



# Newsletter

## CVA-ACFP Newsletter March 2018

### NEXT DACUM I PUBLIC WORKSHOPS in 2018

- **June 18th to 21th, 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](#)

## IN FOCUS

[Nguyễn Thanh Thủy, CVA DACUM Analysis Facilitator](#)

The CVA/ACFP congratulates Nguyễn Thanh Thủy  
who has successfully completed  
the Canadian Vocational Association (CVA)  
DACUM Analysis Facilitator International Certification Program



Nguyễn Thanh Thuỷ is the Deputy of the Training Centre for Advanced Management at the Vietnam National University, Ho Chi Minh City, which is funded by the Vietnam Skill for Employment Project of Global Affairs Canada ([VSEP/GAC](#)).

To become a CVA certified DACUM Analysis Facilitator, Nguyễn 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.

Nguyễn Thanh Thuỷ is now registered in the CVA CERTIFIED DACUM ANALYSIS FACILITATOR international directory.

[Nguyễn's biography](#).

## ARTICLES and PAPERS

### Canada. [Education and Employability: Can We Close The Gap?](#)

From a long term perspective, an economic growth policy is largely an education policy. With the running speed of the economy slowing down due to demographic realities, the margin for error on Canada's education policy has never been narrower. Rethinking the relevance of today's education system to the workplace of tomorrow is essential for Canada's future economic growth.

*Tags : Article 2017; Canada; Educational policy; Employability; Policy - educational; Source: CIBC - Canadian Imperial Bank of Commerce;*

### Indonesia. [Integration of SWOT-balance scorecard to formulate strategic planning in the technology and vocational education in Indonesia](#)

This paper describes the method of preparation of a comprehensive strategic planning model for technology and vocational education. For this purpose, the quantitative SWOT method has been used and incorporated with the Balanced Score Card. The result shows that SWOT methodology integrated with the Balanced Score Card are often used effectively to easier the precise strategic problems. Supported by these strategic challenges, the design team will quickly formulate the strategic development of every study programme.

*Tags : Analysis - SWOT; Indonesia; Paper 2016; Source: Journal of Technical Education and Training; SWOT - analysis; VET - vocational education and training;*

### **Sweden. Vocational learning in a Swedish post-secondary apprenticeship**

A vocational learning outcome of post-secondary apprenticeships is complex, and can be understood as being related to individual goals and workplace activities that interact and constitute vocational learning. Thus, this explorative study has identified four main standpoints that afford vocational learning in post-secondary apprenticeship: (a) the importance of guidance in the workplace, (b) the possibility of performing complex tasks, (c) the encouragement to develop new methods, and (d) the possibility of being a part of the building process.

*Tags : Apprenticeship; Paper 2016; Post-secondary education; Source: Empirical Research in Vocational Education and Training; Sweden; VET - vocational education and training;*

### **Zimbabwe. The significance of entrepreneurial culture in vocational training centres: a case study of Mupfure vocational training centre, Mashonal and West, Zimbabwe**

The purpose of this study was to establish the significance of entrepreneurial culture in vocational training centres in the higher and tertiary education sector. This research was motivated by difficulties currently being faced by graduates from vocational training centres in finding jobs after graduating as well as failing to start their own businesses and create employment due to lack of adequate skills required for job creation and economic development.

*Tags : Paper 2016; Source: International Journal of Research in Business Management; VET - institution; VET - vocational education and training; Zimbabwe;*

### **What is Competency-Based Education?**

CBE is, as its name suggests, learning based on developing and demonstrating competence. While the details of individual CBE programs differ, all have one thing in common: prioritizing *what* a student can do over how much time they put in.

*Tags : Article 2017; CBET - Competence-based education; Competence - based education; Source: College for America;*

### **A shift away from compliance and the idea of quality as “regulation”**

All agree – especially students – quality is critical in determining not only the value of a degree, diploma or certificate, or learning experience, but also in determining the long-term viability of a program, course or institution. Quality matters. But how we define quality can be both a standard barrier for accountability and an inhibitor for innovation and change.

