



# Newsletter

## CVA January 2016 Newsletter

### NEXT DACUM I PUBLIC WORKSHOPS in 2016

- March 7-10, Halifax, NS
- April 18-21, Calgary, AB
- May 2-5, Montréal, QC (in French)
  - October 3-6, Vancouver BC
  - November 7-10, Toronto, ON

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

## CVA's PICKS OF THE MONTH

### Europe. [Who trains in small and medium-sized enterprises](#)

More and more opportunities exist for adults to learn, including in work-based settings; enterprises provide training to ensure that they have all the skills and competences needed for competitiveness and growth. One out of five employees in SMEs is involved in facilitating learning of others while they are less likely to participate in training than their counterparts in large enterprises. What is their role? How many are they? What qualifications and competences do they need and have? What are their tasks and activities? How do they update their competences? How do their employers support them? Are they aware of and do they benefit from publicly supported programmes? Based on in-company trainers' and employers' responses from 254 SMEs, this publication provides some answers to these questions.

*Tags : Europe; Report - assessment; SME - Small and medium enterprises; Source: Cedefop - European Centre for the Development of Vocational Training;*

# ARTICLES and PAPERS

## **Australia. [Making It Real: The Benefits of Workplace Learning in Upper-Secondary VET Courses](#)**

In OECD countries, ‘real world’ upper-secondary vocational education and training (VET) programs are used to engage less academically oriented youth in learning, while helping to prepare them for post-school work and/or further training. In general terms, VET programs with high employer involvement, such as apprenticeship schemes, are considered to be superior to classroom-based VET programs that are typically found in many English-speaking countries. In this study, we examine outcomes from a potential ‘third way’: classroom-based VET with a short-term structured workplace learning component. Using propensity score matching and PISA data linked to information from the Longitudinal Survey of Australian Youth, we find time in workplace learning is associated with higher school completion rates and better employment transitions.

*Tags : Australia; High Schools; Learning - workplace; Paper; Source: IZA - Institute for the Study of Labor; VET - vocational education and training; Workplace - learning;*

## **Canada. [On-The-Job Training: The Solution To The Skills Shortage](#)**

As the economy is slowly bouncing back, employers are struggling to fill open positions. But it isn’t because there are fewer workers looking for employment – it’s because those workers seeking jobs don’t necessarily have the right skills. According to [a new CareerBuilder.ca survey](#), half of employers feel there is a shortage of skilled workers in Canada. Due to this skills gap between what employers want and job seekers possess, positions are staying open for extended periods of time: 3 in 10 employers currently have positions in their organization that, on average, stay open for 12 weeks or longer.

*Tags : Article; Canada; Shortage - skills; Skills - shortage; Source: CareerBuilder; Training - workplace; Workplace - training;*

## **Canada. [Why colleges are increasingly being seen as the smart choice](#)**

This post-secondary option is no longer the poor cousin to university—even if your parents don’t agree.

*Tags : Article; Canada; Colleges and Universities; Source: Macleans;*

## **Canada. [A Typology of Adult Learning: Review of the Social Research and Demonstration Corporation of Canada’s Model](#)**

Through a primarily conceptual process the authors arrived at a typology consisting of five classes of learning: foundational; higher education; workplace-related; labour market-related; and personal/social. While initial feedback has been positive, the typology needed to be tested for utility in describing the actual participation patterns and practices of adult learning. This paper assesses the utility of the SRDC’s adult learning typology by addressing three broad questions: 1) How does the typology compare to

emerging international adult learning classification schemes (UNESCO, OECD-PIAAC and EUROSTAT)?; 2) To what extent is the typology useful in describing actual participation patterns as captured by the Access and Support to Education and Training Survey?; 3) How well does the typology describe how adult learning activities are organized provincially, using British Columbia as a case study? Based on the examination of the typology conducted in this report, the authors recommend to revise the SRDC's typology. They further recommend that future surveys collecting information on organized forms of adult learning and education should be designed to collect information on all forms of formal and non-formal learning activities, as well as on informal learning.

*Tags : Adult education; Analysis; Andragogy; Canada; Review; Source: CLSRN - Canadian Labour Market and Skills Researcher Network; Typology; Working paper;*

### **India. The Indian vocational education and training (VET) system: status, challenges, and options**

India is at the cusp of becoming an economic powerhouse. For that to happen, however, the country needs to alter its workforce education system by reengineering the Indian vocational education and training (VET) system. India's VET strategy includes creating basic work-centered common curriculum for the unskilled; developing a more flexible and responsive VET system that effectively educates and trains many more of the semiskilled; and raising the competencies of the skilled worker to international levels by using, for example, public/private partnerships. Regardless of the model for delivery of this training, this article suggests that the Indian workforce education system should adopt a comprehensive organisational strategy that accommodates the balancing of competing missions.

