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A snapshot of a selection of items added to VOCEDplus

APRIL 2017

The [full list](#) of new additions to VOCEDplus is available at [www.voced.edu.au](http://www.voced.edu.au)

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*A vision for a thriving STEM nation is presented along with key actions that have been determined as pivotal points to drive positive change in the Australian national STEM ecosystem*

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### **STEM engagement in Australia**

**Engaging the future of STEM: a study of international best practice for promoting the participation of young people, particularly girls, in science, technology, engineering and maths (STEM) / Sarah Chapman and Rebecca Vivian.**

Sydney, New South Wales: Chief Executive Women, 2017. 62 pages.

In this report, the authors note that Australia is not producing enough people with science, technology, engineering and mathematics (STEM) skills to meet the growing demand. Part of the problem lies with the STEM pipeline: the number of young Australians choosing STEM subjects in high school is in decline. In addition, there is a significant gender disparity in STEM in Australia, with females significantly under-represented in STEM education and careers. The research investigated and observed activities in other countries being driven by particular stakeholder areas, which play a key role in the STEM ecosystem: government, peak organisations, the STEM industry, tertiary education providers, STEM outreach groups and organisations, and early childhood, primary and secondary education. The report presents international best practice for promoting the participation of young people, particularly girls, in STEM fields during their education and career.

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### **Vocational education reforms in the Netherlands**

**Enhancing teaching and learning in the Dutch vocational education system: reforms enacted / edited by Elly de Bruijn, Stephen Billett and Jeroen Onstenk.**

Dordrecht, Netherlands: Springer, 2017. xx, 298 pages.

This book discusses how the Dutch vocational education system has undergone significant waves of reform driven by global imperatives, national concerns and governmental policy goals. Like elsewhere, the impetuses for these reforms are directed to generating a more industry-responsive, locally-accountable and competence-based vocational education system. Each wave of reforms, however, has had particular emphases, and was directed to achieve particular policy outcomes. Yet, they are more than mere versions of what had or is occurring elsewhere. They are shaped by specific national imperatives, sentiments and localised concerns.

[Request a chapter of this book from NCVER](#)

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*How are vocational education systems formed, manifested within nation states and then transformed through particular imperatives, institutional arrangements and localised factors?*

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*Socio-economic realities and politics influence the views of stakeholders about what education is offering and how it is changing*

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*At a fundamental level, the role of tertiary education is increasingly being questioned, revealing deep uncertainty about its broader purpose and value*

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*In Mexico promoting more private expenditure in education through increasing the income of poorer households may be the best way of accelerating human capital formation in an egalitarian way*

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## **Skills for a changing world – Mexico, South Africa, Kenya, and the Philippines**

**Skills for a changing world: national perspectives and the global movement / Esther Care, Helyn Kim, Kate Anderson and Emily Gustafsson-Wright.**

Washington, District of Columbia: Brookings Institution, 2017. 70 pages.

The Skills for a Changing World project presents evidence of a movement of education systems globally toward a more explicit focus on a broad range of skills that the 21st century society needs and demands. The issues surrounding this, particularly in the context of within-country social and economic changes, are brought to light in this report by a study of education stakeholders in four countries: Mexico, South Africa, Kenya, and the Philippines. Through interviews and focus groups, parents, community members, teachers, teacher trainers, and education administration and policy personnel answered two primary questions concerning skills most highly valued in their communities: What are the skills you associate with a successful person? What are the skills that are important for children and students to develop?

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## **Visions for tertiary education in Australia**

**Visions for Australian tertiary education / edited by Richard James, Sarah French and Paula Kelly.**

Melbourne, Victoria: Melbourne Centre for the Study of Higher Education, University of Melbourne, 2017. v, 142 pages.

The authors of this volume suggest that the impetus for a rethinking of many of the traditional features of the tertiary education system in Australia is already present, with concerns for, among other things, the transparency of information for prospective students, student retention and outcomes under the demand-driven policy settings, the lack of research-industry engagement, and the overall value of tertiary education to the economy and society. The volume begins with a broad-brush overview of the current tertiary sector and the issues it is facing. The chapters then offer ideas for transforming Australian tertiary education. Each is grounded in current issues or trends but goes beyond present thinking to propose ways in which policy and practice might make major advances.

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## **Private spending on skills in Mexico and the US**

**Patterns, trends and policy implications of private spending on skills development in Mexico and the United States / Miguel Szekely and Pamela Mendoza.**

Washington, District of Columbia: Inter-American Development Bank, 2017. 53 pages.

This paper explores families' investment in skills development through education in a high-inequality, low-education quality country such as Mexico, comparing it to a lower-inequality, higher-quality education country such as the United States. The paper uses a series of high-quality Household Income and Expenditure Surveys for both countries spanning around 20 years and different methodological approaches.

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*It appears to be skills mismatch rather than qualifications mismatch which has the bigger impact on productivity*

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*Youth are entering a labour market where job requirements are becoming more complex*

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## The skills system in the UK

**From 'inadequate' to 'outstanding': making the UK's skills system world class / Ian Brinkley and Elizabeth Crowley.**

London, England: Chartered Institute of Personnel and Development, 2017. 45 pages.

This report reviews UK skills policy in the last 20 years, compares current performance against the world's major economies, and makes some recommendations on how performance can be improved. The focus of this report is on skills rather than qualifications. One of the purposes of this report is to persuade policymakers to give a higher priority to developing a range of high-quality vocational routes to employment as complementary to a university education. Both systems need to work effectively to cater for changes to work driven by new technologies and to ensure progression in the workplace for as many people as possible. That means looking at how people can acquire and develop skills throughout their working lives, and not just in the early years. Overall, the recommendations focus on making significant progress in a limited number of areas by building on what exists and recognising that meaningful change will be gradual and requires stability and consistency.

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## Skills for youth in Canada

**Future-proof: preparing young Canadians for the future of work / Creig Lamb and Sarah Doyle.**

Toronto, Ontario: Brookfield Institute for Innovation + Entrepreneurship, 2017. 21 pages.

There are a number of major trends that have the potential to shape the future of work, from climate change and resource scarcity to demographic shifts resulting from an aging population and immigration. This report focuses on the need to prepare Canada's youth for a future where a great number of jobs will be rapidly created, altered or made obsolete by technology. No one sector can address this challenge alone. As Canada begins to focus more deliberately on inclusive economic growth, the authors argue that it is paramount for public, private and non-profit sectors to work together to ensure that Canadian youth have the skills and experience to benefit from and drive technological progress. This report illustrates the need for urgent attention to be paid to this issue. It will start by describing some of the technological trends that are reshaping the future of work, and the challenges and opportunities they present for youth. It will explain the impact of these trends on the skills and experience that will be increasingly demanded of youth entering the workforce. Finally, it will outline potential avenues that can be explored to help ensure Canada's youth are well-positioned to thrive and prosper in the future.

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