Apprenticeships.

*Tags : Apprenticeship; Educational policy; Guide 2017; Policy - educational; Source: ILO - International Labour Organization;*

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