



# Newsletter

## CVA-ACFP Newsletter March 2016

### DACUM I PUBLIC WORKSHOPS in 2016

- 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

### UNESCO TVET Strategy 2016-2021

The report explores the important principles, issues, actions and roles that should be taken into account when setting out the global agenda for TVET over the coming years and highlights the challenges and opportunities facing TVET in different countries. Despite these differences, the report stresses the need for international collaboration and dialogue in order to overcome the obstacles that may lie ahead, and specifically calls on UNESCO to act as a key facilitator for collaboration. The report ends with a six-point Agenda for TVET.

*Tags : Source: UNESCO-UNEVOC; Target group: UNESCO-UNEVOC; UNESCO-UNEVOC; VET - Strategy 2016-2021;*

## ARTICLES and PAPERS

### **Canada. [Thinking pink and profiting: Women in trades capitalize on gender](#)**

When it comes to making it in the macho world of the trades, a few women are thinking pink and profitable. Some women, though, are capitalizing on their gender. Each of the following entrepreneurs are using their influence to encourage other young women to enter the trades. But they have more in common than X chromosomes. A combination of hard work, savvy, and positive mentorship played a role in their success. But the bottom line is they're good at their jobs.

*Tags : Article; Canada; Gender - equity; Source: Macleans;*

### **Canada. [Labor Market Conditions, Skill Requirements and Education Mismatch](#)**

This paper shows that changes in the skill requirements of jobs are one way by which economic downturns affect job match quality. In doing so this paper makes two contributions to the literature. The first contribution is to document a stylized fact about the cyclicity of skill requirements (tasks) for newly formed jobs. Relating local unemployment rates in Canadian data, to skill requirements generated from the Occupational Information Network (O\*NET) database, I show that the demand for manual skill requirements is countercyclical. This stylized fact shown to be consistent with the predictions of a job search models with heterogeneous workers and vacancies. In this framework, firms increase the share manual job vacancies during downturns because they are less costly to post and fill. The second contribution is to show that the cyclicity of skill requirements, rather than economic conditions themselves, contribute to the incidence of overqualification. Estimates using various measures of overqualification confirm that changes in the skill requirements of newly formed jobs can account for much of the relationship between labor market conditions and job match quality. This empirical finding is also consistent with the model, where the share of overqualified workers varies with economic conditions partially because of corresponding changes in the type of job vacancies.

*Tags : Canada; Labour market; Mismatch training/workforce - skills; Paper; Skills - mismatch training/workplace; Source: CLSRN - Canadian Labour Market and Skills Researcher Network;*

### **East Asia. [The Wage Returns to On-the-Job Training: Evidence from Matched Employer-Employee Data](#)**

Skills shortages and skill mismatch are a pressing concern for policymakers in several developing countries, and in East Asia specifically. Providing on-the-job training can be an effective policy tool to shape the skills of the existent workforce to the specific needs of the firms. This paper explores a unique data set of matched employer-employee data for Malaysia and Thailand to estimate the wage return to on-the-job training in these two countries. Exploring propensity score matching estimates, we show that the average wage returns to on-the-job training are 7.7% for Malaysia and 4.5% for Thailand. Furthermore, we find evidence that the wage returns to on-the-job training are higher for males than for females in Malaysia and that, for both countries, returns are higher for workers with at least secondary education.

**Tags :** East Asia; Malaysia; Paper; Return on investment (ROI); ROI - Return on investment; Source: IZA - Institute for the Study of Labor; Thailand; Training - workplace; Workplace - training;

### **Should girls go for a university degree or a technical or vocational education?**

For a lot of people, going to a four-year college or university seems like an automatic choice when they graduate from high school. The reason is obvious – higher income and more status. In many countries you don't get a job after the bachelor's degree. If you are a young woman your chance in the labor market is smaller.

**Tags :** Article; Gender - equity; Source: Karl Skaar;

### **Formal Education Versus Learning-by-Doing**

The efficiency of educational choices is studied in a search-matching model where individuals face a trade off: acquiring formal education or learning while on the job. When their education effort is successful, newcomers directly obtain a high-skill job; otherwise, they begin with a low-skill job, learn-by-doing and then search while on-the-job for a high-skill job. Low-skill firms suffer from hold-up behavior by high-skill firms. The low-skill sector is insufficiently attractive and individuals devote too much effort to formal education. A self financing tax and subsidy policy restores market efficiency.

