
A snapshot of a selection of items added to VOCEDplus

JULY 2018

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

This report shows the promise and potential benefits of a forward-looking and skills matching based perspective to reintegrating the unemployed

Vocational training and return to work in Europe

From long-term unemployment to a matching job: the role of vocational training in sustainable return to work / European Centre for the Development of Vocational Training (Cedefop).

Luxembourg: Publications Office of the European Union, 2018. 74 pages.

Skill deficits are a major bottleneck in sustainable activation of the long-term unemployed. Those managing to get back to work often end up in less complex and skill-intensive jobs and have fewer opportunities to develop their potential. Those long-term unemployed not successful in making a transition to work are likely to face even more severe and complex skill deficits, among other problems. This report makes the case for a more forward-oriented, skills matching approach to activation that aims at sustainable labour market reintegration. Drawing on evidence and diverse practices from around Europe and the views of practitioners and experts, it presents approaches that put sustainable skills matching centre stage. The report shows how at different steps of the journey towards a job - engagement, programme interventions, and job placement, matching and follow-up - innovative principles, policies and tools can make the return to work of the long-term unemployed a long-lasting outcome.

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The demand and supply of tertiary workers contribute to shaping their earnings advantage

Earnings advantage of a tertiary education in the OECD

How does the earnings advantage of tertiary-educated workers evolve across generations? / Organisation for Economic Co-operation and Development (OECD).

Paris, France: OECD, 2018. 6 pages.

The expansion of tertiary education has been accompanied by a decrease in the earnings advantage of tertiary-educated younger and older workers in many OECD and partner countries. Tertiary-educated workers reap the largest advantage in countries where few adults have completed tertiary education, such as Brazil, Costa Rica, Colombia and Mexico. Older tertiary-educated workers benefit from both their relative scarcity among their generation and their longer professional experience, resulting in a higher earning advantage than their younger counterparts. It is difficult to say whether younger tertiary educated workers will achieve the same earnings advantage over time that the older generation currently enjoys. However, a formal qualification is not the sole assurance of higher earnings: higher skills lead to positive financial outcomes across all educational attainment levels.

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Effective career guidance includes extensive engagement from people in work - employers, employees, trade unions, and professional bodies

Career guidance and employer engagement

Working it out: career guidance and employer engagement / Pauline Musset and Lucia Mytna Kurekova.

Paris, France: OECD, 2018. 91 pages.

Career and education decisions are amongst the most important young people make. Gender, ethnicity and socio-economic factors all strongly affect these choices. Career guidance is both an individual and a social good: it helps individuals to progress in their learning and work, but it also helps the effective functioning of the labour and learning markets, and contributes to a range of social policy goals, including social mobility and equity. This justifies the public investment in career guidance activities. Empirical evidence points towards career guidance services - in school and outside - having a formative influence on young people's understanding of themselves and the world of work, and can often improve educational, social and economic outcomes. As young people stay in education and training longer and as the labour market becomes more complex, the case for career guidance grows. But what makes for effective provision? This paper looks at the features of good career guidance practice, including the need for schools to begin early and the essential role of exposure to the world of work.

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Strong employment and social policies need to frame labour market developments if Europe wants to avoid an ever-widening gap between work-rich and work-poor people

Skills forecast identifies trends and challenges for Europe

Less brawn, more brain for tomorrow's workers / European Centre for the Development of Vocational Training (Cedefop).

Thessaloniki, Greece: Cedefop, 2018. 4 pages.

This skills forecast identifies parallel and contradictory trends and challenges. Work environments in the near future are expected to feature more autonomy, less routine, more use of ICT, reduced physical effort and increased social and intellectual tasks. Labour market skill needs will be shifting, and workers will have to supply new skills to match changing needs. An ageing workforce, overqualification and job polarisation at the top and bottom of the skills scale will be some of the key challenges of the next decade, calling for action now. Strong policy responses will be needed to boost labour market participation rates and employment outcomes of specific demographic groups and foster longer working careers, including lifelong learning policies.

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Many organisations are designing workforce development services for immigrant workers and helping them address their barriers to participation

Upskilling the immigrant workforce in the US

Upskilling the immigrant workforce to meet employer demand for skilled workers / Hamutal Bernstein and Carolyn Vilter.

Washington, District of Columbia: Urban Institute, 2018. xi, 57 pages.

Immigrants make up one out of six workers in the United States. They are an often overlooked but vital part of local economies and should be a part of local workforce development strategies. This report examines the size and characteristics of the immigrant workforce and explores key strategies that organisations in three cities (Dallas, Miami and Seattle) are using to support training this population.

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Understanding the effect of VET skills on employment and wages is important

Occupational skills, wages and employment in Switzerland

Wages and employment: the role of occupational skills / Esther Mirjam Girsberger, Miriam Rinawi and Matthias Krampf.

Bonn, Germany: IZA, 2018. 40 pages.

How skills acquired in vocational education and training (VET) affect wages and employment is not clear. The authors develop and estimate a search and matching model for workers with a VET degree. Workers differ in interpersonal, cognitive and manual skills, while firms require and value different combinations of these skills. Assuming that match productivity exhibits worker-job complementarity, the authors estimate how interpersonal, cognitive and manual skills map into job offers, unemployment and wages. They find that firms value cognitive skills on average almost twice as much as interpersonal and manual skills, and they prize complementarity in cognitive and interpersonal skills. The average return to VET skills in hourly wages is nine per cent, similar to the returns to schooling. Furthermore, VET appears to improve labour market opportunities through higher job arrival rate and lower job destruction. Workers thus have large benefits from acquiring a VET degree.

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The Princeton University Preparatory Program may have helped some students attend college who may otherwise not have done so

College access program alumni in the US

College access program alumni reflect on their experiences in the program and its impact on their skills and college outcomes / Catherine M. Millett, Stephanie R. Saunders and Marisol J. C. Kevelson.

Princeton, New Jersey: Educational Testing Service, 2018. 64 pages.

An evaluation of the Princeton University Preparatory Program (PUPP), a college access program for low-income and high-achieving public high school students, yielded favourable findings regarding the perceptions of program alumni. PUPP Alumni Survey respondents (N = 126) reported that PUPP had positively impacted their development of academic and social-emotional skills and their knowledge of college admissions and financial aid application processes and that they attended and graduated from college, including selective colleges, after completing PUPP. Some PUPP alumni believe that the program made college attendance a reality for them, while others believe PUPP enabled them to attend a more selective college than they otherwise would have. Although alumni were not immune from continued challenges, both financial and academic, during college, they tended to attribute their college enrolment and graduation successes at least in part to the personalised supports and resources PUPP provided.

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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

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