



Canadian Vocational Association | Association canadienne de la formation professionnelle

## **CVA-ACFP Bulletin June and July 2013**

**In ENGLISH**

### **IN FOCUS Australia and New Zealand**

#### **Australia. National VET e-Learning strategy 2012-2015**

The National VET E-learning Strategy for 2012–2015 will play a key role in enabling the Australian training sector to take advantage of the rollout of the National Broadband Network (NBN) to make major advances in the achievement of government training objectives.

Coordinated action to develop sector-wide capability in using the new technological environment will, at the same time, stimulate innovative approaches to increasing participation in training and work, and improving the skill levels of the Australian workforce.

[http://www.flexiblelearning.net.au/shared/docs/national\\_vet\\_elearning\\_strategy\\_2012\\_2015\\_web.pdf](http://www.flexiblelearning.net.au/shared/docs/national_vet_elearning_strategy_2012_2015_web.pdf)

*Tags: VET - development; eLearning; Strategy 2012 -2015; Government program; Australia; Source: Government of Australia/Department of Industry, Innovation, Science, Research and Tertiary Education;*

#### **Australia. Employability Online**

This interactive resource will reinforce Employability Skills providing learners with additional confidence and abilities to apply their training in real life situations.

<http://employabilityonline.flexiblelearning.net.au/content/index.htm>

*Tags: Target group: Learners; Skills - assessment; Skills - development; Employability; Interactive resource; Source: Government of Australia;*

### **Australia. VET career development services: the way forward**

This paper aims to provide a clear model of guidelines for career development services in the Australian vocational education and training (VET) sector. The term 'career development services' is used to refer to a wide range of programs and services whose main purpose is to help individuals to gain the knowledge, skills and attitudes to develop life skills and to manage their learning, work and careers. This paper focuses on VET and the role that career development services have in assisting people to make transitions, including from school to further training (including VET and higher education), and into the workplace. The aim of these guidelines is to inform the establishment and/or enhancement of a system which gives all VET students, as well as parents, schools and employers, access to expert, inclusive, relevant, fruitful and informed careers advice.

[http://www.cica.org.au/uploads/Research%20docs/VET%20Career%20Deveelopment%20Services\\_FINAL%20June%202012.pdf](http://www.cica.org.au/uploads/Research%20docs/VET%20Career%20Deveelopment%20Services_FINAL%20June%202012.pdf)

*Tags: School-to-work transition; Field: Career development services; Australia; VET - development; Source: CICA - Career Industry Council of Australia;*

### **Australia. Articulation Pathway Models: A visual Guide A visual guide to pathway model options between VET and HE**

The visual guide is a resource for vocational education and training (VET), higher education (HE) and other stakeholders wishing to improve the seamlessness of articulation pathways for students.

It identifies a comprehensive range of credit transfer and articulation models in a graphic form, and is a starting point from which organisations can recognise their own work in this area with the potential to investigate other possibilities that may not have been considered or thought viable previously.

The resource is of specific interest to industry, academics, teachers and trainers, and student support officers.

<http://3darticulation.com.au/wp-content/uploads/01-Articulation-Models7.pdf>

*Tags: School-to-work transition; Credit - transfers; Guide; Australia; Source: Government of Australia/Integrated Articulation and Credit Transfer Project via Twitter @VOCEDplus;*

### **Australia. Galleries, Libraries, Archives, Records and Museums Workforce Development Strategy**

The case study was developed to further assist organisations and enterprises in the sectors of Galleries, Libraries, Archives, Records and Museums to plan, develop and support skills development within their workforces.

<http://www.ibsa.org.au/Portals/ibsa.org.au/docs/reports/GLARM%20WDS.pdf>

*Tags: Field: Museums; Field: Knowledge management; Field: Galleries; Australia; Workforce - development strategy; Source: IBSA - Innovation & Business Skills Australia via Twitter @VocEdAustralia;*

### **Australia. The Effect of Overskilling Dynamics on Wages**

We use a random effects dynamic probit model to estimate the effect of overskilling dynamics on wages. We find that overskilling mismatch is common and more likely among those who have been overskilled in the past. It is also highly persistent, in a manner that is inversely related to educational level. Yet, the wages of university graduates are reduced more by past overskilling, than for any other education level. A possible reason for this wage effect is that graduates tend to be in better-paid jobs and therefore there is more at stake for them if they get it wrong.

<http://ftp.iza.org/dp6985.pdf>

*Tags: Paper; Skills - overskilling; Mismatch skills/wages; Wage; Analysis; Australia;*

*Source: IZA - Institute for the Study of Labor;*

### **Australia. Resources sector skill needs: report 2012**

This report examines short and long term demand for skills in: project construction; mining operations; and gas operations. In addition the report examines the extent of existing skill shortages in occupations in demand in the resources sector, recent trends in resources related job vacancies and the likely replacement demand for skills. The report also examines potential skills supply to the resources sector from higher education, vocational education and training (VET) and migration.

The analysis shows that there is potential for increase in supply of some critical skills, for example in mining engineering, but skills supply in other areas, particularly in key trades such as fabrication steel tradespersons and welders is more concerning. T

<http://www.awpa.gov.au/publications/documents/Resources%20Sector%20Skill%20Needs%20-%202012.pdf>

*Tags: Australia; Trend - employment; Trend - analysis; Skills - needs assessment;*

*Annual report 2012; Source: AWPA - Australian Workforce and Productivity Agency via Twitter @VOCEDplus;*

### **Australia. Managing for sustainability: changing practices and implications for vocational education and training**

This research focuses on the development of sustainability skills in management education and promotes the view that much can be learnt from organisations that are currently adopting sustainable business practices. The primary aim of this research is to explore sustainability management in the workplace, to identify the competencies in use and to establish some guiding principles to inform the further development of sustainability competencies and training pathways in VET.

<http://vital.new.voced.edu.au/vital/access/services/Download/ngv:55168/SOURCE201?view=true>

*Tags: Field: Management; Australia; Skills - development; Research paper; VET - development; Source: VOCEDplus;*

### **Australia. Collaboration between enterprise and public training organisations: opportunities and obstacles**

This research provides the context for and an understanding of why enterprises engage in training and explores the various responses to the challenges faced by vocational education and training (VET) providers.

<http://vital.new.voced.edu.au/vital/access/services/Download/ngv:55167/SOURCE201?view=true>

*Tags: Australia; Research paper; Cooperation - institutional; Collaboration - public/private sectors; Workplace - training; Analysis; Source: VOCEdplus;*

### **Australia. Teaching teachers for the future: modelling and exploring immersive personal learning networks**

In this paper, we report on our initiative to redesign a pre-service primary science education program to explicitly value personal learning networks, discursive learning spaces and metacognitive thinking. A range of e-learning tools that could support these learning objectives were trialled, creating learning spaces for both large and small group learning experiences, including informal, personal and public forms of engagement. We present a profile of the pre-service teachers and their levels of knowledge about the technologies, the change to the lecturer's practice and experiences provided to students, along with stories which illustrate how the changes extended or developed the use of technology for personal learning.

[http://acce.edu.au/sites/acce.edu.au/files/pj/journal/AEC27-3\\_ChandlerRedman.pdf](http://acce.edu.au/sites/acce.edu.au/files/pj/journal/AEC27-3_ChandlerRedman.pdf)

*Tags: Australia; Teaching - model; Target group: Teaching students; Initiative; Trend - analysis; Paper; Source: Australian Educational Computing;*

### **Australia. Improving vocational education and training - the case for a new system**

This position paper presents what it considered to be the reforms required to the standards for the regulation of vocational education and training.

[http://www.nssc.natese.gov.au/\\_data/assets/pdf\\_file/0020/74063/NSSC\\_Position\\_Paper.pdf](http://www.nssc.natese.gov.au/_data/assets/pdf_file/0020/74063/NSSC_Position_Paper.pdf)

*Tags: VET - reform; Australia; VET - trends; Position paper; Source: NSSC - National Skills Standards Council;*

### **Australia. Illustrating the business value in VET**

The Franchise Council of Australia (FCA) is the peak representative body for the franchise sector in Australia. FCA identified the need for specialised training in the franchise industry, specifically the need to deliver vocational education to lift the franchisee's core competencies and shift them from business owners to business managers and leaders.