**Tags :** Analysis - comparative; Comparative analysis; Education - formal; Learning - non formal; Paper; Source: IZA - Institute for the Study of Labor;

### **Skills, Education, and the Rise of Earnings Inequality among the "Other 99 Percent"**

The singular focus of public debate on the "top 1 percent" of households overlooks the component of earnings inequality that is arguably most consequential for the "other 99 percent" of citizens: the dramatic growth in the wage premium associated with higher education and cognitive ability. This Review documents the central role of both the supply and demand for skills in shaping inequality, discusses why skill demands have persistently risen in industrialized countries, and considers the economic value of inequality alongside its potential social costs. I conclude by highlighting the constructive role for public policy in fostering skills formation and preserving economic mobility.

**Tags :** Inequality; Paper; Source: Science Magazine;

## **DOCUMENTS**

### **Canada. 2015 Survey of Career Service Professionals**

The 2015 CERIC Survey of Career Service Professionals – recently completed by more than 1,000 professionals in the field across Canada – provides a demographic snapshot (education, experience, salary) as well as examining professional development needs and research trends. Survey results help to better understand the interests and challenges of Canada's career service community, including: - How career professionals are enhancing their career competency and mobility - What the issue are keeping career

professionals up at night - How the public perception of the value of career development is evolving

### **En français. Canada. [Sondage des spécialistes de l'orientation professionnelle 2015](#)**

*Tags : Canada; Career - development; Source: CERIC - Canadian Education and Research Institute for Counselling; Survey 2015;*

### **Vietnam. [Skilling Up Vietnam : Preparing the Workforce for a Modern Market Economy](#)**

Results from the 2012 Program for International Student Assessment (PISA) and new evidence from an adult skills survey show that literacy and numeracy among Vietnam's youth and young urban adult workforce are strong and exceed those of even some wealthier countries. Despite its clear progress, Vietnam is facing new challenges. The pace of economic growth and the reallocation of jobs away from agriculture have slowed in recent years. Rather than productivity improvements, capital investments have become the main source of economic growth, but this model is not sustainable for ensuring continued rapid economic growth. The size of its workforce is still expanding, but its youth population is shrinking, which means that Vietnam cannot continue to rely on the size of its workforce for continued success. Instead, it needs to focus on making its workforce more productive and on alleviating skills barriers to labor mobility.

*Tags : Document; Skills - needs analysis; Skills - trend; Source: World Bank; Vietnam;*

### **Africa. [Out-of-School Youth in Sub-Saharan Africa: A Policy Perspective](#)**

This policy report aims to address two priority issues that have emerged for African policy makers: (a) the growing pressure to provide universal secondary education and the resultant trade-off between expansion, quality, and relevance; and (b) the shorter-term imperative of out-of-school youth. In both cases, it is fundamental to better understand the drivers and constraints to transitions between each level of education, as well as the demand for secondary education and skills in the current and developing labor market. This report and its underpinning diagnostic work aim to deepen the analytical base and inform operational programs, policy dialogue, and development projects designed to tackle the out-of-school youth challenge.

*Tags : Africa/South of the Sahara; Document; Education - policy; NEET - not in employment - education or training; Policy - educational; Source: World Bank; Youth;*

### **Europe. [On the way to 2020: data for vocational education and training policies – Country statistical overviews](#)**

In this report, Cedefop has selected a set of 33 indicators to quantify some key aspects of VET and lifelong learning. The selection is based on the indicators' policy relevance and their importance in achieving the Europe 2020 objectives. This publication should be regarded as a valuable tool to help policy-makers better understand and assess VET developments in each country.

*Tags : Annual report 2014-2015; Education - trend 2020; Educational policy; Europe; Source: Cedefop*

### **Europe. Supporting the role of VET professionals to improve the trainee's employability**

Although VET systems and the impact of the VET system are very different through Europe, all involved (employers, former students, VET trainers and professionals) agree not only on the importance of transversal competences, but also on the absence of those. The different models (outcome based programs, competence based programs, national centralized curricula, individual school based curricula) seem to have no influence on this. Even when VET is based upon a set of generic competences like the SHL system<sup>1</sup>, transversal competences are not adequately presented by former students. This indicates once more that also transversal competences are context based and, being trained during VET, will not automatically have the desired effect in daily working live. This leads to the conclusion there most likely is an absence of working context during education and training of transversal competences. Thus the need for a training model for VET trainers and professionals is coping with these notions is substantial and underlined.

