



# Newsletter

## CVA-ACFP Newsletter April 2017

### DACUM I PUBLIC WORKSHOPS in 2017

- October 2-5, Calgary, AB
- October 16-19, St-John's, NL
- November 6-9, Saskatoon, SK
  - November 13-16, ON

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

## CVA's PICKS OF THE MONTH

### [OECD Skills Strategy. Better Skills, Better Jobs, Better Lives: A strategic Approach to Skills Policies](#)

Skills have become the global currency of the 21st century. Without proper investment in skills, people languish on the margins of society, technological progress does not translate into economic growth, and countries can no longer compete in an increasingly knowledge-based global society. The OECD Skills Strategy is designed to help countries build better skills policies and turn them into jobs, growth, and better lives.

*Tags : Development - skills; Europe; OECD countries; Policy - skills; Report 2015; School-to-work transition; Skills - development; Skills - needs; Skills - policies; Source: OECD - Organisation for Economic Co-operation and Development; Youth;*

## ARTICLES and PAPERS

### **Canada. [Completing an apprenticeship in Canada yields benefits, 2015](#)**

Results from the 2015 National Apprenticeship Survey show that, overall, there were clear benefits for apprentices in completing their programs. Those who completed an apprenticeship program were more likely to have a permanent job, employment benefits and income, than those who left their programs before completion. For example, 81% of those who completed their apprenticeships had a permanent job, compared with 77% who had not completed their programs. Looking at who was most likely to register for an apprenticeship, the results show that it was those with potential to move where the jobs are—primarily young, single men aged 15 to 24 years. Nevertheless, after completing their programs, the vast majority (95%) stayed in the province where they apprenticed.

### **En français. Canada. [Terminer un programme d'apprentissage au Canada comporte des avantages, 2015](#)**

*Tags : Apprenticeship; Article; Source: Government of Canada/Statistics Canada; Statistics 2015;*

### **Spain. [Evolution and challenges of the Spanish VET system: from a school-based to a work-based approach](#)**

This article discusses the educational policies that move the Spanish Vocational Education and Training (VET) model from a school-based to a work-based approach, taking into account the history and cultural tradition that has shaped it throughout history.

*Tags : Historic; Paper; Source: VOCEDplus; Spain; VET - vocational education and training;*

### **Sweden. [Earnings over the Life Course: General versus Vocational Education](#)**

Two common hypotheses regarding the relative benefits of vocational versus general education are (1) that vocational skills enhance relative short-term earnings and (2) that general skills enhance relative long-term earnings. Empirical evidence for these hypotheses has remained limited. This study provides a first exploration of individuals' earnings across nearly complete careers. The descriptive earnings patterns indicate support for both hypotheses.

*Tags : Analysis - comparative; Comparative analysis; Education - formal; Paper; Source: IZA – Institute of Labor Economics; Sweden; VET - vocational education and training;*

### **USA. [Accounting for Mismatch Unemployment](#)**

We investigate unemployment due to mismatch in the US over the past three decades. Mismatch is quantitatively important for unemployment and the cyclical behavior of mismatch unemployment is very similar to that of the overall unemployment rate. Geographic mismatch is driven primarily by wage frictions. Mismatch across industries is driven by wage frictions as well as barriers to job mobility. We find virtually no role for worker mobility frictions.

*Tags : Mismatch training/workforce - skills; Paper; Skills - mismatch training/workplace; Source: IZA - Institute for the Study of Labor; Unemployment; United States of America;*

### **Asia-Pacific. [Transversal Competencies and their Assessment: Perspectives from the Asia-Pacific](#)**

There is a growing sense that the real purpose of education is not only to produce

learners who are literate and numerate. Instead, the complex times in which we live make additional, more crucial demands on our education systems: that they facilitate the holistic development of our young people such that they are creative, resourceful, self-disciplined, adept at collaborating with others, appreciative of diversity, able to resolve conflicts and contribute peacefully to democratic societies.

