



Canadian Vocational Association | Association canadienne de la formation professionnelle

CVA-ACFP Bulletin

March 2013

In ENGLISH

CVA's PICK OF THE MONTH

Australia. The VET status imperative of meeting client 'needs' more so than 'wants'

In the expanded vocational education and training (VET) provider market arising out of the National Training Reform Agenda of the 1990s, competitive forces have not strengthened the delivery of VET in terms of innovation and quality. A situation has evolved where, in response to learner and employer clients seeking the easiest path to 'the ticket', there are instances of providers compromising their commitment to quality so as to compete with those who are opportunistically acting upon the client quest for satisfaction of 'want' rather than 'need'.

<http://www.vista.org.au/documents/item/1689>

Tags: Educational reform; VET - vocational education and training; Education - and training systems; Australia; Article; Source: VOCEDplus;

ARTICLES and PAPERS

Canada. Retirees set to outnumber Canada's youth for the first time

For as long as statistics have been kept in this country, the number of young people entering the work force has always exceeded the number nearing retirement.

Not any more. At some point this year, the number of 15- to 24-year-olds will slip below the number of 55- to 64-year-olds for the first time, according to Statscan's demography division. That represents a major symbolic threshold for a society just beginning the slide from a demographic golden age.

<http://www.theglobeandmail.com/news/national/retirees-set-to-outnumber-canadas-youth-for-the-first-time/article8783751/>

Tags: Canada; Article; Target group: Youth 15-24; Target group: Retirees; Employment - youth; Trend - employment; Trend - analysis; Source: The Globe and Mail;

Canada. Continuing Professional Development and Continuing Competence for Professional Engineers / Guide sur le développement professionnel continu et sur le maintien de la compétence des ingénieurs

The purpose of this guideline is to articulate the mechanisms the constituent associations/ordre may use to encourage and monitor the competence of professional engineers within their jurisdiction.

En français. Ce guide a pour objet d'énoncer les mécanismes que peuvent utiliser les associations/ordre constituants pour stimuler et contrôler les compétences des ingénieurs dans leur secteur de compétence.

<http://www.engineerscanada.ca/e/files/guidelinecompetency2004.pdf>

Tags : Secteur: Génie; Groupe cible: Associations et ordres professionnels; Target group: National board Field: Engineering; Formation - continue; Continuing education; Guidelines; Guide; Compétences - bilan; Competence - evaluation; Source: Engineers Canada; Source: Ingénieurs Canada;

Luxembourg. Courage or audacity? - Modularisation and competence-orientation as key objectives of initial vocational education reform in Luxembourg

The law of 19 December 2008 implementing vocational education reform comprehensively modernises Luxembourg's system of initial and continuing vocational education and training. The main points of the reform consist of the reorientation of initial vocational education (IVET) towards a modular and competence-oriented structure. This article focuses on the two central concepts of this reform: modularisation and competence-orientation. Apart from clarifying how their meaning should be understood, the article explains how the concepts have been translated into the regulatory bases so far.

<http://www.bibb.de/en/59848.htm>

Tags: Competences; VET - reform; Article; Luxembourg; Source: BIBB - Federal Institute for Vocational Education and Training;

Malawi. Human resource development for poverty reduction: strategies for the informal sector

African countries are dependent on their informal sector and have much of their output and employment figures emanating from this sector. This paper adopted Malawi as a case study in human resource development for poverty reduction with an aim of getting a best plausible strategy in reducing poverty in Africa. Using the data set of informal sector programs in Malawi, the study recommended a family enrichment model as the best in getting these women out of poverty which will overall translate to getting Africa out of poverty.

<http://www.unevoc.unesco.org/e-forum/STRATEGIES%20FOR%20INFORMAL%20SECTOR%20HUMAN%20RESOURCE%20DEVELOPMENT%20FOR%20POVERTY%20REDUCTION.pdf>

Tags: Case study; Malawi; Africa; Workforce - development; Poverty reduction; Gender - equity; Informal sector; Paper; Source: UNESCO-UNEVOC;

Malaysian skills development and the middle-income trap

Can larger investments in education and human resource training carry a country that is caught in a 'middle-income trap' to a more knowledge-based economy, with globally 'adaptive competencies'?

