

---

A snapshot of a selection of items added to VOCEDplus

**AUGUST 2017**

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

---

---

*Fewer jobs will be lost to automation if people are able to reallocate their skills to tasks that require more 'human skills' such as complex analysis and social/emotional intelligence*

---

### **Creating the future workforce**

**Harnessing revolution: creating the future workforce / Ellyn Shook and Mark Knickrehm.**

[Place of publication not identified]: Accenture, 2017. 27 pages.

This paper argues that the Fourth Industrial Revolution will create winners and losers. The very concept of work is being redefined as different generations enter and exit the workforce amidst a rapidly changing technological landscape. Responsive and responsible leaders need to shape the workforce of tomorrow, today, which will require asking tough questions. How do we: Attract and develop the new talent we need? Scale and accelerate the pace of change? Make sure the people with us now don't get left behind? Secure the right amount and type of investment in our people to prepare them? This paper uses Accenture research to highlight and detail the actions needed by leaders to shape and prepare the workforce along the entire talent supply chain. These actions are: (1) accelerate reskilling people; (2) redesign work to unlock human potential; and (3) strengthen the talent pipeline from its source.

[Download the PDF](#)

---

*What are the most important skills needed to succeed in the workforce of the future? Which skills will be most difficult to teach at scale?*

---

### **The future of jobs and jobs training**

**The future of jobs and jobs training / Lee Rainie and Janna Anderson.**

Washington, District of Columbia: Pew Research Center, 2017. 94 pages.

As robots, automation and artificial intelligence (AI) perform more tasks and there is massive disruption of jobs, experts say a wider array of education and skills-building programs will be created to meet new demands. This report highlights two uncertainties: Will well-prepared workers be able to keep up in the race with AI tools? And will market capitalism survive? A central question about the future, then, is whether formal and informal learning structures will evolve to meet the changing needs of people who wish to fulfill the workplace expectations of the future. Pew Research Center and Elon's Imagining the Internet Center conducted a large-scale canvassing of technologists, scholars, practitioners, strategic thinkers and education leaders in 2016, asking them to provide their views on the likely future of workplace training. This report describes this research.

[Download the PDF](#)

---

*All countries could benefit from optimizing their deployment of female talent*

---

## Accelerating gender parity

**Accelerating gender parity in the Fourth Industrial Revolution: an agenda for leaders to shape the future of education, gender and work / World Economic Forum.**

Geneva, Switzerland: World Economic Forum, 2017. 15 pages.

This paper argues that the current moment offers a strategic win-win opportunity to proactively enhance gender equality and prevent widening gender and skills gaps. To navigate the uncertainties and new opportunities of the Fourth Industrial Revolution, all sectors need to increase diversity within their talent pools and their leadership. In order to make the most of this moment for improving business performance in high-growth sectors and supporting progress towards gender parity at all levels of employment, it is critically important to understand the barriers hindering parity across distinct sectors and job families and to harmonize strategies for effectively overcoming these hurdles. This paper explores the challenges and opportunities for enhancing gender parity in sectors likely to exhibit high growth in the context of the Fourth Industrial Revolution, and identifies key acceleration strategies by sector. Furthermore, it highlights examples of successful implementation through diverse and complimentary instruments to inspire action for rapid progress.

[Download the PDF](#)

## People, machines, robots and skills

**People, machines, robots and skills / European Centre for the Development of Vocational Training (Cedefop).**

Thessaloniki, Greece: Cedefop, 2017. 4 pages.

Technological unemployment is a recurring theme, but joblessness in the digital age will depend on human, not artificial, intelligence. It is important to understand the different ways technology is changing the world of work: job substitution, job creation and job transformation.

[Download the PDF](#)

## The future of jobs and skills in Africa

**The future of jobs and skills in Africa: preparing the region for the Fourth Industrial Revolution / Till Alexander Leopold, Vesselina Ratcheva, and Saadia Zahidi.**

Geneva, Switzerland: World Economic Forum, 2017. v, 19 pages.

Education and work in Sub-Saharan Africa will determine the livelihoods of nearly a billion people in the region and drive growth and development for generations to come. As one of the youngest populations in the world, it is imperative that adequate investments are made in education and learning that hold value in the labour market and prepare citizens for the world of tomorrow. In addition, as the global transformation of work unfolds in Africa, policymakers, business leaders and workers must be prepared to proactively manage this period of transition. This briefing is intended as a practical guide for leaders from business, government, civil society and the education sector to plan for the needs of the future and urgently address reforms needed to ensure that Africa's young people can harness the new opportunities that are coming their way.

[Download the PDF](#)

---

*Digital skills are among those most likely to be developed through non-formal and informal learning*

---



---

*It is predicted that 41% of all work activities in South Africa are susceptible to automation, as are 44% in Ethiopia, 46% in Nigeria and 52% in Kenya*

---

---

*The wellbeing of individuals, families and businesses depends on continued investment in workforce development programs*

---

## State-federal partnership on workforce development and training in the US

**The promise of the state-federal partnership on workforce development and training / National Governors Association, National Association of State Liaisons for Workforce Development Partnerships, and National Association of State Directors of Career Technical Education Consortium.**

Washington, District of Columbia: National Governors Association, 2017. 6 pages.

A skilled and productive workforce is critical for the economic vitality of the United States. However, the US currently faces several key labor market challenges: business leaders throughout the nation warn of a skills crisis due to the lack of qualified workers to fill the high-skilled jobs of tomorrow; many Americans have been excluded from recent economic gains, with wage growth that is still slow and unevenly distributed; and parents, youth and families are increasingly anxious about a future where the next generation of workers may not have the same opportunities to prosper as the one before. A major part of the solution to these challenges lies in effective and efficient state workforce development systems - diverse public-private partnerships between businesses, government, and education and training providers designed to ensure that individuals have the skills needed by businesses.

[Download the PDF](#)

---

*Wage inequality is low in Sweden but inequality has increased markedly since the early 1980s*

---

## The rising return to non-cognitive skill in Sweden

**The rising return to non-cognitive skill / Per-Anders Edin, Peter Fredriksson, Martin Nybom, and Björn Öckert.**

Bonn, Germany: IZA, 2017. 33 pages.

The authors examine the changes in the relative rewards to cognitive and non-cognitive skill during the time period 1992-2013. Using unique administrative data for Sweden, they document a secular increase in the returns to non-cognitive skill, which is particularly pronounced in the private sector and at the upper-end of the wage distribution. Workers with an abundance of non-cognitive skill were increasingly sorted into occupations that were intensive in: cognitive skill; as well as abstract, non-routine, social, non-automatable and offshorable tasks. Such occupations were also the types of occupations which saw greater increases in the relative return to non-cognitive skill. Moreover, the authors show that greater emphasis is placed on non-cognitive skills in the promotion to leadership positions over time. These pieces of evidence are consistent with a framework where non-cognitive, inter-personal, skills are increasingly required to coordinate production within and across workplaces.

[Download the PDF](#)



Prepared by Tracy Gamlin, Collections Librarian, Knowledge Management Branch, National Centre for Vocational Education Research (NCVER).

Feedback and questions to [tracy.gamlin@ncver.edu.au](mailto:tracy.gamlin@ncver.edu.au)

VOCEDplus is produced by NCVER with funding support from the Australian Department of Education and Training.



[Follow @VOCEDplus](#)

[www.voced.edu.au](http://www.voced.edu.au)