The FCA designed a blended approach to training delivery for the franchise sector.

[http://www.serviceskills.com.au/sites/default/files/FCA\\_1.pdf](http://www.serviceskills.com.au/sites/default/files/FCA_1.pdf)

*Tags: Australia; Field: Franchise industry; Case study; Article; Source: Service Skills Australia;*

### **Australia. Workforce Driven Engagement Model: A guide to better stakeholder engagement to meet workforce needs**

A resource that provides a framework for engagement between industry, vocational education and training (VET) and higher education. Its purpose is to streamline the development of educational solutions to meet workforce needs.

<http://3darticulation.com.au/wp-content/uploads/02-Workforce-Driven-EM7.pdf>

*Tags: School-to-work transition; Strategy - Workforce Driven Engagement Model; Framework; Document; Source: Government of Australia/Integrated Articulation and Credit Transfer Project;*

### **Australia/NSW. A guide to vocational education and training in Australia**

In Australia, after people complete their compulsory schooling, their main choices for further education are vocational education and training (VET) and university. This publication provides a guide to understanding some basics about VET in Australia.

[https://www.training.nsw.gov.au/forms\\_documents/vet/ncver\\_guide\\_to\\_vet.pdf](https://www.training.nsw.gov.au/forms_documents/vet/ncver_guide_to_vet.pdf)

*Tags: Australia/New South Wales; Guide; VET - vocational education and training; Source: Government of Australia/NSW Ministry for Education and Training;*

### **EN FRANÇAIS. Australie. Le système d'apprentissage australien**

L'intérêt de l'Australie réside en ceci d'avoir réussi à développer un système de formation professionnelle et technique universel. Que l'on emprunte la voie scolaire ou celle de l'apprentissage, que l'on ait 16 ans ou 45 ans, que l'on soit en début ou à mi-carrière, on suit le même programme (avec des aménagements de reconnaissance des compétences pour tenir compte de l'expérience acquise) et on obtient le même certificat ou diplôme reconnu nationalement. À cela ajoutons que la majorité des certifications acquises via la voie de l'apprentissage sont de niveau 3 (correspondant au DEP québécois), c'est plus qu'il n'en faut pour attirer notre attention sur l'expérience australienne.

<http://www.oce.ugam.ca/les-bulletins/59-le-systeme-dapprentissage-australien.html?catid=12%3Abulletinmars2012>

*Étiquettes : Apprentissage - système; Formation - professionnelle; Analyse; Document; Australie; Source: CIRDEP - Centre interdisciplinaire de recherche/développement sur l'éducation permanente/Université du Québec;*

### **New Zealand. An overview of the current qualification and assessment environment**

The New Zealand Qualifications Authority has developed a new approach to qualification design that moves away from a collection of individual competency standards to defining the qualification in terms of graduate profile outcomes, and employment and education pathways

[http://skills-ap.iobkk.or.th/resources/new-approach-to-qualification-design/at\\_download/file1](http://skills-ap.iobkk.or.th/resources/new-approach-to-qualification-design/at_download/file1)

*Tags: Paper; Competence - standards; Qualifications frameworks; New Zealand; Source: ILO - International Labour Organization;*

## **New Zealand. Recruiting and retaining learners in workplace literacy programs in New Zealand**

Successful workplace literacy and numeracy programs are dependent on effective strategies to recruit and then retain course participants. This article reports on the recruitment strategies used in a large workplace literacy and numeracy project. It provides an analysis of the strategies used, their rates of success in the companies, the overall retention rates and identifies effective ways to implement these strategies.

<http://www.voced.edu.au/content/ngv56079>

\* Request Item from NCVET at the bottom of the page

*Tags: Strategy - workforce development; New Zealand; Training - strategy in the workplace; Workplace - training strategy; Analysis; Article; Source: VOCEDplus*

## **Differing skill requirements across countries and over time**

This report investigates skill matches to job requirements for workers in Australia, New Zealand, the United States and Canada. It might be expected that differences between the four countries in economic growth, technological innovation and structural change in the labour market may have led to differences in job skill requirements and use. This research finds, however, that the broad match of workers to jobs that use their skills is quite similar for the four countries, although some differences in the patterns of skill use over time were identified.

<http://www.ncver.edu.au/publications/2428.html>

*Tags: Comparative analysis; Document; Skills - needs; VET - vocational education and training; Canada; United States of America; New Zealand; Australia; Source: NCVET - National Centre for Vocational Education Research;*

## **Higher education and adult learning Country Studies**

Policy reviews of vocational education and training in 16 countries as part of the Learning for Jobs thematic review of initial VET.

<http://www.oecd.org/edu/highereducationandadultlearning/countrystudies.htm>

*Tags: VET - development; Analysis - comparative; Policy - analysis; United States of America/Texas; United States of America/South Carolina; United Kingdom/England and Wales; Switzerland; Sweden; Norway; Mexico; Korea; Ireland; Hungary; Germany; Denmark; Czech Republic; China; Chile; Belgium/Flanders; Austria; Australia; Spain; Report; Source: OECD - Organisation for Economic Co-operation and Development;*

## ARTICLES and PAPERS

### **Canada. What is in a technology competency?**

This technical paper explores the skills needed for the use of digital technology within the context of curriculum frameworks such as the Ontario Adult Literacy Curriculum Framework (OALCF), skills frameworks such as the Essential Skills, and more generally in the workplace and for lifelong learning.

Ultimately, the paper aims to spark a national discussion among educators, program administrators, researchers, policymakers and other stakeholders, about the use of digital technology as an essential skill for all adults in Canada.

[http://alphaplus.ca/en/web-tools/online-publications-a-reportsgroup1/what-is-in-a-technology-competency/doc\\_download/29-what-is-in-a-technology-competency.html](http://alphaplus.ca/en/web-tools/online-publications-a-reportsgroup1/what-is-in-a-technology-competency/doc_download/29-what-is-in-a-technology-competency.html)

### **See also Understanding the Curriculum Framework**

<http://www.tcu.gov.on.ca/eng/eopg/oalcf/framework.html>

*Tags: Skills - development; Workplace - training; Tools; Field: Digital technology; Canada; Paper; Source: AlphaPlus;*

### **Canada/Ontario. Clearer Sightlines to Employment**

Although Ontario's economy is improving, the recession has not ended for those 900,000 Ontarians without a high school diploma. Statistics show that these adults are now twice as likely to be unemployed as they were 20 years ago.

[http://www.essentialskillsontario.ca/sites/www.essentialskillsontario.ca/files/Clearer%20Sightlines%20to%20Employment\\_Final.pdf](http://www.essentialskillsontario.ca/sites/www.essentialskillsontario.ca/files/Clearer%20Sightlines%20to%20Employment_Final.pdf)

*Tags: Analysis; Employment trend; Unemployment; Ontario; Canada; Research brief; Source: Essential Skills Ontario;*

### **Denmark. Academic Vocational Training: Bridging the gap Between Educational Space and Work Space**

Danish society puts a high value on education which is traditionally seen as a crucial vehicle for development in all spheres of social and economic life. Large sums are spent on work-related adult learning, an important example being academically based masters programs. Yet, the actual effects of such educational investment in terms of improved workplace efficiency remain obscure both with respect to the organization and the individual.

The article presents, and illustrates with examples, a framework for designing educational programs which can help make academic teaching relevant to production-oriented life in organizations.

<http://www.ejkm.com/issue/download.html?idArticle=282>

*Tags: Curriculum - development; Denmark; Workplace - training strategy; VET - vocational education and training; Article; Source: Electronic Journal of Knowledge Management;*



## **European Union. Qualifications frameworks in Europe: modernising education and training**

European and national qualifications frameworks are making it clearer how different qualifications, levels and types of learning relate to each other.