A main problem regarding planning of labour skills is to avoid a mismatch between supply and demand for different categories of graduates.

<http://ilera2012.wharton.upenn.edu/RefereedPapers/FlemingDaniel%20HenrkSoborg%20ILERA.pdf>

Tags: Skills - development; Skills - needs; VET - development; Malaysia; Analysis; Workforce - development; Article; Source: ILERA - Labor and Employment Relations Association; Source: Roskilde University via Twitter @VOCEDplus;

Switzerland. Vocational education the Swiss way

Employers know that that it is their responsibility to deliver occupational and vocational training to a high standard, they know that they are training a member of their own team and so are willing to invest in them and in the next generation of their trade.

<http://feweeek.co.uk/2012/06/29/vocational-education-the-swiss-way/#>

Tags: VET - development; Switzerland; Article; Source: FE Week;

UK. Does the cap fit? UK. The case for contextualised Initial Teacher Training for vocational teachers

This case study of UK teacher-training for vocational trainers highlights the tensions between the professionalization of the teaching workforce and the skills and expectations of vocational trainers.

http://www.adulterc.org/Proceedings/2011/papers/morris_gildersleve.pdf

Tags: Training; Case study; Target group: VET providers; United Kingdom; VET - vocational education and training; Paper; Conference proceeding 2011; Source: AERC - Adult Education Research Conference;

Europe. School-to-work transitions in Europe: Paths towards a permanent contract

This paper contributes to the debate on labour market transitions by proposing a dynamic mobility model depicting the sequential path trends towards permanent employment as a complement to the traditional survival model and by analysing a large number of countries.

http://mpra.ub.uni-muenchen.de/37167/1/MPRA_paper_37167.pdf

Tags: Employment - pattern; Employability; Analysis; School-to-work transition; Paper; Europe; Source: European Commission via Twitter @VOCEDplus;

Taxes and Investment in Skills

This paper considers the influence of taxes on the financial incentive to invest in human capital and explores the tax treatment of private investment by individuals and employers in post-compulsory education and lifelong learning in 31 OECD countries, India and South Africa. The desirability of different forms of tax relief for skills formation is examined from the point of view of efficiency, equity and administrative simplicity within the broader context of fiscal policy and the role of government in skills formation beyond compulsory education.

[http://www.oecd-](http://www.oecd-ilibrary.org/docserver/download/5k92sn0qv5mp.pdf?expires=1364767101&id=id&accname=guest&checksum=B6EE80A4E3E7BD5BF3BA54C6BE107C74)

[ilibrary.org/docserver/download/5k92sn0qv5mp.pdf?expires=1364767101&id=id&accname=guest&checksum=B6EE80A4E3E7BD5BF3BA54C6BE107C74](http://www.oecd-ilibrary.org/docserver/download/5k92sn0qv5mp.pdf?expires=1364767101&id=id&accname=guest&checksum=B6EE80A4E3E7BD5BF3BA54C6BE107C74)

Tags: Target group: OECD countries; Working paper; Skills - development; Economics - taxes and investment; Analysis; South Africa; India; Source: OECD - Organisation for Economic Co-operation and Development;

DOCUMENTS

Australia. Vocational Education and Training in Senior Secondary Education, Western Australia

It has been acknowledged that students may wish to include VET in their senior secondary program as a means of career exploration, a mechanism for achieving senior secondary graduation or to become more competitive in the workplace, further education, training or employment. Schools may view VET as a strategy for retaining and/or engaging students in senior secondary education or to 'value add' to a senior school program. Alternatively, industry may factor VET in schools as a part of an overall workforce development strategy providing students with basic skills for a future within the industry.

http://www.curriculum.wa.edu.au/internet/ Documents/Publications/VET_report_VET_in_schools_activity_%20report_2010_040520_11_pdf.pdf

Tags: Target group: Secondary students; Document; Education - secondary; VET - review; Australia/Western Australia; Source: Curriculum Council;

Canada/Newfoundland. Policy manual

The purpose of this policy is to ensure that those who have the desire and attributes to become qualified trades persons reach their goals by participating in quality training programs. The accreditation policy provides an auditing mechanism for provincial apprenticeship training programs independent of the education system. It also meets the challenges of technological changes by stimulating ongoing curriculum improvement through the process of continuous review.

