



Canadian Vocational Association | Association canadienne de la formation professionnelle

CVA-ACFP Bulletin

May 2013

In ENGLISH

CVA's PICK OF THE MONTH

The Art and Science of Designing Competencies

Listen to the voices of innovators as they share their insights and lessons learned on how to build powerful competencies, engage teachers, and integrate lifelong learning competencies.

http://www.competencyworks.org/wp-content/uploads/2012/08/CompetencyWorks_IssueBrief_DesignCompetencies-Aug-2012.pdf

Tags: Lifelong learning; Curriculum - development; Competence - development; Target group: Trainers; Target group: Teachers; Briefing paper; Source: Competency Works;

ARTICLES and PAPERS

Australia's skills and workforce development needs

This paper to present its research on current issues in relation to productivity and workforce participation, examine issues in relation to future demand from industry and start to explore policy options.

<http://www.awpa.gov.au/publications/documents/Future-Focus-Australias-skills-and-workforce-development-needs-Discussion-Paper.pdf>

Tags: Employment trend 2010-2025; Skills - needs; Australia; Trend - analysis; Workforce - development; Skills - development; Discussion paper; Source: AWPA - Australian Workforce and Productivity Agency;

China. Vocational Education Matches Youth with Jobs and Helps Sustain Growth

Story highlights:

- Technical and vocational education and training has grown fast in China, but challenges are apparent.
- The World Bank has helped China to develop vocational education for two decades, to make the system better meet the demands of students and the labor market.
- To support China's shift from low-skilled, labor-intensive industries to more capital and skill-intensive ones, producing skilled workers via vocational education is critical.

http://www.worldbank.org/en/news/2012/02/17/china-vocational-education-provides-jobs-sustains-economic-growth?cid=ISG_E_WBWeeklyUpdate_NL

Tags: Skills - development; Target group: Youth; News; VET - vocational education and training; China; Source: World Bank;

Korean policies on secondary vocational education

The failure of Korea's specialized high schools to adapt to shifting needs of industries and expectations of students have contributed to a labor and skill shortage especially affecting small and medium enterprises (SME). In response to these problems, government, the industries, and institutions of research and education are working together to establish an innovative, demand-oriented and competence-based system of vocational education.

This article describes the current trends in the Korean labor market and presents selected policies and initiatives to minimize the existing skills mismatch and labor shortage.

<http://www.bibb.de/veroeffentlichungen/en/publication/download/id/6663>

Tags: VET - vocational education and training; Policy - analysis; Skills - mismatch training/workplace; Education - secondary; Korea; Source: BIBB - Federal Institute for Vocational Education and Training;

Mauritius. Competency Assessment on Work based Learning placement

It has been observed that although many programme of studies make room for placement learning, the achievement of students on practice are not being given proper recognition due to the absence of assessment. At the University of Mauritius, a set of core competencies have been identified and specific assessment criteria are set so that students can be assessed on eventual placement. This has enabled the trainee undergraduates to develop core competencies which have largely contributed to enhance their skills and employability.

<http://www.asetonline.org/documents/Abdool-2.2.4.pdf>

Tags: Work-based learning; Competence - assessment; Case study; Field: Placement services; School-to-work transition; Target group: University students; Article; Mauritius; Source: ASET - The Work-Based and Placement Learning Association;

Predicting success in vocational training

When selecting applicants for training places, enterprises have different means for getting an idea of whether the individual candidate is suitable for the targeted vocational training. Most base their assessments on the grades listed on half-yearly certificates or leaving certificates from secondary school. This information is often supplemented by recruitment tests that are conducted to identify whether the individual has specific skills and competences that are relevant to the occupation to be learned. But can reliable conclusions regarding an applicant's later performance during vocational training be drawn from this information?

<http://www.bibb.de/en/60196.htm>

Tags: Article; Analysis; School-to-work transition; VET - vocational education and training; Source: BIBB - Federal Institute for Vocational Education and Training;

Vocational Schooling versus Apprenticeship Training - Evidence from Vacancy Data

The paper exploits the idea that variation in apprenticeship availability affects the opportunities individuals have when they grow up. Our results show that firm-based apprenticeship training leads to substantially lower unemployment rates; investigating this pattern over time, the evidence indicates that former apprentices have a transitory advantage which fades out over time.

