

A snapshot of a selection of items added to VOCEDplus

DECEMBER 2016 / JANUARY 2017

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Across nearly all industries, technological and sociodemographic changes are shortening the shelf life of workers' skill sets - regardless of their current competencies, workers will need to dynamically reskill throughout their working lives

Human potential in the fourth industrial revolution

Realizing human potential 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. 35 pages.

Three major trends are affecting how human capital is developed and deployed around the world: (1) globalisation and technology are accelerating job creation and destruction; (2) education and training systems, having remained largely static for decades, are not keeping pace with these shifts; and (3) outdated cultural norms and institutional inertia create roadblocks for half of the world's talent. These factors together exacerbate income inequality and fuel political and social turmoil. This White Paper lays out a common agenda for action on transforming education ecosystems, advancing the care economy and facilitating the transition to a new world of work.

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Apprenticeships are widely praised and appreciated as an effective means of training young people and transitioning them from school to work

Incentives for apprenticeship

Incentives for apprenticeship / Malgorzata Kuczera.

Paris, France: OECD, 2017. 49 pages.

While an apprenticeship is potentially very beneficial to students, employers and economies, many countries face difficulties in encouraging companies to provide apprenticeship places, and individuals to enter apprenticeship programmes. To encourage companies to provide apprenticeships, the government, and sometimes social partners, promote apprenticeships through a wide range of incentives, including financial incentives, such as subsidies and tax breaks, and non-financial incentives, such as adjustments in apprenticeship design to make it more attractive to employers. While financial incentives are common, their effect is often modest and depends on the amount of financial support and allocation criteria. Schemes that target specific sectors and are supported by social partners tend to be more successful. However, non-financial measures, which are often less costly than financial incentives, can also be helpful in increasing the provision of apprenticeships and merit further consideration.

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Skills policies should seek to: strengthen initial learning; anticipate and respond better to changing skill needs; increase the use of workers' skills; and improve incentives for further learning

ICT workforce and skills development is a critical issue for ensuring that Australia's digital economy continues to grow to its full potential over future years

Men are more likely to be over-skilled than women, whereas gender differences in under-skilling are minor

Skills for a digital world

Skills for a digital world / Organisation for Economic Co-operation and Development (OECD).

Paris, France: OECD, 2016. 4 pages.

This policy brief discusses how ensuring that everyone has the right skills for an increasingly digital and globalised world is essential to promote inclusive labour markets and to spur innovation, productivity and growth. Several types of skills are needed: technical and professional skills, including information and communication technology (ICT) specialist skills for workers who drive innovation and to support digital infrastructures and the functioning of the digital eco-system; ICT generic skills for workers and citizens alike to be able to use digital technologies; and ICT complementary 'soft' skills, such as leadership, communication and teamwork skills, required for the expanding number of opportunities for ICT-enabled collaborative work.

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Developing the digital workforce in Australia

Australia's digital pulse: developing the digital workforce to drive growth in the future / Deloitte Access Economics and Australian Computer Society.

Sydney, New South Wales: Deloitte Access Economics, 2016. 103 pages.

Australia's digital economy is expected to grow significantly over the coming years. This growth will be fuelled by new waves of technological developments. Existing technologies such as cloud services, social media and mobile devices will see growing uses in new industries, sectors and occupations. But a potentially larger source of future digital disruption will be the new technologies that are now emerging and their potential for commercial applications in the future - such as three dimensional (3D) printing in manufacturing, drones in the construction industry and driverless vehicles on mining sites. This report brings together a number of data sources in analysing the ICT skills that will be required of Australia's workforce in driving future growth and innovation.

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A new measure of skill mismatch

A new measure of skill mismatch: theory and evidence from PIAAC / Michele Pellizzari and Anne Fichen.

IZA journal of labor economics. Volume 6, number 1, 2017. 30 pages.

This paper proposes a new measure of skill mismatch to be applied to the recent OECD Survey of Adult Skills (PIAAC). The measure is derived from a formal theory and combines information about skill proficiency, self-reported mismatch and skill use. The theoretical foundations underlying this measure allow identifying minimum and maximum skill requirements for each occupation and to classify workers into three groups: the well-matched, the under-skilled and the over-skilled. The availability of skill use data further permits the computation of the degree of under- and over-usage of skills in the economy. The empirical analysis is carried out using the first round of data, allowing comparisons across skill domains, labour market statuses and countries.

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Even in countries aiming to support the rapid labour market integration of asylum seekers, the administrative obstacles remain huge, and often render the legal provisions void

From refugees to workers in the European Union

From refugees to workers: mapping labour-market integration support measures for asylum seekers and refugees in EU member states / Ivan Martin, Albert Arcarons, Jutta Aumuller, Pieter Bevelander, Henrik Emilsson, Sona Kalantaryan, Alastair MacIver, Isilda Mara, Giulia Scalettaris, Alessandra Venturini, Hermine Vidovic, Inge van der Welle, Michael Windisch, Rebecca Wolffberg, and Aslan Zorlu.

Gutersloh, Germany: Bertelsmann Stiftung, 2016. 58 pages (volume I) + 175 pages (volume II).

This study, produced by the Migration Policy Centre (MPC) at the European University Institute in Florence, sets out to provide a better understanding of the emerging challenges in policy targeting the labour market integration of refugees. Key questions examined include: What are the strategies and practices implemented in different European Union (EU) member states to facilitate access into employment? What is known about their effectiveness? What are good practices and lessons learned in different countries? The study is based on nine detailed country case studies of the following member states: Austria, Denmark, France, Germany, Italy, Netherlands, Spain, Sweden and the United Kingdom. Comprised of two volumes, the first contains a comparative analysis and policy findings. The second volume contains the literature review and detailed case studies.

Download the PDFs of [Volume I](#) and [Volume II](#)

Swiss apprentices' motivations and intentions

Do they intend to stay?: an empirical study of commercial apprentices' motivation, satisfaction and intention to remain within the learned occupation / Sarah Forster-Heinzer, Doreen Holtsch, Silja Rohr-Mentele, and Franz Eberle.

Empirical research in vocational education and training. Volume 8, number 16, 2016. 27 pages.

Commercial apprenticeship is the most commonly chosen type of apprenticeship within vocational education training in Switzerland. Both the Swiss economy and the training companies themselves benefit when apprentices remain within the occupation and company after their vocational education and training has ended. However, little is known about commercial apprentices' intention to remain and its development. The literature discusses learning motivation and (apprenticeship) satisfaction as important factors in the development of the intention to remain from both a theoretical and an empirical perspective. For this research study, 1,905 commercial apprentices participated in a standardised survey four times in total: at the beginning, at a halfway point during their apprenticeship, half a year before final examinations and two to three months before termination. It was found that a majority of commercial apprentices intend to remain within the learned profession after graduation (57.7 per cent).

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Almost one in five apprentices does not intend to remain within the commercial field



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