<http://www.aes.gov.nl.ca/app/publications/policymanual.pdf>

Tags: Newfoundland and Labrador; Canada; VET - vocational education and training; Document; Policy - government; Source: Government of Newfoundland and Labrador;

Canada/PEI. Workplace Training program

Workplace Training is a program to provide financial support to employers in Prince Edward Island to assist in the development and provision of job-specific training. This program will support training initiatives by funding a portion of the salaries of employees while on training and other related training costs.

<http://skillspei.com/programs-for-business-and-organizations/workforce-development>

Tags: Prince Edward Island; Canada; Workplace - training; Government program; Source: Government of Prince Edward Island/Skills PEI;

Canada/Québec. Exploration of Vocational Training

The Exploration of Vocational Training program offers young people the opportunity to become familiar with the vocational training sectors and the world of work. It enables them to discover a number of trades and occupations that might appeal to them, and to explore some of them more closely. Thus it encourages them to think about their future, identify their aptitudes, aspirations and keenest interests, and see themselves as future workers.

<http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/medias/en/ExplorationVocationalTraining.pdf>

Tags: Québec; Canada; Target group: Youth; VET - vocational education and training; Document; Source: Gouvernement du Québec/Ministère de l'Éducation, du Loisir et du Sport (MELS);

Canada. Return On Training Investment Tool

This tool was designed to provide a means to identify the value of dollars invested in training related to the costs of training and the benefits achieved in increased sales, guest satisfaction, and productivity. The tool looks at six performance measures: sales, upselling, staff turnover, customer satisfaction, employee competence, and cost savings.

http://employersofchoice.ca/en/hr_tools/training_and_retention

Tags: raining - costs; Evaluation - tool; Training - return on investment; Field: Tourism; Target group: Administration; Target group: Human resources; Canada; Source: CTHRC - Canadian Tourism Human Resource Council;

Canada. Workforce Literacy & Essential Skills curriculum

Guide <http://www.literacyvictoria.ca/sites/default/files/resources/wworkforcelesmanualsection1.pdf>

Lessons Learned <http://www.literacyvictoria.ca/sites/default/files/resources/wworkforcelesmanualsection2.pdf>

Curriculum Modules Overview <http://www.literacyvictoria.ca/sites/default/files/resources/wworkforcelesmanualsection3.pdf>

Example of Group Learning Sessions Programming

<http://www.literacyvictoria.ca/sites/default/files/resources/wworkforcelesmanualsection4.pdf>

Example Group Learning Workshop

<http://www.literacyvictoria.ca/sites/default/files/resources/wworkforcelesmanualsection5.pdf>

Numeracy <http://www.literacyvictoria.ca/sites/default/files/resources/wworkforcelesmanualsection6.pdf>

Resource Lists <http://www.literacyvictoria.ca/sites/default/files/resources/wworkforcelesmanualsection7.pdf>

Program Documents <http://www.literacyvictoria.ca/sites/default/files/resources/wworkforcelesmanualsection8.pdf>

Tags: Workplace - literacy; Training - workplace; Skills - essential; Curriculum; Canada;

Source: Literacy Victoria;

US. Competency Model Clearinghouse

Industry competency models promote an understanding of the skill sets and competencies that are essential to educate and train a globally competitive workforce.