*Tags : Article 2017; Éducation; Source: TeachOnline;*

### **The Future Of Your Career Depends On Lifelong Learning**

The willingness of not just workers, but employers, to embrace the shift toward renewable learning will impact our ability to address the most pressing challenges facing the workforce today - from skills gaps to employee diversity to talent retention. Renewable learning is no longer a nice to have, but a need to have for employees and employers to succeed in today's rapidly evolving world of work.

*Tags : Article 2017; Continuing education; Education - continuing; Learning - trend; Source: Forbes; Trend - learning;*

# DOCUMENTS

## **Australia. [VET: securing skills for growth](#)**

This report examines the role of vocational education and training (VET) in meeting the skills required for Australia's growth. It addresses the following questions: What is the role of VET within the broader education strategy of Australia? What role does VET play in securing Australia's future skills? What outcomes are required from the VET system? In examining these questions, the report seeks to assess the current outcomes of the sector and propose ways the VET system could be improved in order to meet the skills Australia will require for growth.

*Tags : Annual report 2016; Australia; Source: CEDA - Committee for Economic Development of Australia; VET - vocational education and training;*

## **Australia. [VET applied research: driving VET's role in the innovation system](#)**

VET has largely been ignored as a player in the innovation system but with its ties to industry it has the ability to help translate new knowledge into the workforce. This research looks at how applied research can help VET to become more active in the innovation system. The report also explores the capabilities that are needed and how registered training organisations and practitioners can build off their existing connections and skills.

*Tags : Australia; Report 2017; Source: NCVET - National Centre for Vocational Education Research; VET - vocational education and training;*

## **Cameroon. [Fostering skills in Cameroon : inclusive workforce development, competitiveness, and growth](#)**

The study bridges the knowledge gap about the skills mismatch in Cameroon, and addresses the question of how education and training can make valuable contributions to developing skills, spurring growth, increasing competitiveness, and helping Cameroon evolve into higher-value products and services.

*Tags : Cameroun; Document 2016; Mismatch training/workforce - skills; Skills - mismatch training/workplace; Source: World Bank; Strategy - workforce development; Workforce - development strategy;*

## **Canada. [Skills, Competencies and Credentials](#)**

The current university system of credentials, accreditation and transcripts does not serve most undergraduate students well. While the current system does an excellent job documenting students' knowledge of content, it provides neither students nor potential employers with an overview of the skills they have developed while studying.

## **En français. [Canada. Habiletés, compétences et titres d'études](#)**

*Tags : Canada; Credential - evaluation; Evaluation - credential; Report 2017; Source: HEQCO - Higher Education Quality Council of Ontario; Universities;*

## **Canada. [Future-proof: Preparing young Canadians for the future of work](#)**

Technological trends—while always a critical driver of the economy—are reshaping Canada's workforce. With a large number of jobs at risk of automation in the near future,

including those held by some of the most vulnerable segments of Canada's population, youth are facing higher skill and experience requirements than ever before. As a result, Canadian youth joining the labour market must come equipped with a broad suite of technical and soft skills to succeed.

*Tags : Canada; Employment - youth; Employment trend; Report 2017; Source: Brookfield Institute; Trend - employment; Youth - employment;*

### **Canada/Ontario. [A stronger apprenticeship system for Ontario: Ontario's apprenticeship strategy](#)**

Ontario is mapping the way forward to a stronger apprenticeship system with a new strategy aiming to improve apprenticeship completion rates, increase opportunities for underrepresented groups, and create clearer pathways for learners including better online supports.

*Tags : Apprenticeship - programs; Canada/Ontario; Program - apprenticeship; Skills - development strategy; Source: Government of Ontario; Strategy - skills development; Strategy 2018;*

### **Europe. [Monitoring the use of validation of non-formal and informal learning](#)**

This thematic report provides an overview of validation monitoring of non-formal and informal learning across Europe.