*Tags : Analysis; India; Paper; Source: NCVER - National Centre for Vocational Education Research; VET - vocational education and training;*

### **Italy. Does Apprenticeship Improve Job Opportunities? A Regression Discontinuity Approach**

In Italy the reforms of the last twenty years shaped a dual labour market with different levels of employment protection for permanent jobs, on one side, and temporary jobs like apprenticeships and fixed-term contracts, on the other side. The main difference between apprentices and other types of temporary workers is that the former should receive firmprovided training. The firm incentive in hiring apprentices consists in the possibility to pay lower wages and in a reduction in labour taxes. Using an Italian administrative longitudinal dataset containing information on all the job contracts started between January 2009 and June 2012, we estimate hazard functions towards permanent jobs and contrast the ones of apprentices with those of other types of temporary workers. The hazard function estimates based on a regression discontinuity approach affirm that apprenticeships are sorts of "long entrance halls" towards open-ended contracts, especially within the same firm where the apprenticeship was performed.

*Tags : Analysis; Apprenticeship; Italy; Paper; Source: IZA - Institute for the Study of Labor;*

### **USA. Skill Mismatches in the EU: Immigrants vs. Natives**

The objective of this paper is to analyse and explain the factors behind the observed differences in skill mismatches (vertical and horizontal) between natives and immigrants in EU countries. Our analysis shows that immigrants are more likely to be skill mismatched than natives, being this difference much larger for vertical mismatch. In this case, the difference is higher for immigrants coming from non-EU countries than for those coming from other EU countries. We find that immigrants from non-EU countries are less valued in the EU labour markets than natives with similar characteristics, a result that is not observed for immigrants from EU countries. These results could be related to the limited transferability of the human capital acquired in non-EU countries. The findings suggest that specific programs to adapt immigrants' human capital acquired in home country are required to reduce differences in the incidence of skill mismatch and a better integration in the EU labour markets.

*Tags : Analysis - comparative; Comparative analysis; Foreign workers; Paper; Skills - mismatch; Source: IZA - Institute for the Study of Labor; United States of America;*

### **USA. Bridging the Skills Gap: Workforce Development is Everyone's Business**

Whitepaper on the skills gap and the important role talent development professionals play in helping organizations identifying and closing skill gaps where they exist. The 2015 ATD survey found the following gaps:

- 62%: communication/interpersonal skills
- 58%: managerial/supervisory skills
- 58%: critical thinking and problem-solving skills
- 51%: leadership/executive-level skills
- 50%: process improvement and project management skills
- 41% technical skills.

*Tags : Gap - skills; Skills - gap; Source: ADT - Association for Talent Development; Statistics; United States of America;*

### **The Wider Economic Impacts of High-Skilled Migrants: A Survey of the Literature**

In recent years, the economics of migration literature has shown a substantial growth in papers exploring host country impacts beyond the labour market. Specifically, researchers have begun to shift their attention from labour market and fiscal changes, towards exploring what we might call 'the wider effects of migration' on the production and consumption sides of the economy – and the role of high-skilled migrants in these processes. This paper surveys the emerging 'wider impacts' literature, including studies from the US, European and other countries. It sets out some simple, non-technical frameworks, discusses the main empirical findings and identifies avenues for future research.

*Tags : Economic benefits; Foreign workers; Literature review; Paper; Source: IZA - Institute for the Study of Labor;*

### **[A Learning Hub in a Refugee Camp?](#)**

University of Geneva Professor Barbara Moser-Mercer's Experience.

*Tags : Article; Conflict settings; MOOC - Massively Open Online Course; Source: Coursera;*

### **[Global labour market, global VET](#)**

National and public education and training authorities continue to play a central role in maintaining standards. Proof of skills lies in recognised qualifications, which require quality assurance arrangements governed by trusted authorities. These continue, in most cases, to be public authorities. Nevertheless, many European countries understand the need to integrate a global dimension when developing or updating their national qualifications, study programmes and curricula. Countries also use standards developed by international and sectoral bodies to shape their own national

### **[En français. Une formation professionnelle mondiale pour un marché du travail mondial](#)**

*Tags : Briefing note; Source: Cedefop - European Centre for the Development of Vocational Training; VET - vocational education and training;*

## **DOCUMENTS**

### **[Canada. Establishing a Pan-Canadian Credential Assessment Centre for Internationally Educated Teachers](#)**

This report provides a summary of findings from a feasibility study on the establishment of panCanadian centres for the assessment of credentials of internationally educated teachers.