<http://www.careeronestop.org/CompetencyModel/default.aspx>

Tags: Career - guidance; Career - plan; Guidelines; Resources; Database; Competence - model; Competence - profile; United States of America; Source: CareerOneStop;

European Union. The Link between Job Creation, Innovation, Education and Training: An Assessment of Policies Pursued at EU Level

The study analyses how EU cooperation strategies in the realms of employment, innovation and education and training interact in shaping labour market dynamics and influence the quantity and quality of new jobs. It attempts to give an assessment of whether the current policies pursued at the EU level are appropriate to reach the objectives of generating higher growth and more and better jobs.

<http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24276/20110718ATT24276EN.pdf>

Tags: Education - policy; Strategy; Cooperation - educational; European Union; Study; Analysis; Source: European Parliament;

European Union. Attitudes towards vocational education and training

Vocational education and training, which nearly half of all Europeans choose to enrol in after their compulsory education, has a generally positive image among most age groups, linked to the high quality of training on offer and the strong job prospects that this brings. However, only 27% of young people aged 15-24 say they would recommend it to their peers, which shows that more needs to be done to improve the image and attractiveness of vocational educational and training within this crucial age group.

http://ec.europa.eu/public_opinion/archives/ebs/ebs_369_en.pdf

Tags: Target group: Youth 15-24; Analysis; Report; VET - vocational education and training; European Union; Source: European Commission;

The Impact of Formal Adult Education on the Likelihood of Being Employed: a Comparative Overview

This article aims to map formal adult education in terms of the determinants of educational upgrading later in life, relating these back to social inequalities from a comparative perspective, and to labour market outcomes following participation, particularly the probability of being employed.

<http://www.tlu.ee/stss/wp-content/uploads/2012/12/kilpi.pdf>

Tags: Russian Federation; Sweden; Spain; United Kingdom; Analysis - comparative; Employability; Continuing education; Target group: Adults; Education - adult; Source: Studies of Transition States and Societies;

Bridging the divide: Connecting training to jobs in post-conflict settings

There is often a mismatch between vocational training and jobs for ex-combatants in post-conflict settings. This research explores why ex-combatants struggle to get jobs after training and how training can be better connected to jobs in the future.

<http://www.skillsdevelopment.org/PDF/Training-to-jobs-in-post-conflict-settings-research-report.pdf>

Tags: Analysis; Field: Post-conflict settings; Target group: Ex-combatants; Skills - mismatch training/workplace; Document; Source: City & Guilds Centre for Skills for Development;

OTHER

Canada. Training Employees - Human Resources Management for Employers

This site has been developed for employers who want to learn more about training. It will help employers understand the benefits of training and explore its many applications.

- Types of Training
- Learning Concepts
- Training Needs Checklist

http://www.jobsetc.gc.ca/eng/pieces1.jsp?category_id=2821

Tags: Web site; Target group: Human resources; Training - workplace; Source: Government of Canada/Job Bank;

Europe. European Training Thesaurus / Thésaurus européen de la formation

The European Training Thesaurus (ETT) constitutes the controlled vocabulary of reference for vocational education and training (VET) in Europe.

It covers important topics of the Education and Training 2020 framework such as: lifelong learning, quality of training, training systems, teachers and trainers, qualifications, certification of competences, etc.

<http://libserver.cedefop.europa.eu/ett/en/>

or http://www.cedefop.europa.eu/EN/Files/3049_en.pdf

En français. Le Thésaurus européen de la formation établit un vocabulaire contrôlé de référence dans le domaine de l'enseignement et de la formation professionnels (EFP) en Europe.

<http://libserver.cedefop.europa.eu/ett/fr/>

or http://www.cedefop.europa.eu/EN/Files/3049_fr.pdf

Tags: Information management; Gestion de l'information et des connaissances; Thesaurus; Thésaurus; Français; English; Source: Cedefop - European Centre for the Development of Vocational Training; Source: Cedefop - Centre européen pour le développement de la formation professionnelle;

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LinkedIn. Also, join the Canadian Vocational Association in [LinkedIn http://tinyurl.com/6vpm5e](http://tinyurl.com/6vpm5e) and share your ideas, your experiences and your resources with the other members of the community.