*Tags : Education - formal; Education - non formal; Europe; Report 2016; Skills - validation; Source: Cedefop - European Centre for the Development of Vocational Training; Validation - skills;*

### **[Best practices in the promotion of learning pathways and linkages between TVET and higher education](#)**

Pursuant to 200 EX/32 Decision, the Director-General submits an information document on best practices in the promotion of learning pathways and linkages between technical and vocational education and training (TVET) and higher education, within the framework of the approved budget.

### **En français. [Bonnes pratiques en matière de promotion des parcours d'apprentissage et des liens entre l'enseignement et la formation techniques et professionnels \(EFTP\) et l'enseignement supérieur dans le cadre du budget approuvé](#)**

*Tags : Best practice; Document 2017; Education - higher; Higher education; Source: UNESCO; VET - vocational education and training;*

### **[The Future of Skills: Employment in 2030](#)**

The study challenges a culture of risk aversion that holds back technology adoption, innovation, and growth; this matters particularly to countries like the US and the UK, which already face structural productivity problems. By identifying the bundles of skills, abilities, and knowledge that are most likely to be important in the future, as well as the skills investments that will have the greatest impact on occupational demand, this report provides information that educators, businesses, and governments can use for strategic and policy-making purposes to better prepare us for the future.

*Tags : Employment trend 2030; Report 2017; Source: University of Oxford; Trend - employment 2030;*

### **[Getting Skills Right: Assessing and Anticipating Changing Skill Needs](#)**

Digitalisation, globalisation, demographic shifts and other changes in work organisation are constantly reshaping skill needs. This can lead to persistent skill shortages and mismatch which are costly for individuals, firms and society in terms of lost wages and lower productivity and growth.

*Tags : Employment trend; Mismatch training/workforce - skills; Report 2016; Shortage - skills; Skills - mismatch training/workplace; Skills - shortage; Source: OECD - Organisation for Economic Co-operation and Development; Trend - employment;*

### **Re-conceptualizing Learning: A Review of the Literature on Informal Learning**

The review examines the numerous ways that informal learning occurs, the benefits and drawbacks of these different forms of informal learning, and the implications for equity. The review also discusses the potential ways that informal learning can be measured and recognized so that it translates more directly into value for the learner.

*Tags : Informal learning; Learning - informal; Literature review; Report 2017; Source: Rutgers School of Management and Labor Relations;*

## **OTHER**

### **Canada/British Columbia's Career Guide for Aboriginal People**

This guide is a resource toolkit that includes a wide range of information on programs and services, resources, tips, checklists and worksheets to support your career planning journey. It is intended to complement online resources such as [WorkBC.ca/Aboriginal](http://WorkBC.ca/Aboriginal) and [Aboriginal Learning Links](#).

*Tags : Aboriginals; Canada/British Columbia; Career - guidance; Guide; Resources; Source: Government of British Columbia/Work BC;*

### **Canada/Ontario. Workplace Learning and Development Guide**

The purpose of this Guide is to provide a comprehensive resource for workplace learning developers and trainers. The guide is a companion to the 31 topic outlines and is designed to assist in the development of consistent workplace learning across Ontario.

### **En français. Canada/Ontario. Guide de perfectionnement et d'apprentissage en milieu de travail**

*Tags : Apprenticeship; Canada/Ontario; Guide 2017; Learning - workplace; Source: Government of Ontario; Workplace - learning;*

### **OECD Handbook for Internationally Comparative Education Statistics**

This Handbook aims to facilitate a greater understanding of the education statistics and indicators produced and so allow for their more effective use in policy analysis. Equally, it provides a ready reference of international standards and conventions for others to follow in the collection and assimilation of educational data.

*Tags : Analysis - comparative; Comparative analysis; Handbook; Source: OECD - Organisation for Economic Co-operation and Development; Statistics;*

## 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.