[http://www.cedefop.europa.eu/EN/Files/9064\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/9064_en.pdf)

*Tags: Briefing note; Field: Teaching profession; Curriculum; VET - vocational education and training; Educational policy; Trends; Qualifications frameworks; European Union; Source: Cedefop - European Centre for the Development of Vocational Training;*

## **European Union. Shaping lifelong learning: making the most of European tools and principles**

In vocational education and training (VET), the EU has developed a platform for voluntary cooperation and coordination between Member States called the Copenhagen process. Successful implementation depends on a clear understanding of how they relate to each other.

[http://www.cedefop.europa.eu/EN/Files/9065\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/9065_en.pdf)

*Tags: Development - skills; Lifelong learning; Framework; Education - lifelong; Skills - development; Educational policy; VET - vocational education and training; Briefing note; European Union; Source: Cedefop - European Centre for the Development of Vocational Training;*

## **Policy as Boundary Object: A New Way to Look at Educational Policy Design and Implementation**

Policy implementation research in general and educational policy in particular is loosely connected to policy-making processes. There is a gap particularly in the field of vocational education. This often leads to conflicts and contradictions between policy-maker objectives and end-user implementation. To avoid such a disconnect, the relation between the world of end users and the world of decision-makers should be carefully constructed.

<http://www.springerlink.com/content/0513182q2t5w7832/fulltext.pdf>

*Tags: Educational policy; VET - vocational education and training; Field: Maritime domain; Paper; Source: Vocations and Learning;*

## **Intuition and Professional Competence: Intuitive Versus Rational Forecasting of the Stock Market**

This article argues that intuition is a crucial component of professional competence, and provides empirical evidence to support this claim. It was found that in most cases intuitive predictions of stock market development are better than rationally justified ones and that experts predict more precisely than novices on a descriptive data level.

<http://www.springerlink.com/content/wt804572x37883x8/fulltext.pdf>

*Tags: Competence vs Intuition; Field: Stock market; Decision making; Competences; Field: Business; Article; Source: Vocations and Learning;*



## **Problem-solving Skills and Labour Market Outcomes – Results from the Latest Adult Literacy and Life Skills Survey (ALL)**

The article reports on a recent international assessment of problem-solving skills in the adult population. Factors that help to explain variation in the distribution of problem-solving skills include prose literacy skills, educational attainment, age, gender and occupation.

<http://www.statcan.gc.ca/pub/81-004-x/2012001/article/11651-eng.htm#e>

*Tags: Analysis; Skills - assessment; Article; Source: Statistics Canada;*

## **Making the right connections**

Linking education to skills, schooling to jobs, science to change: OECD Education Director Barbara Ischinger urges school systems to adopt innovative project-focused teaching.

<http://oecdeducationtoday.blogspot.fr/2012/08/making-right-connections.html>

## **Related document. OECD Skills Strategy. Better Skills, Better Jobs, Better Lives: A strategic Approach to Skills Policies**

<http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>

*Tags: Document; Trend - analysis; Target group: Youth; School-to-work transition; Skills - needs; Skills - development; Article; Source: OECD Education today;*

## **Training for Productivity**

With a carefully designed training program, a company can evaluate the job at hand and make immediate corrections to an employee's actions to improve skills proficiency.

<http://trainingmag.com/content/training-productivity>

*Tags: Workforce - training; Training - workplace; Workplace - training strategy; Article; Source: Training magazine;*

## **Skills Gap? Employers and Colleges Point Fingers at Each Other**

Employers seem to agree that the skill they most want in future workers is adaptability. Those who hire complain that they often find today's college graduates lacking in interpersonal skills, problem solving, effective written and oral communication skills, teamwork, and the ability to think critically and analytically.

So which college majors best arm students with those skills? That question has touched off heated discussions between those who advocate for the content of a practical major and others who think that the skills of a liberal-arts major are the best insurance in rapidly changing fields.

<http://chronicle.com/blogs/next/2012/09/12/skills-gap-employers-and-colleges-point-fingers-at-each-other/>

*Tags: Skills - gap; Analysis; Mismatch training/workforce - skills; Article; Source: The Chronicle of Higher Education;*

## **Why It's Better To Hire The Least Qualified Person For The Job**

A paper makes the intriguing argument that it may be better to hire a mediocre job candidate than to hire someone with sterling credentials. Why? The mediocre hire may give the job his all because he feels indebted to the hiring manager for choosing him. The most qualified candidate, by contrast, may feel like he deserved the job, and decide to approach it with a more relaxed attitude.

<http://www.forbes.com/sites/susanadams/2012/09/27/why-its-better-to-hire-the-least-qualified-person-for-the-job/>

### **Related paper. Mediocrity and Induced Reciprocity**

[http://pubdb.wiwi.uni-jena.de/pdf/wp\\_2012\\_053.pdf](http://pubdb.wiwi.uni-jena.de/pdf/wp_2012_053.pdf)

*Tags: Incentives; Employment - pattern; Analysis; Article; Source: Forbes*

## **DOCUMENTS**

### **Canada. Youth Unemployment in Canada: Challenging Conventional Thinking**

Fuelled in part by fears that burdens of the recent recession have disproportionately fallen on youth, the issue of youth unemployment has rekindled significant unease with different levels of government, communities and the general public. In addition to the most common consequences of unemployment such as financial hardship and emotional distress, joblessness may also result in the erosion of an individual's skills and knowledge and increase uncertainty of future labour market prospects. For jobless youth, this aspect of unemployment may particularly be 'scarring' as skills and knowledge gained through the educational system may not have appropriate opportunity to crystalize into professional ability. At the aggregated economic level, such an erosion of skills may disadvantage business in their ability to expand and compete; particularly in an environment of increasing global competition

[http://www.cga-canada.org/en-ca/ResearchReports/ca\\_rep\\_2012-10\\_youthunemployment.pdf](http://www.cga-canada.org/en-ca/ResearchReports/ca_rep_2012-10_youthunemployment.pdf)

*Tags: Analysis; Report; Unemployment; Target group: Youth; Youth - employment; Source: CGA - Certified General Accountants Association of Canada;*

### **Canada. Guide for Integrating Essential Skills Into Apprenticeship Training**

Across Canada, apprenticeship stakeholders are committed to helping Aboriginal learners succeed in their training. Crucial to this success are strong Essential Skills in areas such as reading, communication and math. This guide provides information on how to support the development of Essential Skills interventions in pre-apprenticeship and apprenticeship programs

[http://www.caf-fca.org/uploads/documents/13408120372012\\_CAF\\_ESGuide.pdf](http://www.caf-fca.org/uploads/documents/13408120372012_CAF_ESGuide.pdf)

*Tags: Essential skills; Target group: Aboriginals; Apprenticeship - programs; Guide; Canada; Apprenticeship; Source: CAF - Canadian Apprenticeship Forum;*

### **Canada. Skills assessment**

Competency Charts and Profiles can be useful in providing a broad and comprehensive view of the skills needed to be successful in a particular job in the cultural sector. The trainer/educator can use the Competency Charts and Profiles for assessment purposes, and to identify the competencies/skills which may be lacking in an individual that could be included in a training/career development.

Also in the page Training gaps

Training Gaps Analyses provide valuable information for educators on training needs assessments and recommendations for filling training gaps identified by employers and workers in the sector.

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

*Tags: Tool - evaluation; Skills - assessment; Training - gaps; Evaluation - tool; Field: Culture; Target group: Trainers; Target group: Teachers; Guide - interactive; Canada; Source: CHRC - Cultural Human Resources Council;*

### **Canada. National Occupational Standards - Electricity Sector Council**

National Occupational Standards (NOS) are an inventory of the skills, competencies and knowledge that is required to adequately perform a specific job. The Electricity Sector Council has developed the national occupational standards and essential skill profiles for benchmark occupations related to electricity generation, transmission and distributions, as well as renewable energy.

[www.brightfutures.ca/en/projects/occupational-standards.shtml](http://www.brightfutures.ca/en/projects/occupational-standards.shtml)

*Tags: Field: Electricity industry; Competences; NOS - National Occupational Standards; Canada; Source: Bright Futures;*

### **Canada. Process for Designating a New Red Seal Trade**

When a trade is designated as a Red Seal Trade, candidates in the trade who meet all eligibility requirements in a given jurisdiction may apply to write the Interprovincial Red Seal examination. If successful, they receive that jurisdiction's journey person certificate with a Red Seal endorsement affixed.