<http://cep.lse.ac.uk/seminarpapers/09-03-12-MP.pdf>

Tags: Target group: Youth 23-26; Analysis - comparative; Apprenticeship; Paper; Source: CEP - Centre for Economic Performance;

Migrant Educational Mismatch and the Labour Market

This paper reviews the literature on educational mismatch of immigrants in the labour market of destination countries. It draws on the theoretical arguments postulated in the labour economics literature and discusses their extension in the analysis of the causes and effects of immigrants' educational mismatch in the destination country. Relevant empirical approaches have been presented which show that immigrants are in general more over-educated than natives and that the reasons for those range from imperfect transferability of human capital to discrimination to perhaps lack of innate ability. It then assesses the state of current literature and proposes an agenda for further research.

<http://ftp.iza.org/dp6414.pdf>

Tags: Paper; Skills - mismatch training/workplace; Target group: Foreign workers; Analysis; Source: IZA - Institute for the Study of Labor;

Building new approaches to thinking about vocational education and training and development: Policy, theory and evidence

This is a particularly pertinent moment to be writing about the current state and likely future directions of vocational education and training in developing countries. VET is not just a backwater of the education system, populated by those who are unable to learn or teach successfully in more mainstream institutions and pathways. Rather, it is an integral part of our being as learners, workers and humans.

http://eprints.nottingham.ac.uk/1672/1/ijed_ed_325.pdf

Tags: Trend - analysis; VET - trends; Editorial; Paper; Source: University of Nottingham;

Using a Personal Development Plan for Different Purposes: Its Influence on Undertaking Learning Activities and Job Performance

The results of this study suggest that if an organization wants their employees to learn by undertaking learning activities and in turn perform better, the tool should in the first place be introduced and used as a learning and development tool.

<http://link.springer.com/content/pdf/10.1007%2Fs12186-011-9060-y.pdf>

Tags: Paper; Work - performance; Personal Development Plan (PDP); Workplace - learning; Source: Vocations and Learning;

Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning

In a heutagogical approach to teaching and learning, learners are highly autonomous and self-determined and emphasis is placed on development of learner capacity and capability with the goal of producing learners who are well-prepared for the complexities of today's workplace.

Heutagogy (based on the Greek for "self") was defined in 2000 as the study of self-determined learning.

<http://www.irrodl.org/index.php/irrodl/article/download/1076/2113>

Tags: Self-taught education; Heutagogy; Adult - education; Social platforms; Education - lifelong; Paper; Source: World Committee for Long Life Learning;

Towards a New Global World of Skills Development?

Articles on skills development.

<http://www.norrag.org/en/publications/norrag-news/online-version/towards-a-new-global-world-of-skills-development-tvets-turn-to-make-its-mark.html>

Tags: e-magazine; Education for All; Ghana; Lessons learnt; Asia; Africa; Post-conflict settings; Nigeria; Mozambique; Field: Iron and Steel Industry; Japan; Lower-income countries; Informal sector; Field: Pharmacy; Malawi; Palestine; Gender - equity; Pakistan; Latin America; Skills - shortage; International cooperation; Training - technical; Skills - taxonomy; South Africa; India; Target group: Youth; Employability; Education - secondary; Skills - development; VET - vocational education and training; Source: NORRAG - Northern Research Review and Advisory Group;

DOCUMENTS

Australia. VET E-standards updated for 2013

Updated set of standards for creating accessible and reusable e-learning content. The VET e-standards are a national set of technical standards recommended for underpinning all e-learning content and systems in the sector.

http://e-standards.flexiblelearning.net.au/technical_standards/index.php

Tags: VET - standards 2013; eLearning; Education - eLearning; Australia; Source: Australian Flexible Learning Framework;