Twitter. Follow us! https://twitter.com/CVA_ACFP

Scoop.it! and Delicious. Find all the entries of the CVA/ACFP newsletter, including the tags.

Scoop.it! <http://www.scoop.it/u/canadian-vocational-association-association-canadienne-de-la-formation-professionnelle>

Delicious <http://tinyurl.com/6p2tcty>

For comments or questions regarding the bulletin, or if you want us to add one of your resources in the bulletin, write us at cvaacfpbulletin@gmail.com

Note that the information in this publication does not necessarily reflect the position or opinion of the CVA/ACFP

En FRANÇAIS

LA SÉLECTION DE L'ACFP

Bilan et développement de compétences

Le Bilan et développement de compétences met l'emphase à la fois sur l'identification et le développement de compétences : le bilan permet d'effectuer un retour sur l'apprentissage passé et présent de l'employé alors que le développement des compétences se concentre sur les projets d'avenir et les compétences à développer.

<http://www.crwg-gdrc.ca/crwg/index.php/ressources/bilan-et-developpement-de-competences-2?lang=fr>

Étiquettes : Groupe cible: Conseillers professionnels; Évaluation - compétences; Évaluation - outils; Bilan - compétences; Groupe cible: Employé; Source: GDRC - Groupe de recherche canadien sur la pratique en développement de carrière;

ARTICLES

Canada/Québec. La formation continue se porte mal au Québec

Au Québec, chaque année, un travailleur sur trois suit une formation en rapport avec son emploi. C'est plus qu'il y a 20 ans, mais il reste du chemin à faire pour rattraper les États-Unis et l'Europe, où jusqu'à 50% des travailleurs se perfectionnent.

Mais encore faut-il enseigner les bonnes choses!

<http://www.jobboom.com/carriere/la-formation-continue-se-porte-mal-au-quebec/>

Étiquettes : Québec; Canada; Formation - continue; Analyse; Entrevue; Source: Jobboom;

France. Le développement de la formation professionnelle: Un enjeu clé pour dynamiser l'emploi

La dégradation de la situation de l'emploi rend d'autant plus pertinente le développement de la formation professionnelle, qui reste encore mal intégrée par les entreprises.

http://www.jean-jaures.org/content/download/17157/167712/version/2/file/Colmet+Daage_Formation+pro.pdf

Étiquettes : France; Tendances; Formation - professionnelle; Formation - développement; Analyse; Article; Source: Fondation Jean-Jaures via Scoop.it! @Espace Compétences;

Haïti. Les jeunes haïtiennes prennent leur avenir en main, grâce à une formation professionnelle

Afin de saisir les opportunités d'emploi post-séisme dans les secteurs à fort potentiel de croissance et traditionnellement dominés par une main-d'œuvre masculine, les jeunes filles sont formées dans 5 corps de métier considérés non traditionnels pour des femmes : charpenterie et menuiserie, engins lourds, maçonnerie, plomberie et électricité.

http://www.banquemondiale.org/fr/news/feature/2013/01/11/young-haitian-girls-take-their-future-in-their-own-hands-thanks-to-training?cid=EXT_BulletinFR_W_EXT

Étiquettes : Haïti; Groupe cible: Femmes; Formation - professionnelle; Tendances; Article; Source: Banque mondiale via CDEACF;

Vers une écologie de l'apprentissage sur le lieu de travail

Neuf pistes possibles vers une écologie de l'apprentissage au sein de l'entreprise.

<http://entreprisecollaborative.com/index.php/fr/articles/501-vers-une-ecologie-de-l-apprentissage-sur-le-lieu-de-travail>

Étiquettes : Tendances; Apprentissage - milieu du travail; Apprentissage - écologie; Article; Source: Entreprise Collaborative;

DOCUMENTS

Canada/Ontario. Outils de contrôle des compétences essentielles

Cet outil fournit l'occasion de démontrer ses compétences essentielles en complétant des activités authentiques du milieu du travail.