[http://www.red-seal.ca/images/Red\\_Seal\\_IIP\\_09\\_ENG.pdf](http://www.red-seal.ca/images/Red_Seal_IIP_09_ENG.pdf)

*Tags: Certification; Apprenticeship - programs; Field: Red Seal Program; Target group: Apprentices; Canada; Source: Red Seal Program;*

### **Germany. International cooperation work**

The 'brand' German vocational education and training (VET) has an excellent reputation in many countries. The German vocational training system offers persuasive points of departure for modernising VET systems in partner countries.

[http://www.bibb.de/dokumente/pdf/113-11e-InternationaleBeratung\\_Internetfassung\\_endg\(1\).pdf](http://www.bibb.de/dokumente/pdf/113-11e-InternationaleBeratung_Internetfassung_endg(1).pdf)

*Tags: Cooperation - international; Evidence; VET - vocational education and training; Document; Germany; Source: BIBB - Federal Institute for Vocational Education and Training;*

### **Mozambique. Technical and Vocational Education and Training Project : environmental assessment**

The project aimed to transform the TVET system to respond more effectively, equitably, and in a timely, articulated manner to labor market needs, while sensitive to gender and HIV/AIDS issues. Notwithstanding, it is envisaged the project may have negative environmental impact, namely due to construction works, and it is to this end, this environmental and social management framework (ESMF) provide the guidelines for the different stages of the environmental and social screening process, which will determine whether no environmental work will be required; or the implementation of simple mitigation measures will suffice; or, if a separate environmental impact assessment (EIA) will be required. The report stresses the need for capacity building for environmental management and monitoring, required both at the national and provincial levels.

[http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2005/10/04/000012009\\_20051004133243/Rendered/PDF/E1227.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2005/10/04/000012009_20051004133243/Rendered/PDF/E1227.pdf)

*Tags: Field: Labour market; Field: Environment; Mozambique; VET - vocational education and training; Document; Source: World Bank;*

### **European Union. Copenhagen Process**

National authorities and social partners from 33 European countries are taking part in the Copenhagen Process to help develop vocational education and training systems. The overall aim is to improve the quality of vocational training and to encourage more individuals to make wider use of vocational learning opportunities, whether at school, in higher education, in the workplace, or through private courses.

[http://ec.europa.eu/education/vocational-education/copenhagen\\_en.htm](http://ec.europa.eu/education/vocational-education/copenhagen_en.htm)

*Tags: Copenhagen Process; European Union; VET - development; Web site; VET - vocational education and training; Source: European Commission;*

### **European Union. Taking the Copenhagen Process Apart : Critical readings of European Vocational Education and Training Policy**

The thesis argues that the Copenhagen Process has legitimately extended vocational education and training policy formation to include the EU and its new institutional settings established through the Open Method of Coordination. Furthermore, vocational education and training is being reconfigured within a neoliberal Lifelong Learning discourse in which education and training in general is to contribute to the competitiveness of the EU in a global economy. Within this discourse, policy is de-politicized and naturalised as being neutral and evidence-based leading to the unreflective transfer of policies across countries.

[http://pure.au.dk/portal/files/43939819/Taking\\_the\\_Copenhagen\\_Process\\_Apart\\_Pia\\_Cort.pdf](http://pure.au.dk/portal/files/43939819/Taking_the_Copenhagen_Process_Apart_Pia_Cort.pdf)

*Tags: Policy - analysis; Lifelong learning; VET - policy; European Union; Education - lifelong; Copenhagen Process; Source: Aarhus University;*

### **Diversity instead of competition and displacement**

This article examines the options open to companies for meeting qualifications needs, with particular attention to company-based initial and continuing vocational education and training (IVET and CVET).

<http://www.bibb.de/en/58010.htm>

*Tags: Paper; Analysis; Strategy - workforce development; Training - workplace; Workplace - training strategy; Source: BIBB - Federal Institute for Vocational Education and Training;*

### **A Framework for Designing Learning Environments**

This short guide provides a framework that is composed of four models.

[http://www.nwlink.com/~donclark/hrd/learning\\_environment\\_framework.html](http://www.nwlink.com/~donclark/hrd/learning_environment_framework.html)

*Tags: Instructional - design; Infographic; Guide; Model - teaching; Framework; Source: Big Dog and Little Dog's Bowl of Biscuits;*

### **An Introductory Guide to National Qualifications Frameworks Conceptual and Practical Issues for Policy Makers**

This practical Guide draws on a survey of practice to date in the design and implementation of NQFs – highlighting both successful features of design and implementation and aspects which may now be considered mistakes.

<http://www.ilocarib.org.tt/images/stories/contenido/pdf/TechnicalandVocational/ngfframe.pdf>

*Tags: Target group: Policy makers; Qualifications frameworks; NOS - National Occupational Standards development; Guide; Source: ILO - International Labour Organization;*

### **Training, Unemployment and Efficiency : empirical and theoretical analysis**

This thesis focuses on three main concerns of the economic literature on training: returns to employee training, firms' training incentives and investments efficiency. This requires to understand why and how policies to regulate the training market should be implemented.

<http://tel.archives-ouvertes.fr/docs/00/65/88/05/PDF/2011LEMA2001.pdf>

*Tags: Workplace - training; Return on investment; Analysis; Thesis; Source: TEL - Thèses-en-ligne;*

### **World of Work Report 2013: "Repairing the economic and social fabric"**

The study analyses the global employment situation five years after the start of the global financial crisis. It looks at labour market performance and projections both at the global and regional levels.

[http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_214476.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_214476.pdf)

*Tags: Trend - employment 2013; Economic crisis; Employment trend 2013; Annual report 2013; Source: ILO - International Labour Organization;*

## OTHER

### **Canada. Survey of Employers in Specific Trades regarding the Red Seal Program**

The survey provides knowledge and use of the Red Seal endorsement in hiring practices among employers in the public and private sectors.

Key findings include:

- Forty-nine percent of employers in the private sector and 54 percent of employers in the public sector are aware of the Red Seal.
- Seventy-two percent of private sector employers reported that they train apprentices compared to only 39 percent for the public sector.
- Among those who are familiar with the Red Seal Program, 74 percent of private sector employers and 83 percent of public sector employers indicated that Red Seal endorsed journeypersons would have a moderate or strong hiring advantage.

[http://www.red-seal.ca/images/RSES\\_Summary\\_Report\\_Final\\_EN.pdf](http://www.red-seal.ca/images/RSES_Summary_Report_Final_EN.pdf)

*Tags: Canada; Target group: Employers; Field: Red Seal Program; Survey; Source: Source: Red Seal Program;*

### **Canada. Glossary - Apprenticeship Training and Certification**

Glossary related to apprenticeship training and certification.

<http://www.ellischart.ca/gl.4ss.1ry@-eng.jsp>

*Tags: Certification; Training - apprenticeship; Glossary; Canada; Source: Ellis Chart*

### **Germany - Film. Vocational Education and Training in Germany - Assuring the Future**

The film presents the basic elements of the German VET system such as collaboration with government and industry, the "two learning venues" principle, and qualifications that are recognized nation-wide.

Available in German, English, French, Spanish, Russian, Chinese, Arabic, Korean, Portuguese and Turkish. (14'53 Min., 146 MB, Format: wmv)

<http://www.bibb.de/en/wlk32526.htm>

*Tags : Film; Germany; VET - vocational education and training; Source: BIBB - Federal Institute for Vocational Education and Training;*

### **ERIC Clearinghouse on Adult, Career, and Vocational Education (ACVE)**

Comprehensive Information Services in Adult and Continuing Education, Career Education Vocational and Technical Education, Employment and Training.

<http://www.calpro-online.org/eric/fulltextresource.asp#workforce>

*Tags: Target group: Adults; Field: Andragogy; VET - vocational education and training; Education - adult; Information services; Resources; Source: CALPRO - California Adult Literacy Professional Development Project;*



## **NEWS in Brief**

### **Canada. Build Your Career with Essential Skills**

Interested in a specific occupation? Find detailed information about the Essential Skills tasks performed by workers in a wide variety of occupations.