*Tags : Article; Asia-Pacific Region; Competences - transversal; Source: NORRAG - Northern Research Review and Advisory Group; Transversal competences;*

### **Sub-Saharan Africa. [Approaches and impact of non-academic research capacity strengthening training models in sub-Saharan Africa: a systematic review](#)**

Research is essential to identify and prioritize health needs and to develop appropriate strategies to improve health outcomes. In the last decade, non-academic research capacity strengthening trainings in sub-Saharan Africa, coupled with developing research infrastructure and the provision of individual mentorship support, has been used to build health worker skills. The objectives of this review are to describe different training approaches to research capacity strengthening in sub-Saharan Africa outside academic programs, assess methods used to evaluate research capacity strengthening activities, and learn about the challenges facing research capacity strengthening and the strategies/innovations required to overcome them.

*Tags : Africa/Sub-Saharan; Capacity building; Health field; Lower-income countries; Mentoring; Paper; Review; Training;*

### **Treaty of Rome anniversary: upholding VET values for the past 60 years**

On 25 March 1957, six European countries (Belgium, Germany, France, Italy, Luxembourg and the Netherlands) pledged to align their economic policies for the establishment of a common market, which would reduce socioeconomic differences across Europe.

*Tags : Historic; News; Source: Cedefop - European Centre for the Development of Vocational Training; Treaty of Rome; VET - vocational education and training;*

### **Return on investment of apprenticeship systems for enterprises: Evidence from cost-benefit analyses**

A firm's decision to engage in apprenticeship training is to a large extent determined by the cost-benefit ratio of such an investment compared to other alternatives of securing skilled workers. Empirical evidence shows that in a well-functioning apprenticeship training system, a large share of training firms can recoup their training investments by the end of the training period. As training firms often succeed in retaining the most suitable apprentices, offering apprenticeships is an attractive strategy to recruit their future skilled work force. In addition – as long as skills are standardised and nationally certified – those apprentices leaving the training firm after graduation ensure that other firms can recruit a sufficient number of skilled workers from the labour market.

*Tags : Apprenticeship - programs; Paper; Return on investment (ROI); ROI - Return on investment; Source: IZA Journal of Labor Policy;*

## **DOCUMENTS**

**Canada. [Budget 2017: Innovation and Skills Plan](#)**

In Budget 2017, the Government of Canada introduces its Innovation and Skills Plan, which focuses on people and addresses the changing nature of the economy to ensure it works for all Canadians. The plan will build Canada as a world-leading innovation economy to create jobs and grow the middle class.

**En français. Canada. [Budget 2017: Innovation et compétences](#)**

*Tags : Canada; Federal budget 2017; News; Source: Government of Canada;*

**Canada. [Understanding the Gaps in Postsecondary Education Participation Based on Income and Place of Birth: The role of high school course selection and performance](#)**

This study finds that students born outside of Canada are more likely to pursue college and university than Canadian-born students.

**En français. Canada. [Comprendre les écarts dans la participation aux études postsecondaires en fonction du revenu et du lieu de naissance : le rôle du choix de cours et du rendement au secondaire](#)**

*Tags : Canada; Education - trend; Foreign students; Source: HEQCO - Higher Education Quality Council of Ontario; Study; Trend - education;*

**Canada. [Labour market information: an essential part of Canada's skills agenda](#)**

At its best, labour market information (LMI) provides clear signals that guide the various players towards the most appropriate choices. It helps identify the skills that business needs, and how they can be developed. LMI is critical in matching workers with jobs (and vice versa), and highlighting gaps between the skills that are available and those in need.

*Tags : Canada; Document; Labour market; Skills - needs; Source: Business Council of Canada;*

**Canada/Québec. [City of Talent Montreal : An Action Plan for Boosting Employment, Innovation and Skills](#)**

Montreal has huge potential to become one of the most dynamic cities across OECD countries, thanks to its talented and creative population. Yet the city has not demonstrated outstanding results in terms of job creation and collective wealth generation in the past few years. This report examines this paradox and suggests new strategies to improve local outcomes in terms of employment, innovation and skills, and to boost inclusive economic growth and innovation across the Quebec metropolis.