Canada. Career Centre Evaluation: A Practitioner Guide

Guide to help university career centres think about and design effective evaluation strategies. This resource provides a look at how five different career centres have tried to understand the components of evaluation and how they developed tools to use in their settings.

http://ceric.ca/careercentreevaluation/resources/Complete_text_Evaluation_Guide.pdf

Tags: Evaluation - tool; Field: Career development services; Target group: University students; Guide; Canada; Source: CERIC - Canadian Education and Research Institute for Counselling;

Canada. Essential Skills Organizational Needs Assessment

The tool provides a framework for conducting a basic Essential Skills needs assessment in organizations. This tool can help organizations determine whether Essential Skills gaps are affecting performance and identify which skills may require upgrading.

<http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/ona.pdf>

Tags: Skills - needs assessment; Target group: Employers; Canada; Assessment - tool; Source: Government of Canada/Human Resources and Skills Development Canada;

Canada/Ontario. Realizing Local Workforce Potential through Workforce Planning Boards and Regional Literacy Networks

This paper describes how Regional Literacy Networks and Workforce Planning Boards can work together, coordinate activities and create strategic partnerships to strengthen regional coordination in employment and training.

http://www.essentialskillsontario.ca/sites/www.essentialskillsontario.ca/files/Realizing%20Local%20Workforce%20Potential_AM%20final_0.pdf

Tags: Labour market; Economic development; Strategic planning; Workforce - development; Analysis; Ontario; Canada; Report; Source: Essential Skills Ontario;

India. Building Trainers Skills in Vocational Employability

The study identifies the issues, challenges and gaps that hinder performance and hence the growth of trainers in the vocational training domain.

<http://www.nsdcindia.org/pdf/building-trainers-skills.pdf>

Tags: Skills - assessment; Target group: Trainers; Employability; India; Assessment - report; Source: National Skill Development Corporation

UK. Career Happiness Index 2012

The Career Happiness Index shows that people in vocationally-trained and skills-based jobs, such as hairdressers, gardeners, plumbers and electricians, were happiest - 65% compared to 58% of those in largely academically trained, office-based jobs.

The report also looks at employment status and personal circumstances in order to understand how these can affect a person's well-being and satisfaction levels at work.

<http://www.cityandguilds.com/About-Us/Broadsheet-News/November-2012/Careers-Happiness-Index-2012>

Related report. Career Happiness Index 2012

<http://www.cityandguilds.com/About-Us/Broadsheet-News/November-2012/~media/Documents/About-us/News/CGHappinesslongformFINALpdf.ashx>

Tags: Trend - analysis; United Kingdom; Skills; Statistics; Article; Report; Source: City & Guilds Centre for Skills for Development;

US. Why Companies Invest in “Grow Your Own” Talent Development Models

The report investigates why some companies invest significantly in workforce readiness for their lower-skilled and entry-level workers. Extensive research in the field demonstrates that when companies support education and training, they generally invest more heavily in management programs and industry-specific training than in shoring up the basic skills of their newest employees.

<http://www.corporatevoices.org/system/files/CVWF-ROI-Report-revisedNov28.pdf>

Tags: United States of America; Return on investment; Workforce - development; Analysis; Report; Source: Corporate Voices for Working Families;

Asia-Pacific Region. The impact of economic crisis on higher education

The case studies concurred that the impact of the global economic crisis on higher education was not as severe as anticipated. In some countries, public investment on education has increased as a result of various stimulus packages. This, in part, can be attributed to the countries' recognition of higher education's potential contribution to economic growth.