<http://skills.edu.gov.on.ca/ESCTWeb/jsp/fr/home.jsp>

Étiquettes : Ontario; Canada; Outil; Évaluation - compétences; Évaluation - auto-évaluation; Évaluation - formation professionnelle; Source: Gouvernement de l'Ontario/Passeport-compétences;

Canada. Guide sur le développement professionnel continu et sur le maintien de la compétence des ingénieurs / Continuing Professional Development and Continuing Competence for Professional Engineers

Ce guide a pour objet d'énoncer les mécanismes que peuvent utiliser les associations/ordre constituants pour stimuler et contrôler les compétences des ingénieurs dans leur secteur de compétence.

<http://www.engineerscanada.ca/e/files/guidelinecompetency2004.pdf>

Étiquettes : Secteur: Génie; Groupe cible: Associations et ordres professionnels; Target group: National board Field: Engineering; Formation - continue; Continuing education; Guidelines; Guide; Compétences - bilan; Competence - evaluation; Source: Engineers Canada; Source: Ingénieurs Canada;

Canada. Évaluation des compétences

Ces analyses de professions procurent une vue d'ensemble sur les compétences requises pour réussir dans le secteur culturel. L'enseignant ou le formateur peut utiliser les chartes et profils de compétences à des fins d'évaluation, et pour identifier les compétences manquantes chez un individu et ainsi, les inclure dans le plan de formation.

<http://www.culturalhrc.ca/educators-f.asp>

Étiquettes : Secteur: Culture; Groupe cible: Formateurs; Groupe cible: Enseignants; Guide interactif; Compétences - évaluation; Outil; Canada; Source: CRHSC - Conseil des ressources humaines du secteur culturel;

France. Du Capital Humain aux Capabilités : une analyse des parcours de Validation des Acquis de l'Expérience

Cette thèse analyse les parcours individuels de Validation des Acquis de l'Expérience (VAE). Visant à lutter contre les inégalités d'accès à la certification, nous supposons que la création d'un tel droit individuel, confortant la responsabilité de l'individu quant à la valorisation de son expérience, ne fait pas de ce droit une réalité pour tous. L'objectif est d'observer les phénomènes de différenciation du déploiement de la VAE.

http://tel.archives-ouvertes.fr/docs/00/66/42/02/PDF/ThA_se_LECOURT.pdf

Étiquettes : VAE - validation des acquis de l'expérience; Thèse; France; Source: TEL - Thèses-en-ligne;

France. Guide pratique du référent VAE

Informations concrètes et pratiques sur le dispositif de la validation des acquis de l'expérience (VAE), l'organisation territoriale et les acteurs, le rôle du référent, ses engagements et les outils à sa disposition pour informer et conseiller les bénéficiaires.

http://www.prao.org/medias/fichier/guide-pratique-du-referent-vae_1338820074112.pdf

Étiquettes : France; VAE - validation des acquis de l'expérience; Guide; Source: PRAO - Pôle Rhône-Alpes de l'Orientation;

Luxembourg. Stratégie nationale du Lifelong Learning

Ce Livre blanc est surtout utilisée pour qualifier la formation professionnelle continue. Il se limite aux volets de l'éducation et de la formation des adultes à l'exception du volet relatif à l'orientation qui couvre le Lifelong Learning dans son ensemble.

<http://www.s3l.lu/livreblanc/Livre%20blanc/Livre%20blanc%20Strat%C3%A9gie.pdf>

Étiquettes : Luxembourg; Livre blanc; Stratégie - nationale; Formation - continue; Stratégie - formation professionnelle continue; Formation - tout au long de la vie; Source: Stratégie LifeLong Learning;

Suisse. Manuel pour expertes et experts aux procédures de qualification de la formation professionnelle initiale

Document de référence pour le déroulement des procédures de qualification dans toutes les professions relevant de la formation professionnelle initiale.

http://www.pg.formationprof.ch/dyn/bin/7236-7238-1-pex_handbuch_2010_f.pdf

Étiquettes : Formation - qualifiante; Guide - formation; Secteur: Formation; Groupe cible: Formateurs; Document; Suisse; Source: FormationProf

Formations et professionnalisations : à l'épreuve de la complexité.