**En français. Canada/Québec. [Montréal métropole de talent : Pistes d'action pour améliorer l'emploi, l'innovation et les compétences](#)**

*Tags : Analysis - competences; Analysis - trends; Canada/Québec/Montréal; Competences - analysis; Report; Source: OECD - Organisation for Economic Co-operation and Development; Trend - analysis;*

**[Egypt. An Impact Assessment of Career Guidance Services for Technical School Students](#)**

The objective of this report is to assess the impact of the career guidance services provided throughout the past years on enhancing the employability of technical secondary school graduates, their employment status, and their perception of the labour

market and career opportunities.

*Tags : Assessment - report; Career - guidance; Egypt; Report - assessment; Source: ILO - International Labour Organization; VET - vocational education and training; Youth;*

### **Harnessing automation for a future that works**

Automation is happening, and it will bring substantial benefits to businesses and economies worldwide, but it won't arrive overnight. The report finds realizing automation's full potential requires people and technology to work hand in hand.

*Tags : Automation; Employment trend; Industry 4.0; Report; Source: McKinsey; Trend - employment;*

### **Compendium of guides on skills anticipation methods**

Compendium of methodological guides on anticipation and matching of skill supply and demand.

#### **Volume 1: Using labour market information**

#### **Volume 2: Developing skills foresights, scenarios and forecasts**

#### **Volume 3: Working at sector level**

#### **Volume 4: The role of employment service providers**

#### **Volume 5: How to develop and run an establishment skills survey**

#### **Volume 6: Carrying out tracer studies**

*Tags : Development - skills; Document; Guide; Methodology; Service providers; Skills - development; Skills - mismatch; Skills - survey; Source: Cedefop - European Centre for the Development of Vocational Training; Survey - skills;*

## **OTHER**

### **Canada. Career Professional Paths: Career Coach, Career Counsellor or Career Consultant**

The majority of career professionals enter into the profession with a passion for helping jobseekers to navigate the job market and secure suitable employment. However, it can be confusing for the practitioner to determine where his or her skills fit into the career vocation equation. Likewise, for individuals seeking professional career guidance, the difference between coaching, counselling, and consulting can be confusing.

### **En français. Canada. Trajectoires professionnelles: Career Coach ou conseiller en carrière**

*Tags : Canada; Career consultant; Career counsellor; Coaching; Directory; Mentoring; Resources; Source: CPC- Career Professionals of Canada;*

### **Canada. From Book Bags to Briefcase: International Student Transition to Employment in Canada**

Programs to develop career skills for international students encompass both direct teaching of basics (resume writing and interviewing) and networking practice, as well as experiential and subsidized work placements on-campus.

*Tags : Canada; International students; Resources; School-to-work transition; Source: CERIC - Canadian Education and Research Institute for Counselling; Students - international;*

### **Video. [Multicultural education - its place in our vocational colleges and universities](#)**

Dr. Spiteri talks about the importance of self-awareness and self-reflexivity as the building blocks of cultural competence. He observes that people's attitude to cultural differences is as important as the differences themselves are. He believes that through coming to know and coming to critically evaluate their own attitudes, communication between people of different cultures can become clearer, more insightful and more meaningful. He also believes that students should take an active role in enabling that learning to come about, thereby co-creating learning opportunities among themselves and also together with lecturers, ensuring that everybody is invited to participate.

*Tags : Colleges and Universities; Education - multicultural; Multicultural education; Source: Dr Damian Spiteri; VET - vocational education and training; Video;*

### **Boomers, Millennials & Diverse Populations: Mentoring Strategies for the Shifting Workforce**

The shifting workforce gives HR professionals some unique challenges to juggle and many unanswered questions: - With baby boomers retiring, how can you transfer their industry and organizational knowledge to the rest of your organization? - As millennials enter the workforce, how can you keep these individuals engaged and learning while supporting the high potential employees among them? - As the workforce becomes more and more diverse, what can you do to ensure diversity and inclusion within your organization?

*Tags : Analysis - workforce; Mentoring; Source: Chronus; Webinar; Workforce - analysis;*

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