<http://unesdoc.unesco.org/images/0021/002171/217144e.pdf>

Tags: Higher - education; Asia-Pacific Region; Case study; Thailand; Philippines; New Zealand; Malaysia; Korea; Japan; China/Hong Kong; Economic crisis; Analysis; Source: UNESCO;

Europe. The impact of vocational education and training on company performance

This study is a meta-analysis of the evidence available in literature on the economic benefits of VET at company level. The meta-analysis concludes that VET has a positive and significant effect on the economic performance of firms.

http://www.cedefop.europa.eu/EN/Files/5519_en.pdf

Tags: Document; Europe; Economic benefits; VET - vocational education and training; Analysis; Source: Cedefop - European Centre for the Development of Vocational Training;

European Union. The distribution of adult training in European countries : evidences from recent surveys

Policies encouraging wide participation in continuing training are an important component of lifelong learning strategies. Very little is known concerning differences in continuing training or their causes and consequences. Such information would be useful for assessing policy choices related to training, such as whether to encourage an overall increase in training levels or to attempt to redirect training investments toward groups currently receiving little training. This publication deals with some of these issues.

<http://bookshop.europa.eu/en/the-distribution-of-adult-training-in-european-countries-pbLBN24895/>

Tags: Training - adults; Education - continuing; VET - vocational education and training; Analysis; Document; European Union; Source: European Commission;

Planning for technical and vocational skills development

Fundamentals of educational planning.

<http://unesdoc.unesco.org/images/0018/001895/189530e.pdf>

Tags: Educational reform; Apprenticeship; Skills - development; VET - vocational education and training; Document; Source: IIEP - International Institute for Educational Planning (UNESCO);

Teachers and trainers for the future – Technical and vocational education and training in a changing world

In the field of teacher training and professional development, the increasingly multi-functional roles and responsibilities of teachers and trainers have led to new learning approaches with greater autonomy for programme decisions and outreach to the world of work. In parallel, the need for greater involvement of teachers and trainers in professional development decisions has become clear. Criteria for —good teachers that respond to increased expectations include strong knowledge bases and a range of teaching competencies for enhanced teaching practice and learning outcomes.

http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/meetingdocument/wcms_161661.pdf

Tags: Trends - VET; Target group: Teachers; Training; Report; Source: ILO - International Labour Organization;

Accelerating the Adoption of mLearning: A Call for Collective and Collaborative Action

Business leaders often complain they don't have an adequately skilled workforce. But we need a new education model – one that reaches the hard to reach, in spite of growing teacher shortages and cutbacks in education spending. mLearning represents potential.

http://www3.weforum.org/docs/WEF_GAC_AcceleratingAdoptionMLearning_2012.pdf

Tags: Field: ICT; Document; Best practice; Lower-income countries; Bangladesh; Nigeria; Somalia; Philippines; Mobile learning; Trend - analysis; Education - mLearning; VET - vocational education and training; Source: World Economic Forum;

OTHER

Database. NATLEX on Education, vocational guidance and training

Database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department. Records in NATLEX provide abstracts of legislation and relevant citation information, and they are indexed by keywords and by subject classifications.

http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=09

Tags: Database NATLEX; VET - vocational education and training; Source: ILO - International Labour Organization;

Online or e-learning mode of Skill Development courses?

A debate started to untangle the relevance and effectiveness of offering online skills development courses, and the challenges related to neglecting the importance of face-to-face instruction.

<http://www.unevoc.unesco.org/go.php?q=e-Forum%20-%20Message%20Board>

Search using the title 'Online or e-learning mode of Skill Development courses?'

* Needs a one-time free registration to access the Forum

Tags: Course - development; Skills - development courses; Forum thread; Source: UNESCO-UNEVOC;

Video. Challenging the vocational education and training for development orthodoxy

Professor McGrath will explore the range of theoretical positions, often implicit, regarding VET and development and suggest where the debate could go in the next period.

<http://www.nottingham.ac.uk/education/research/have/seminars/archive/challengingvocational.aspx>

Tags: Video; VET - vocational education and training; Analysis - trends; Source: University of Nottingham;

NEWS in Brief

Canada. The Canadian Chambers Competition 2013: Connecting with Educators on the Skills Gap

Is your chamber of commerce or board of trade working to close Canada's skills gap by making educators aware of the needs of business? If so, enter the Canadian Chambers Competition.