<http://en.careers.essentialskillsgroup.com/>

### **Canada - Poster. The Hospitality Career Journey**

An Evolving Qualifications Framework for the Hospitality/Tourism industry of Canada.

[http://cthrc.ca/en/research\\_publications/credential\\_recognition/~media/Files/CTHRC/Home/research\\_publications/credential\\_recognition/qualifications\\_framework/HospitalityPosterENG\\_may2010.ashx](http://cthrc.ca/en/research_publications/credential_recognition/~media/Files/CTHRC/Home/research_publications/credential_recognition/qualifications_framework/HospitalityPosterENG_may2010.ashx)

### **Canada/Alberta. Is Alberta losing a 'global war for talent'?**

The latest figures compiled by the Petroleum Human Resources Council of Canada suggest the country's oil and gas sector could be short 3,400 workers in the next four years.

<http://www.albertaomagazine.com/2012/08/albertas-battle-to-lure-skilled-workers-faces-global-competition/>

### **Canada/Ottawa. Workshop. Understanding Evaluation, 23 September 2013**

To fully understand how effective a training program was in meeting the requirements for application on the job, an evaluation must be performed.

This interactive and engaging workshop is geared towards instructional designers, courseware developers, trainers and learning managers who want to learn more about evaluation and how important it is to validating the effectiveness of a training program.

[http://cstd.site-ym.com/events/event\\_details.asp?id=337432&group;=](http://cstd.site-ym.com/events/event_details.asp?id=337432&group;=)

### **Mentoring: Taking Time Saves Time**

5 steps to mentor preparation and 5 mentoring skills to cultivate.

<http://trainingmag.com/article/mentoring-taking-time-saves-time>

### **Infographic. Megatrends: the trends shaping work and working lives**

This infographic highlights some of the key trends that have been shaping our economies and the world of work in order to prompt a debate among practitioners, academics and policy-makers on the implications of change and what the HR profession can do to adapt to change and help shape the future.

<http://www.cipd.co.uk/cipd-hr-profession/whats-new/megatrends-infographic.aspx>

### **Top 10 Engineering Jobs for 2013**

Electrical engineering is one of the most popular and highly paid job opportunities. Moreover, engineering jobs offer more job security as these job vacancies are always there in the market, locally and internationally.

<http://realitypod.com/2013/01/top-10-engineering-jobs-for-2013/>

## Why I No Longer Advise Startups to Hire M.B.A.s

Want to be an entrepreneur? Here's why you might want to skip the M.B.A.

<http://blogs.wsj.com/accelerators/2013/04/01/vivek-wadhwa-why-i-no-longer-advise-startups-to-hire-m-b-a-s/?mod=e2fb>

## Why Internships Are Worth It

Internships are becoming an increasingly popular way to differentiate yourself from the hoi polloi; in fact, interns are 70% more likely to be hired as full-time employees with a company than candidates with no experience at the company.

<http://mashable.com/2013/05/19/internship-infographic/>

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**Twitter.** Follow us! [https://twitter.com/CVA\\_ACFP](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](mailto:cvaacfpbulletin@gmail.com)

Note that the information in this publication  
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**En FRANÇAIS**

## **QUESTIONS D'ACTUALITÉ**

### **Les pays francophones**

#### **Belgique. Comment maximaliser le transfert des acquis de formation dans le secteur public? L'effectivité de la formation managériale dans l'administration fédérale belge**

Cet article analyse le transfert d'une formation en management public de longue durée. Les résultats établissent que le transfert se concentre plus généralement sur la valeur ajoutée d'une formation à la performance individuelle. De plus, ce transfert est déterminé par des facteurs individuels et des facteurs liés à la formation, alors que la culture organisationnelle est neutre.

[http://www.telescope.enap.ca/Telescope/docs/Index/Vol\\_17\\_no\\_3/Telv17n3\\_broucker.pdf](http://www.telescope.enap.ca/Telescope/docs/Index/Vol_17_no_3/Telv17n3_broucker.pdf)

*Étiquettes : Belgique; Transfert - connaissances; Formation - gestion; Secteur: Fonction publique; Source: ENAP - École nationale d'administration publique;*

#### **Bénin. Revue de politiques de formation technique et professionnelle au Bénin**

L'analyse des domaines clés fait ressortir que le sous-système de la FTP au Bénin est influencé en amont dans son organisation et son fonctionnement, par le système éducatif dont il est partie intégrante, et par les réalités économiques et sociales du pays, notamment le marché du travail et le développement de l'emploi.

<http://unesdoc.unesco.org/images/0022/002213/221304f.pdf>

*Étiquettes : Financement - éducation; Analyse; Bénin; FTP - Formation technique et professionnelle; Source: UNESCO*

#### **Canada/Québec. Les entreprises d'insertion au Québec**

Ces dernières années, en Europe et en Amérique du Nord, on a vu le chômage et le problème des emplois précaires augmenter radicalement, et toucher plus particulièrement les jeunes. En même temps, alors que les jeunes sont très fortement exclus du marché du travail (en particulier en Espagne, en Italie, en Grèce ...), la situation est moins critique en Amérique du Nord. Cela s'explique par le fait qu'il y a une plus grande flexibilité du marché du travail, mais peut-être aussi par forte présence d'initiatives locales. Cette forme d'innovation sociale est soutenue par l'Etat et crée des emplois dans des organismes communautaires ou de l'économie sociale, tels que les entreprises d'insertion.

[http://legrainasbl.org/index.php?option=com\\_content&view=article&id=408:les-entreprises-dinsertion-au-quebec&catid=54:analyses&Itemid=115](http://legrainasbl.org/index.php?option=com_content&view=article&id=408:les-entreprises-dinsertion-au-quebec&catid=54:analyses&Itemid=115)

*Étiquettes : Analyse - tendance; Secteur: Entreprises d'insertion; Groupe cible: Jeunes; Québec; Canada; Article; Source: Le Grain via CDEACF;*

### **Canada/Québec. Des formations pour répondre aux exigences**

Comme partout ailleurs en Occident, des milliers de travailleurs québécois sont maintenant obligés de suivre une formation continue. Si ces nouvelles mesures peuvent paraître contraignantes à certains, les ordres professionnels font tout en leur pouvoir pour rendre la vie plus facile à leurs membres.

<http://journalmetro.com/plus/carrieres/222249/des-formations-pour-repondre-aux-exigences/>

*Étiquettes : Québec; Canada; Formation - continue; Tendances; Article; Source: Journal Métro*

### **Canada/Québec. Les compétences informationnelles relatives au Web des futurs enseignants québécois et leur préparation à les enseigner: résultats d'une enquête**

Revue des études empiriques sur le niveau des compétences informationnelles des futurs maîtres du Québec avant d'introduire la méthodologie et les résultats d'une enquête portant, d'une part, sur les habitudes de recherche d'information et, d'autre part, sur le sentiment d'auto-efficacité de futurs enseignants quant à leurs compétences informationnelles.

[http://www.acelf.ca/c/revue/pdf/EF-41-1-007\\_DUMOUCHEL.pdf](http://www.acelf.ca/c/revue/pdf/EF-41-1-007_DUMOUCHEL.pdf)

*Étiquettes : Québec; Canada; Secteur: Formation; Secteur: Technologies information; Groupe cible: Étudiants enseignement; Secteur: Enquête - satisfaction; Article; Source: Éducation et francophonie;*

### **France. De l'autoformation au compte individuel de formation**

Autoformation n'a jamais voulu dire "solo-formation", tout comme le compte individuel de formation n'a pas vocation à laisser les individus, seuls, face à leurs droits. Quelles voies ouvre la formation professionnelle aujourd'hui aux adultes pour devenir "auteurs" de leur projet professionnel ?

<http://www.debatformation.fr/idees-formation/de-l%E2%80%99autoformation-au-compte-individuel-de-formation>

*Étiquettes : France; Compte individuel de formation; Formation - tendances; Autoformation; Tendances - formation professionnelle 2015; Article; Source: Débat Formation;*

### **France. Évaluation du pilotage de la formation professionnelle par les conseils régionaux**

Ce rapport traite du rôle joué par les conseils régionaux dans le pilotage de la formation professionnelle et des relations qu'ils entretiennent avec leurs différents partenaires (État, partenaires sociaux et Pôle emploi).