Transmettre l'informel en milieu de travail : proximité et posture des acteurs sollicités.

http://www.transpol.org/images/stories/Michel_Lejeune_Professionnalisation_et_savoir_tacite_Lille_2012.pdf

Étiquettes : Document - actes de symposium; Apprentissage - milieu du travail; Apprentissage - informel; Transfert - connaissances; Source: Transpol;

Un modèle empirique de l'évaluation régulatrice du développement des compétences

Cette communication rend compte de résultats portant sur l'articulation du développement de compétences avec la fonction de régulation des apprentissages inhérente à l'évaluation formative. Notre hypothèse est que l'évaluation des apprentissages peut fonctionner comme une boucle comparaison / régulation. L'interprétation de données empiriques montrant que l'analyse de l'activité augmente le niveau d'auto-efficacité au travail a permis de formaliser la boucle comparaison / régulation qui est détaillée dans cette communication. Elle constitue un outil désormais accessible aux enseignants pour accompagner ces processus de développement et réguler, pour eux-mêmes cette fois, leurs modes d'intervention à des fins de personnalisation de la formation.

http://hal.archives-ouvertes.fr/docs/00/61/43/13/PDF/Nagels-Marc_1_Actes_Adma_A_.pdf

Étiquettes : Groupe cible: Enseignants; Secteur: Santé; Apprentissage - évaluation; Évaluation - compétences; Thèse; Source: HAL Archives ouvertes;

Recueil d'outils d'évaluation: Compétences du milieu de travail

Ce document contient des exemples de formulaires et de listes de contrôle qui peuvent être utilisés pour évaluer divers programmes ou interventions. Il s'agit d'un recueil d'outils et de formulaires de collecte de données (documentation de données probantes) qui ont été utilisés pour l'expérimentation du modèle d'évaluation développé par le Groupe de recherche canadien sur la pratique en développement de carrière fondée sur les données probantes. On y trouve également des exemples de données qui peuvent être produites à partir des formulaires et qui peuvent démontrer les résultats et les impacts des services que reçoivent les clients.

http://www.crwg-gdrc.ca/crwg/wp-content/uploads/2010/11/COMPENDIUM_OutilsEvaluation_FR.pdf

Étiquettes : Évaluation - compétences; Évaluation - outils; Source: GDRC - Groupe de recherche canadien sur la pratique en développement de carrière;

AUTRE

Canada. Quelle est la valeur de mes diplômes?

Outil en ligne qui permet d'entrer le (s) diplôme (s) postsecondaire (s) obtenu (s) et de connaître immédiatement leur équivalence canadienne.

<http://www.wes.org/ca/fr/evaluations/preliminary.asp>

Étiquettes : Canada; Diplômes - équivalence; Évaluation - diplômes d'études internationaux; Ressources; Outil; Source: WES - World Education Services;

Europe. Thésaurus européen de la formation / European Training Thesaurus

Ce Thésaurus établit un vocabulaire contrôlé de référence dans le domaine de l'enseignement et de la formation professionnels (EFP) en Europe.

<http://libserver.cedefop.europa.eu/ett/fr/> OU http://www.cedefop.europa.eu/EN/Files/3049_fr.pdf

In English. <http://libserver.cedefop.europa.eu/ett/en/> OU http://www.cedefop.europa.eu/EN/Files/3049_en.pdf

Étiquettes: Gestion de l'information et des connaissances; Thésaurus; Source: Cedefop - Centre européen pour le développement de la formation professionnelle;

Organisez votre scénario pédagogique avec le mindmapping

Le mindmapping ou la carte heuristique peut optimiser la construction et la scénarisation de vos séquences de formation.

<http://www.formateurduweb.fr/organisez-votre-scenario-pedagogique-avec-le-mindmapping/>

Étiquettes : Tendances; Carte heuristique; Mindmapping; Formation - animation; Méthodologie; Outil didactique; Source: Formateur du web;

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