Submissions are due July 26

http://www.chamber.ca/images/uploads/Network/2013/2013_Chamber_Competition_Outline.pdf

Canada/British Columbia. High number of women in skilled trades

Since 2009, the percentage of women apprentices in B.C. has risen from 8 per cent to 10 per cent, with significant increases observed in non-traditional trades, such as, welding and heavy equipment operation

<http://www.itabc.ca/sites/default/files/docs/news/news-releases/women-in-trades-news-release-2013-mar-8.pdf>

Canada/Saskatchewan. Regina Trades & Skills Centre officially opens new facility

A former office supplies store has been turned into a training ground for the next generation of carpenters, plumbers, electricians, painters, drywallers and cooks - much-needed reinforcements for an economy desperately short of skilled labour and trades.

<http://www.leaderpost.com/Regina+Trades+Skills+Centre+officially+opens+facility/8123542/story.html>

UNEVOC Centres from the North America Cluster meet in Ottawa, Canada

<http://www.unevoc.unesco.org/go.php?q=UNEVOC+Centres+from+the+North+America+Cluster+meet+in+Ottawa+Canada>

CVA Membership. If you received this E-mail from a colleague and you would like to sign up for your own subscription to the free CVA/ACFP bulletin, become a CVA member at www.cva-acfp.org and fill out the membership form.

LinkedIn. Also, join the Canadian Vocational Association in [LinkedIn http://tinyurl.com/6vpmye5](http://tinyurl.com/6vpmye5) 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

Canada. Les différences interprovinciales dans les pratiques de formation et leurs effets : rapport final de recherche

Ce rapport de recherche

- i) identifie des différences institutionnelles entre le Québec et les autres provinces canadiennes qui peuvent potentiellement influencer l'organisation de la formation et ses retombés;
- ii) résume des résultats d'analyses descriptives détaillées comparant les caractéristiques de formation à travers les provinces et régions canadiennes;
- iii) discute de la théorie utilisée pour interpréter les effets de l'incidence de la formation sur les salaires des employés et la performance des milieux de travail;
- iv) estime le rôle de la formation sur la détermination des salaires au Québec et dans les autres provinces et régions, et finalement
- v) estime les relations entre la formation et différents indicateurs de la performance des milieux de travail auto-déclarée par les managers.

http://www.cpmt.gouv.qc.ca/publications/pdf/RECHERCHE_rapport_smith_gagnon.pdf

Étiquettes : Formation - entreprise; Analyse - comparée; Canada; Rapport de recherche; Source: CPMT - Commission des partenaires du marché du travail;

ARTICLES

Brésil. Formation de professeurs à distance : apprentissage collaboratif en ligne

La méthode de cette formation: « L'Apprentissage Collaboratif en Ligne » encourage une pratique constante de construction de la connaissance basée sur des études de cas, qui exige un effort constant de s'actualiser pour mieux servir à la différence des élèves.

Ce cours est un défi de la formation continue à distance, par sa méthode, et par le fait de promouvoir un débat national sur une plate-forme, réunissant 3000 enseignants de l'éducation spéciale et ceux de l'enseignement commun au Brésil.

http://halshs.archives-ouvertes.fr/docs/00/78/89/50/PDF/m-mantoan-m-texeira-dos-santos-r-machado-com-n-257-atelier-19_1359036231227.pdf

Étiquettes : Brésil; Groupe cible: Enseignants; eLearning; Formation - distance; Article; Source: HAL Archives ouvertes;

Canada/Québec. La formation professionnelle et technique menant aux emplois manufacturiers au Québec

Les statistiques officielles montrent une tendance à la hausse du nombre de diplômés de la formation professionnelle et technique du réseau de l'éducation depuis une dizaine d'années.

<http://www.oce.ugam.ca/les-bulletins/60-etatsdeslieuxemploismanuf.html?catid=13%3Abulletinjuin2012>

Étiquettes : Québec; Canada; Secteur: Manufacturier; Formation - technique et professionnelle; Tendances emploi; Statistiques; Analyse; Article; Source: CIRDEP - Centre interdisciplinaire de recherche/développement sur l'éducation permanente/Université du Québec;

Le développement d'une formation en ligne : l'importance d'une bonne méthode

Étapes de développement d'un projet de formation en ligne et quelques bonnes méthodes.