<http://www.ladocumentationfrancaise.fr/var/storage/rapports-publics/124000496/0000.pdf>

*Étiquettes : France; Groupe cible: Conseils régionaux; Évaluation - formation professionnelle; Formation - professionnelle; Rapport; Source: Gouvernement France/Inspection générale des affaires sociales via EFIGIP - Emploi formation insertion;*

### **France. Les cinq défis de la formation professionnelle**

Nouvelle étape de la modernisation du marché du travail initiée en 2008 et aujourd'hui au cœur des débats, l'accès à la formation est un vaste chantier.

[http://www.francetvinfo.fr/les-cinq-defis-de-la-formation-professionnelle\\_274197.html](http://www.francetvinfo.fr/les-cinq-defis-de-la-formation-professionnelle_274197.html)

*Étiquettes : France; Formation - professionnelle; Tendances; Article; Source: Francetv;*

### **France & Allemagne. Formation professionnelle initiale : l'Allemagne est-elle un modèle pour la France ?**

Cette note revient sur l'histoire et l'actualité des systèmes de formation professionnelle des jeunes en France et en Allemagne afin de saisir les conditions pratiques d'une inspiration réciproque.

[http://www.strategie.gouv.fr/system/files/2013-02-26\\_-\\_apprentissage-na322.pdf](http://www.strategie.gouv.fr/system/files/2013-02-26_-_apprentissage-na322.pdf)

*Étiquettes : Allemagne; France; Analyse - comparée; Formation - professionnelle; Note d'analyse; Source: Centre d'analyse stratégique;*

### **France. La formation professionnelle continue en France**

L'objectif du document est de mieux faire connaître le système de formation professionnelle français. Cette publication permet aux publics des autres pays européens de mieux s'approprier le système français.

[http://www.europe-et-formation.eu/IMG/pdf/formationfrance\\_20pg\\_web.pdf](http://www.europe-et-formation.eu/IMG/pdf/formationfrance_20pg_web.pdf)

*Étiquettes : France; Modèle - système de formation; Formation - professionnelle; Formation - continue; Document; Source: Centre INFFO;*

### **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](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;*

### **Luxembourg. Stratégie nationale du Lifelong Learning**

Ce Livre blanc est surtout utilisé 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 : Formation - tout au long de la vie; Livre blanc; Stratégie - nationale; Formation - continue; Source: Stratégie LifeLong Learning;*

## **Maghreb. Intégration de l'approche 'genre' dans la formation au journalisme des pays du Maghreb**

Adaptation des Modèles de cursus de l'UNESCO pour la formation au journalisme.

<http://unesdoc.unesco.org/images/0021/002170/217010f.pdf>

*Étiquettes : Équité - genre; Tunisie; Mauritanie; Algérie; Maroc; Maghreb; Formation - professionnelle; Document; Curriculum - développement; Groupe cible: Étudiants journalisme; Secteur: Journalisme; Genre - équité; Source: UNESCO;*

## **Niger. Impact des TIC sur le sentiment de compétence professionnelle des enseignants du secondaire au Niger**

La présente étude s'avère singulièrement décisive dans le contexte nigérien où les TIC sont perçues comme un facteur pouvant améliorer la qualité de l'enseignement dans les lycées. Toutefois, il appert que la faible compétence technopédagogique des enseignants ne leur permet pas d'intégrer les TIC à leur pratique.

[http://www.acef.ca/c/revue/pdf/EF-41-1-236\\_COULIBALY.pdf](http://www.acef.ca/c/revue/pdf/EF-41-1-236_COULIBALY.pdf)

*Étiquettes : TIC - Technologies de l'information; Niger; Secteur: Enseignement; Inadéquation formation/emploi; Besoins - compétences; Analyse; Groupe cible: Enseignants; Article; Source: Éducation et francophonie;*

## **Niger. Accompagner l'insertion socioprofessionnelle des jeunes au Niger : état des lieux et pistes d'action**

Même si leurs modalités et leurs contextes de création diffèrent, ces expérimentations se situent dans une logique d'interface et innovent en développant les notions d'approche globale ou systémique de l'insertion. Elles ont aussi de façon générale vocation à contribuer aux évolutions des politiques de l'emploi et de la formation. La connaissance qu'ils ont des territoires et des situations des jeunes à travers les activités menées et le recueil d'informations dans les bases de données, fait de ces dispositifs des observatoires incontournables de la jeunesse utiles aux institutions.

<http://www.gret.org/wp-content/uploads/09525.pdf>

*Étiquettes: Niger; FTP - Formation technique et professionnelle; Groupe cible: Jeunes; Étude; Source: GRET;*

## **EN ANGLAIS.. Niger. Boosting Youth Employment in Niger**

Highlights:

- In Niger, the lack of job opportunities for youth is a contributing factor to social instability.
- 11,000 young people will be trained so that they can find jobs in emerging sectors such as public works, agriculture, and tourism.

<http://www.worldbank.org/en/news/feature/2013/06/11/boosting-youth-employment-in-niger>

*Tags : News; Niger; Target group: Youth; Training; VET - vocational education and training; Source: World Bank;*



## **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](http://www.pg.formationprof.ch/dyn/bin/7236-7238-1-pex_handbuch_2010_f.pdf)

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

## **Suisse. L'approche par compétences en pratique**

Dans la formation professionnalisante de la *Section de Génie Mécanique de l'Ecole Polytechnique Fédérale* de Lausanne, il s'est agi de revoir le plan d'étude à partir des compétences du métier cible. Trois dimensions importantes de ce type de projet sont analysées : la prise en compte des attentes du monde professionnel, les transformations du plan d'étude et le développement d'un espace de construction et d'échange entre les enseignants.

<http://ute3.umh.ac.be/revues/include/download.php?idRevue=12&idRes:=108>

*Étiquettes : Acquisition - compétences; Éducation - supérieure; Formation - professionnelle; Suisse; Curriculum - développement; Secteur: Universités; Secteur: Génie mécanique; Source: Revue Éducation & Formation;*

## **Tunisie et Allemagne. La transmission intergénérationnelle des connaissances dans les banques tunisiennes : Ébauche d'une comparaison avec les banques allemandes**

La transmission intergénérationnelle des connaissances au sein de la banque tunisienne au moyen de la formation sur le tas fait traditionnellement partie de la culture de branche inhérente au secteur bancaire. La comparaison avec la situation des banques allemandes permet de mettre en relief l'avènement d'une entrouverture au recrutement externe de jeunes diplômés issus de l'université.

[http://tel.archives-ouvertes.fr/docs/00/69/50/17/PDF/ThA\\_se\\_-\\_K\\_ZARROUK.pdf](http://tel.archives-ouvertes.fr/docs/00/69/50/17/PDF/ThA_se_-_K_ZARROUK.pdf)

*Étiquettes. Thèse; Transfert - connaissances/intergénérationnel; Secteur: Banques; Allemagne; Tunisie; Analyse - comparée; Source: Les archives ouvertes Travail et formation;*

## **EN ANGLAIS. West Africa. Vocational education, on-the-job training and labour market integration of young workers in urban West Africa**

Apprenticeship training for young workers seems to be fairly prevalent in the informal sector, but the associated working conditions are bad, and kinship ties seem to be there a crucial channel for training access.

<http://unesdoc.unesco.org/images/0021/002178/217884e.pdf>

*Tags: West Africa; Target group: Youth; VET - vocational education and training; Informal education; Comparative analysis; Document; Source: UNESCO*

## ARTICLES

### **Canada. Apprentissage et progrès collectifs : Qu'est-ce qu'une organisation axée sur l'apprentissage?**

Les organisations axées sur l'apprentissage s'adaptent et s'améliorent continuellement pour répondre au système dans lequel elles évoluent. Une organisation axée sur l'apprentissage doit associer les deux éléments suivants pour être ainsi qualifiée : la capacité à revoir sa conception pour atteindre les résultats visés ou souhaités et la capacité à rectifier sa trajectoire, si l'orientation initialement choisie est incompatible avec le résultat souhaité.