*Tags : Apprenticeship; Employability; Europe; Report; Source: Trainvet 4 jobs; Target group: Teachers TVET; VET - vocational education and training;*

### **Skills topic guide**

This topic guide is focused on skills immediately necessary for employment and increased productivity. It focuses on technical and vocational education and training skills, which are concerned with the acquisition of knowledge and skills for the world of work. The importance and value of obtaining basic skills is recognised as a pre-requisite for higher order skills development.

*Tags : Development - skills; Document; Guide; Skills - development; Source: Heart - Health & Education Advice & Resource Team;*

### **Global unemployment projected to rise in both 2016 and 2017**

Continuing high rates of unemployment worldwide and chronic vulnerable employment in many emerging and developing economies are still deeply affecting the world of work. The final figure for unemployment in 2015 is estimated to stand at 197.1 million and in 2016 is forecast to rise by about 2.3 million to reach 199.4 million. An additional 1.1 million jobless will likely be added to the global tally in 2017.

### **En français. Emploi et questions sociales dans le monde – Tendances 2016**

*Tags : Annual report 2015; Employment trend 2016-2017; Source: ILO - International Labour Organization; Unemployment;*

## **OTHER**

### **Canada. Guide to the Labour Force Survey**

The Labour Force Survey (LFS) is a household survey carried out monthly by Statistics Canada. Since its inception in 1945, the objectives of the LFS have been to divide the working-age population into three mutually exclusive classifications - employed, unemployed, and not in the labour force - and to provide descriptive and explanatory data on each of these categories. Data from the survey provide information on major labour market trends such as shifts in employment across industrial sectors, hours worked, labour force participation and unemployment rates.

**En français. Canada. [Guide de l'Enquête sur la population active](#)**

*Tags : Canada; Guide; Source: Government of Canada/Statistics Canada; Survey; Workforce;*

**USA. [What We'll Be Doing in 2022](#)**

In the decade from 2012 to 2022, the fastest growth in U.S. employment will take place in the health care, health care support, construction, and personal care fields. These four categories are expected to account for more than a third—about 6.6 million—of all new jobs. Farming, fishing, and forestry is the only category expected to shrink.

*Tags : Employment trend 2022; Interactive map; Source: Harvard Business Review; Trend - employment 2022; United States of America;*

**EU. [Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission](#)**

There are [18 Guidelines](#) divided into the four following categories: – Transversal policy components: funding, training and qualifications, that apply to all sectors of guidance provision – Education and training sector: schools; VET; higher education; adult learning – Employment and third age sector: employed; unemployed; older adults – Social inclusion sector: young people at risk; disadvantaged groups

*Tags : European Union; Framework - policy; Guidelines; Learning - lifelong; Lifelong learning; Policy - formulation; Source: ICCDPP - International Centre for Career Development and Public Policy;*

**[MoodleCloud User Guide](#)**

MoodleCloud allows educators to deploy their own server in the cloud. The system is targeted towards small users of Moodle. The site has some limits: 50 users maximum; 200Mb disk space; Core themes and plugins only; One site per phone number. Whereas Moodle itself does not support video-conferencing, MoodleCloud comes with BigBlueButton, an amazing solution for full online conferencing, including video, audio, whiteboards and desktop sharing. In MoodleCloud the free BigBlueButton sessions are limited to 6 people, with no recordings. It is perfect for small study groups or for teachers to experiment with the platform.

*Tags : Course - development; Development - curriculum; Guide; Moodle; Source: LEARN Quebec;*

**[Free online courses - Tropical diseases and public health](#)**

-Ebola in Context: Understanding Transmission, Response and Control -Global Blindness: Planning and Managing Eye Care Services -Programming for Nutrition Outcomes -Agriculture, Nutrition and Health -Improving the Health of Women, Children

and Adolescents: from Evidence to Action

*Tags : eLearning; MOOC - Massively Open Online Course; Public Health; Resources; Source: London School of Hygiene and Tropical Medicine;*

### **[Free online classes - Course Buffet](#)**

Hundreds of free online courses (MOOCs) from over 250 Universities.

*Tags : eLearning; Free online courses; MOOC - Massively Open Online Course; Resources; Source: Course Buffet;*

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