<http://www.oce.ugam.ca/component/content/article/16-decembre-2012-volume-3-numero-4/77-developpement-formation-en-ligne-methode.html>

Étiquettes : Apprentissage - numérique; eLearning; Développement - cours; Méthodologie; Formation - en ligne; Article; Source: CIRDEP - Centre interdisciplinaire de recherche/développement sur l'éducation permanente/Université du Québec;

Et si on évaluait le rendement de la formation en entreprise sur la base des compétences développées par le personnel ? Présentation d'une nouvelle approche

Cet article présente une approche d'évaluation du rendement de la formation en entreprise de nature à atténuer leurs réticences : l'analyse de l'utilité (Utility Analysis). Cette approche - appliquée relativement récemment au champ de la formation - a ceci de particulier qu'elle centre l'évaluation du rendement de la formation sur l'observation directe du développement des compétences et de leur mobilisation dans l'action.

http://www.cirdep.ugam.ca/images/images/PDF/octobre_2010/obcearticle121.pdf

Étiquettes : Secteur: Entreprises; Formation - évaluation; Évaluation - formation professionnelle; Article; Source: CIRDEP - Centre interdisciplinaire de recherche/développement sur l'éducation permanente/Université du Québec;

Développement des compétences : repenser l'avenir

La concurrence mondiale et la crise financière internationale accentuent les pressions pesant sur les programmes éducatifs de nombreux pays. Des approches radicalement nouvelles de l'apprentissage sont désormais nécessaires

<http://www.observateurocde.org/news/fullstory.php/aid/3154>

Étiquettes : Tendances; Développement - compétences; Article; Source: L'Observateur de l'OCDE;

Impacts des TIC sur la qualité des apprentissages des étudiants et le développement professionnel des enseignants : vers une approche systémique

Cette synthèse propose diverses approches méthodologiques, illustrées d'applications concrètes dans le contexte de la mise en place de dispositifs hybrides sur une plateforme d'eLearning, afin de mieux comprendre les rapports systémiques entre des configurations technologiques (outils, usages) et leurs impacts sur l'apprentissage des étudiants et sur le développement professionnel des enseignants du supérieur. Des pistes sont ouvertes afin de mieux comprendre ces rapports interactifs et de définir ainsi des perspectives pour des recherches plus fines et mieux circonscrites.

http://sticef.univ-lemans.fr/num/vol2011/03r-lebrun-tice/sticef_2011_lebrun_03r.htm

Étiquettes : Apprentissage - numérique; eLearning; Tendances; TIC - Technologies de l'information; Groupe cible: Étudiants; Groupe cible: Enseignants; Apprentissage - en ligne; Article; Analyse; Source: STICEF - Sciences et technologies de l'information et de la communication pour l'éducation et la formation;

La génération Y façonne autrement son parcours professionnel

Les Gen Y cherchent constamment à développer leurs compétences et leur capacité d'apprendre est exceptionnelle. Selon une enquête, 55 % d'entre eux considèrent qu'il faut s'inscrire dans une démarche d'apprentissage tout au long de la vie pour réussir afin d'anticiper sur les emplois suivants.

<http://business.lesechos.fr/directions-ressources-humaines/management/0202485614626-les-z-seront-pires-4461.php>

Étiquettes : Apprentissage; Groupe cible: Jeunes - génération Y; Tendances; Article; Source: Les Échos;

DOCUMENTS

Canada/Québec. Collaborations universités-entreprises : le regard des centres et chaires de recherche

Ce sondage met en lumière la perception des centres et chaires de recherches universitaires québécois sur les collaborations entreprises-universités. Les résultats confirment notamment certaines tendances ressorties dans les éditions précédentes réalisées auprès des entreprises.

http://www.ccm.ca/documents/pdf/RDVS-Savoir2012_fr.pdf

Étiquettes : Collaboration - entreprises/universités; Québec; Canada; Analyse - tendances; Sondage; Source: CCM - Chambre de commerce du Montréal métropolitain via CDEACF;

Des compétences, un emploi: soyez la génération du changement

Le présent rapport met en lumière l'énergie, l'inventivité et l'enthousiasme des jeunes, à l'heure où ils s'efforcent de faire coïncider leurs aspirations avec les opportunités que leur offre le monde. La jeune génération est aujourd'hui plus nombreuse que toutes celles qui l'ont précédée. Afin de mettre leurs espoirs en rapport avec la réalité du monde du travail, les jeunes femmes et les jeunes hommes savent qu'ils ont besoin du spectre de compétences le plus large possible.