[http://www.horizons.gc.ca/sites/default/files/Publication-alt-format/2012-0107\\_fra.pdf](http://www.horizons.gc.ca/sites/default/files/Publication-alt-format/2012-0107_fra.pdf)

*Étiquettes : Canada; Apprentissage; Note d'information; Source: Gouvernement du Canada/Horizons de politiques;*

### **OCDE. Deux typologies pour comprendre les dispositifs de reconnaissance des compétences**

Quel est l'état d'avancement des dispositifs de reconnaissance des acquis et des compétences dans les pays de l'OCDE? Quelle approche empruntent-ils? Voici deux outils qui aident à penser le phénomène.

<http://www.oce.uqam.ca/les-bulletins/85-typologies-dispositifs.html?catid=17%3Amars-2013-volume-4-numero-1>

*Étiquettes : Groupe cible: Pays OCDE; Reconnaissance - acquis; Analyse - comparée; Article; Source: CIRDEP - Centre interdisciplinaire de recherche/développement sur l'éducation permanente/Université du Québec;*

### **Université : les défis de la professionnalisation**

La professionnalisation à l'université recouvre aujourd'hui deux dimensions : l'acquisition de compétences professionnelles reconnues, mais aussi l'accompagnement des étudiants dans leur parcours d'études en vue de leur future insertion sur le marché du travail. Ces nouvelles missions ont obligé les universités à repenser une approche de la professionnalisation à la fois dans la construction de leur offre de formation et dans sa mise en oeuvre par des structures ad hoc.

<http://www.cereq.fr/index.php/content/download/1977/22715/file/nef46.pdf>

*Étiquettes : Analyse - tendance; Professionnalisation; Secteur: Universités; Transition formation-travail; Note d'information; Source: Céreq - Centre d'études et de recherches sur les qualifications;*

## **Transfert de savoir clés de l'organisation: le challenge de la formation interne?**

Discussion. Les formations et formateurs internes contribuent-ils de manière stratégique au transfert de savoir dans les organisations?

[http://www.linkedin.com/groupItem?view=&srctype=:discussedNews&qid=:1801134&item=:217698722&type=:member&trk=:eml-anet\\_dig-b\\_mc-ttl-cn&ut=:3dRVV11pee\\_IE1](http://www.linkedin.com/groupItem?view=&srctype=:discussedNews&qid=:1801134&item=:217698722&type=:member&trk=:eml-anet_dig-b_mc-ttl-cn&ut=:3dRVV11pee_IE1)

\* Doit être membre du groupe de discussion *RPFQ - Réseau des professionnels de la formation du Québec* sur LinkedIn (gratuit)

*Étiquettes : Formation - entreprise; Transfert - connaissances; Forum de discussions;*

*Source: LinkedIn;*

## **La notion de compétences : clarifier le concept, en mesurer les enjeux**

L'approche par compétences (APC) s'impose aujourd'hui dans le secteur de l'éducation non formelle au travers d'initiatives variées visant à faciliter la reconnaissance des aptitudes et savoir-faire acquis par les jeunes dans leurs engagements et activités associatives.

[http://www.injep.fr/IMG/pdf/JES12\\_notion\\_de\\_competence\\_BD.pdf](http://www.injep.fr/IMG/pdf/JES12_notion_de_competence_BD.pdf)

*Étiquettes : Éducation - non formelle; Validation - acquis; PC - approche par compétences; Article; Source: Institut national de la jeunesse et de l'Éducation populaire;*

## **L'Avenir de l'apprentissage - Comment votre société doit s'adapter et encourager l'apprentissage en continu ?**

Aujourd'hui, les entreprises se doivent d'appréhender les potentialités et les conséquences d'Internet, des médias sociaux et du smartphone pour développer leur business. Pour profiter de ces opportunités, elles doivent s'adapter en interne, se transformer pour accueillir de nouvelles façons de communiquer, de nouvelles méthodes de commercialisation, de mesures et, en somme, de nouvelles façons de manager.

<http://entreprisecollaborative.com/index.php/fr/articles/516-encourager-apprentissage-continu>

*Étiquettes : Formation - entreprise; Réseaux sociaux; Article; Tendances; Groupe cible: Entreprises; Source: Entreprise Collaborative;*

## **Comment concilier études et travail?**

Travailler pendant les études peut être bénéfique pour les jeunes, qu'ils soient au secondaire, au collégial ou à l'université. Si certaines conditions ne sont pas respectées, le cumul des études et du travail peut avoir des retombées négatives non négligeables, incluant une diminution du rendement scolaire, un désengagement à l'égard des études, voire le décrochage scolaire.

<http://www.perseverancescolaire.com/wp-content/uploads/2013/05/CTREQ-Conciliation-%C3%A9tudes-travail-Doc-6-pages-08-104-WEB.pdf>

*Étiquettes : Feuillet; Conciliation - études et travail; Source: CRTEQ - Centre de transfert pour la réussite éducative du Québec; Groupe cible: Jeunes;*

## DOCUMENTS

### **Canada. Classification des programmes d'enseignement (CPE) 2011**

La CPE sert à classer les « programmes d'enseignement », qui sont définis de la façon suivante: Une combinaison de cours et d'expériences d'apprentissage conçus pour permettre l'atteinte d'un objectif déterminé au préalable ou d'un ensemble d'objectifs connexes, comme la préparation à des études supérieures, la qualification pour une profession ou un éventail de professions, ou simplement l'approfondissement des connaissances et de la compréhension.

<http://www.statcan.gc.ca/pub/12-590-x/12-590-x2012001-fra.pdf>

*Étiquettes : Canada; Classification des programmes d'enseignement (CPE);*

*Ressources; Document; Source: Statistique Canada;*

### **Canada. Les 10 principaux obstacles à la compétitivité**

La compétitivité du Canada continue d'être gravement menacée par la présence d'économies traditionnelles et émergentes qui tentent agressivement d'occuper le paysage économique mondial.

[http://www.chamber.ca/fr/medias/blogue/130211-les-10-principaux-obstacles-a-la-competitivite/Livret\\_10\\_principaux\\_obstacles\\_2013.pdf](http://www.chamber.ca/fr/medias/blogue/130211-les-10-principaux-obstacles-a-la-competitivite/Livret_10_principaux_obstacles_2013.pdf)

*Étiquettes : Besoins - compétences; Canada; Compétences - besoins; Analyse - tendance; Document; Source: Chambre de commerce du Canada;*

### **Canada/Manitoba. Développement de carrière**

Le modèle décisionnel en développement de carrière a été conçu pour vous guider tout au long du processus de planification active de votre carrière.

<http://manitobacareerdevelopment.ca/CDI/fr/>

*Étiquettes : Manitoba; Canada; Développement - emploi; Guide interactif; Source: Gouvernement du Manitoba;*

### **Union européenne. Emploi des jeunes: Le Conseil donne son feu vert à la Garantie pour la jeunesse**

Par cette Garantie pour la jeunesse, les États membres s'engagent à mettre en place des mesures afin que tous les jeunes, jusqu'à l'âge de 25 ans, se voient proposer une offre de bonne qualité d'emploi, une formation continue, un apprentissage ou un stage dans les quatre mois suivant leur sortie de l'enseignement ou la perte de leur emploi. La mise en œuvre de cette Garantie exigera des États membres qu'ils établissent des relations de partenariat solides avec les écoles et universités, les centres de formation, les agences pour l'emploi, les partenaires sociaux et les organismes d'orientation professionnelle, de manière à assurer une intervention précoce.

[http://ec.europa.eu/youth/news/20130301-youth-guarantee\\_fr.htm](http://ec.europa.eu/youth/news/20130301-youth-guarantee_fr.htm)

*Étiquettes : Tendance - emploi 2014-2020; Groupe cible: Jeunes; Initiative - Garantie pour la jeunesse; Union européenne; Source: Commission européenne;*

## **Les Repères sur les référentiels de compétences**

Le document permet de distinguer les trois types de référentiels (métier, compétences, formation) et d'y associer quelques points de repères majeurs.