### **[En français. Établissement d'un centre pancanadien d'évaluation des qualifications des enseignantes et enseignants formés à l'étranger](#)**

*Tags : Canada; Credential - assessment; International qualifications; Report; Source: CMEC - Council of Ministers of Education of Canada; Teachers;*

### **[Ghana. Demand and supply of skills in Ghana : how can training programs improve employment and productivity?](#)**

This report focuses on one segment of Ghanas skills development system: formal and informal technical and vocational education and training (TVET) at the pre-tertiary level. Although TVET alone does not guarantee productivity gains or job creation, it is generally agreed that a blend of cognitive, non-cognitive, intermediate, and higher technical skills is crucial to enhance the countrys competitiveness and contribute to social inclusion, acceptable employment, and the alleviation of poverty. The public financing approach and general lack of incentives to improve TVET in Ghana help to perpetuate a supply-driven, low-quality skills system that responds very poorly to the needs of the economy, and especially its growth sectors. The national skills strategy should aim to complement, and be complemented by, reforms that are underway in

related sectors (for example, private sector development and employment, the informal economy, information and communication technologies, and agriculture). One of the more innovative elements of the ongoing reform has been the establishment of sustainable financing for the skills development fund (SDF). Channeling the majority of TVET resources through a SDF will make it easier for funds to be allocated in line with general national socioeconomic priorities and specific priorities identified by Council for Technical and Vocational Education and Training (COTVET).

*Tags : Analysis; Document; Ghana; Source: World Bank; VET - vocational education and training;*

### **Europe. Unequal access to job-related learning: evidence from the adult education survey**

This report provides an in-depth analysis of adults' participation in non-formal job-related education and training in Europe, having particular but not exclusive regard to employed adults. It investigates its variability and in/equality based on key factors at individual level, including socio-demographic background, education, labour market status, jobs and workplace characteristics. The report selects, presents and analyses internationally comparable data from the 2011 adult education survey. Basic descriptive statistics are enriched with findings from multivariate statistical modelling to provide a statistical picture of inequalities in Europe and at country level.

*Tags : Adult education; Analysis; Andragogy; Education - adult; Europe; Report - survey; Source: Cedefop - European Centre for the Development of Vocational Training; Survey;*

### **Beyond college rankings: A value-added approach to assessing two- and four-year schools**

The data contained in this report can provide a starting point for investigating a college's strengths and weaknesses with respect to career preparation. Further due diligence is required by trustees and public officials to assess the direction of the college, its current leadership, its role in the community, and other factors before using these data to guide policy. Likewise, students need to consider likely economic outcomes against the cost of attendance, scholarship opportunities, the availability of degree programs, and other personal factors.

*Tags : Colleges and Universities; Report; Source: Brookings Institution;*

## **OTHER**

### **Australia. History of VET in Australia Focus on Apprenticeships and Traineeships 1939-2015**

This online interactive [timeline](#) provides a history of apprenticeships and traineeships in Australia starting from 1939 when 'dilutees' were allowed to perform some of the duties of tradespeople to the current period of VET reform. It includes links to key documents and legislation that have shaped vocational education and training policy along the way.

*Tags : Australia; History - VET; Source: VOCEDplus; Timeline; VET - history;*

### **Canada. [Glossary of Career Development](#)**

The glossary is primarily intended to serve as a resource to those working or studying in the field of career development, though it will also be of value to Canadians more broadly who are looking for definitions of terms in relation to their own careers.

*Tags : Canada; Career - development; Glossary; Source: CERIC - Canadian Education and Research Institute for Counselling;*

### **[MOOC. Technical Information for Global Health Professionals](#)**

Each course is authored by a subject matter expert or a team of experts, is highly focused, and can be completed in about one to two hours. Learners can access a course in multiple visits and a pick up where they left off at any time. Concrete examples stimulate a learner's thinking so that they can to solve problems and apply best practices to programming in the field setting.

*Tags : Health - education; Human resources for health; MOOC - Massively Open Online Course; Resources; Source: Global Health eLearning;*

### **[Web Site. Skills Panorama](#)**

Skills Panorama turns labour market data into useful, accurate and timely intelligence that helps policy-makers in making their decisions on skills and jobs in Europe.


*Tags : Europe; Labour market; Source: Skills Panorama; Web site;*

## **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.