<http://unesdoc.unesco.org/images/0021/002184/218409f.pdf>

Étiquettes : Développement - compétences; Transition formation-travail; Groupe cible: Jeunes; Rapport; Source: UNESCO;

Guide de la grille des Indicateurs de reporting des investissements en Formation professionnelle. Guide de reporting à destination des entreprises

Ce guide présente notamment les dix indicateurs que les entreprises pourraient utilement mobiliser de façon à mieux évaluer et valoriser leurs efforts d'investissements en formation.

<http://www.ffp.org/ressources/guide/FFP-guide-de-reporting-a-destination-des-entreprises.pdf>

Étiquettes : Groupe cible: Entreprises; Formation - professionnelle; Retour sur investissement - formation; Guide; Source: Fédération de la Formation Professionnelle;

Transformer l'EFTP: de l'idée à l'action

Cette publication vise à retracer la progression de l'UNEVOC jusqu'à sa position de leader dans le domaine de l'enseignement et de la formation techniques et professionnels (EFTP) en évoquant nos principaux thèmes et activités de même que les objectifs de l'UNESCO en matière d'EFTP qui ont guidé nos interventions, toujours conformément à notre slogan Promouvoir l'apprentissage pour le monde du travail.

<http://unesdoc.unesco.org/images/0022/002201/220155f.pdf>

Étiquettes : FTP - Formation technique et professionnelle; Coopération internationale; Groupe cible: UNESCO-UNEVOC. Rapport - organisation; Source: UNESCO-UNEVOC;

AUTRE

Canada/Québec. Que vaut vraiment la formation ?

Résumé de discussion du groupe LinkedIn *RPFQ - Réseau des professionnels de la formation du Québec*

http://www.rpfq.com/2013/03/que-vaut-vraiment-la-formation/?doing_wp_cron=1364484453.6083400249481201171875

Le groupe dans LinkedIn http://www.linkedin.com/groups?gid=1801134&trk:=myg_ugrp_ovr

Étiquettes : Québec; Canada; Forum de discussions; Formation - professionnelle; Source: RPFQ - Réseau des professionnels de la formation du Québec;

NOUVELLES BRÈVES

Canada/Québec. Le Cégep Marie-Victorin reconnu comme Centre d'expertise en reconnaissance des acquis et compétences (CERAC)

Le Centre offre tous les services permettant la reconnaissance officielle (bulletin, diplôme, attestation, etc.) de compétences développées grâce aux expériences de travail et de vie.

http://www.collegemv.qc.ca/fr-CA/Accueil/Le_Cegep/Nos%20nouvelles/2013/cerac/index.aspx

France. Formation professionnelle et orientation sont confiés aux régions

<http://www.gouvernement.fr/gouvernement/decentralisation-et-reforme-de-l-action-publique>

Tunisie. Partenariat entre les secteurs public et privé en formation professionnelle

Partenariat visant à assurer la complémentarité entre les secteurs public et privé dans le domaine de la formation professionnelle.

<http://www.tekiano.com/ness/emploi/7230-tunisie-partenariat-entre-les-secteurs-public-et-prive-en-formation-professionnelle-.html>

Les Centres UNEVOC du sous-groupe d'Amérique du Nord se réunissent à Ottawa, Canada

<http://www.unevoc.unesco.org/go.php?q=Les+Centres+UNEVOC+du+sousgroupe+dAmerique+du+Nord+se+reunissent+a+Ottawa+Canada&lang:=fr>

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