<http://www.fluck-competences.com/commande/guide-referentiels-competences.html>

## **Ce document complète La Roue des compétences**

<http://www.fluck-competences.com/methodologie/roue-des-competences.html>

\* Remplir le formulaire pour recevoir le document gratuitement

*Étiquettes : Compétences - référentiel; Méthodologie; Référentiel compétences; Document; Source: Flück Compétences;*

## **Guide e-learning**

Outil d'aide à la décision, le guide e-learning permet aux décideurs de déterminer leur scénario d'adoption de l'e-learning

<http://www.awt.be/web/edu/index.aspx?page=edu.fr.gui.000.000>

*Étiquettes : Apprentissage - numérique; Développement - cours; Formation - entreprise; Formation - en ligne; eLearning; Guide; Source: Agence Wallonne des Télécommunications;*

## **Rapport sur le travail dans le monde 2013: Restaurer le tissu économique et social – résumé**

La situation du marché du travail et des revenus est inégale mais peut s'améliorer en confortant le processus de rééquilibrage dans les pays émergents ou en développement et en trouvant le bon équilibre entre les objectifs macroéconomiques et l'emploi dans les économies avancées.

[http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_215115.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_215115.pdf)

## **Le rapport complet en anglais. World of Work Report 2013: "Repairing the economic and social fabric"**

[http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_214476.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_214476.pdf)

*Étiquettes: Tendances emploi 2013; Crise économique; Rapport annuel 2013; Source: OIT - Organisation internationale du travail;*

## **Rapport sur le développement dans le monde 2013: Emplois – Abrégé**

Ce Rapport examine pourquoi certains emplois font plus pour le développement que d'autres.

[http://siteresources.worldbank.org/EXTNWDR2013/Resources/8258024-1320950747192/8260293-1322665883147/Overview\\_French.pdf](http://siteresources.worldbank.org/EXTNWDR2013/Resources/8258024-1320950747192/8260293-1322665883147/Overview_French.pdf)

## **Rapport complet en anglais. World Development Report 2013: Jobs**

[http://siteresources.worldbank.org/EXTNWDR2013/Resources/8258024-1320950747192/8260293-1322665883147/WDR\\_2013\\_Report.pdf](http://siteresources.worldbank.org/EXTNWDR2013/Resources/8258024-1320950747192/8260293-1322665883147/WDR_2013_Report.pdf) (50mb)

*Étiquettes: Emploi; Rapport annuel 2013; Source: Banque mondiale;*

## AUTRE

### **Canada - Video. Compétences essentielles**

Espace de ressources documentaires sur les compétences essentielles!

Les compétences essentielles sont les neuf compétences nécessaires pour vivre, apprendre et travailler, telles qu'elles ont été définies par le ministère des Ressources humaines et Développement des compétences du Canada.

Une section dédiée à la notion de compétence et à la reconnaissance des acquis et des compétences.

<http://www.compétencesessentielles.ca/>

En lien avec ce site, un canal vidéo YouTube diffuse plus de 160 segments vidéo. Ces ressources documentaires concernent l'alphabétisation et les compétences de base et essentielles.

<http://www.youtube.com/CDEACFCE>

*Étiquettes : Video; Évaluation - compétences; Site Internet; Ressources - documentaires; Compétences - essentielles; Canada; Source: CDÉACF - Centre de documentation sur l'éducation des adultes et la condition féminine;*

### **Référentiel pour le développement de compétences professionnelles des organisations et des intervenants dans le contexte d'une démarche andragogique intégrée**

Ce Référentiel est un cadre offrant des repères aux organisations afin de leur permettre de faciliter et d'encadrer le développement des pratiques professionnelles des équipes de travail, en fonction d'une approche andragogique.

[http://bv.cdeacf.ca/EA\\_PDF/160709.pdf](http://bv.cdeacf.ca/EA_PDF/160709.pdf)

*Étiquettes : Andragogie; Formation - des adultes; Groupe cible: Organisme de formation; Référentiel; Développement - compétences; Source: RESDAC - Réseau pour le développement de l'alphabétisme et des compétences via CDEACF;*

## NOUVELLES BRÈVES

### **Canada/Québec. Programmes de subvention 2013-2014 du Fonds de développement**

et de reconnaissance des compétences de la main-d'œuvre  
Les programmes de subvention 2013-2014 sont désormais disponibles. Ces programmes se rattachent à Investissement-compétences.

Maintenant, toutes les entreprises peuvent déposer des projets, et ce, peu importe leur masse salariale.

[http://www.cpmg.gouv.qc.ca/includes/composants/telecharger.asp?fichier=/publications/pdf/ADMIN\\_fdrmo\\_programmes-subvention.pdf&langue;=fr](http://www.cpmg.gouv.qc.ca/includes/composants/telecharger.asp?fichier=/publications/pdf/ADMIN_fdrmo_programmes-subvention.pdf&langue;=fr)



### **Canada/Québec. Site La Certification Études-Travail**

La Certification Études-Travail est une démarche d'accréditation des entreprises du Saguenay–Lac-Saint-Jean qui reconnaît leur engagement et leurs efforts à soutenir la persévérance scolaire de leurs employés. Elle vise de plus à sensibiliser jeunes, parents et milieux scolaires aux réalités et aux effets du cumul d'activités. L'avenir de la région et le développement des entreprises passent par une relève et une main-d'œuvre qualifiées. Passez à l'action!

<http://www.etudestravail.com/>

### **Canada/Québec. Ne pas bronzer idiot grâce aux écoles d'été**

Les vacanciers sont de plus en plus nombreux à délaisser la plage pour parfaire leur instruction pendant quelques semaines.

<http://affaires.lapresse.ca/cv/201307/02/01-4666851-ne-pas-bronzer-idiot-grace-aux-ecoles-dete.php>

### **La Commission européenne lance une grande coalition en faveur de l'emploi dans le secteur du numérique**

Initiative en vue de pourvoir jusqu'à 900 000 emplois vacants qui devraient apparaître en Europe d'ici à 2015 dans le domaine des technologies de l'information et des communications (TIC).

[http://europa.eu/rapid/press-release\\_IP-13-182\\_fr.htm](http://europa.eu/rapid/press-release_IP-13-182_fr.htm)

### **Le palmarès des pays où les étudiants rêvent de partir travailler**

Alors que les jeunes sont de plus en plus nombreux à partir travailler à l'étranger, un classement dévoile leurs destinations favorites. Les pays anglo-saxons dominent le tableau, États-Unis en tête.

<http://etudiant.lefigaro.fr/les-news/etudier-a-l-etranger/detail/article/le-palmares-des-pays-ou-les-etudiants-revent-de-partir-travailler-2372/>

### **Formation continue : un business en expansion pour les grandes écoles et les universités**

Développement de programmes courts, création de stages sur mesure pour les entreprises, mise en avant des activités de recherche... Écoles et universités investissent le champ de la formation continue, même si aujourd'hui seule une poignée d'entre elles a réussi à s'imposer sur ce segment lucratif. De quoi donner des ailes à des établissements qui lorgnent sur les 31 milliards d'euros dépensés chaque année en moyenne par les entreprises, l'État, les collectivités locales et les particuliers.

<http://www.letudiant.fr/educpros/actualite/formation-continue-un-business-en-expansion-pour-les-grandes-ecoles-et-les-universites.html>

## **A quoi sert la formation professionnelle continue ?**

Si on veut redonner un sens et une efficacité aux actions de formation en cours de vie active il est nécessaire de leur assigner des objectifs visant à concilier les mutations de l'économie et la justice sociale.

<http://blogtfs.afpa1.host.privilis.com/?p=3262>

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### **L'ACFP/CVA vous offre encore plus de services**

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**Twitter.** Suivez nous dans [https://twitter.com/CVA\\_ACFP](https://twitter.com/CVA_ACFP)

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

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

**Pour tout commentaires ou questions,** ou si vous avez des ressources que vous voulez voir publiées dans le bulletin, écrivez-nous à [cvaacfpbulletin@gmail.com](mailto:cvaacfpbulletin@gmail.com)

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