
A snapshot of a selection of items added to VOCEDplus

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Transferable cross-sector skills are critical for ensuring Australia's workforce can adapt to the ever-changing environment

Industry skills insights in Australia

National industry insights report: national overview / Australian Industry and Skills Committee (AISC).

Canberra, Australian Capital Territory: Department of Education and Training, 2018. 69 pages.

This overview provides high-level analysis of industry skills needs, and the factors and trends affecting the demand for skills at a national and cross-industry level. The overview draws on Industry Reference Committee (IRC) 2017 Skills Forecasts and Proposed Schedules of Work and supports identification of training package review and development work including opportunities for reform. It links the cross-industry analysis on skills needs with the activities and initiatives of the Australian Industry and Skills Committee and its network of Industry Reference Committees. The top five key priority skills identified most frequently by industry are: Industry and occupation skills; Digital skills; Leadership and management skills; Business and compliance skills; and Collaboration skills.

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Training levies are important tools to provide a pool of funding which can contribute to the advancement of human capital

Private sector contribution to funding skills development

Funding skills development: the private sector contribution / United Nations Educational, Scientific and Cultural Organization (UNESCO).

Paris, France: UNESCO, 2018. 129 pages.

The international community has adopted a framework for action, 'Education 2030 Agenda', which devotes considerable attention to technical and vocational skills development, with the aim to improve access, enhance relevance and eliminate gender disparity. Mobilising the means for such an ambitious skills agenda is crucial. This publication takes stock of recent developments regarding the mobilisation of private sector resources. The publication begins with an analysis of international trends in financing technical and vocational education and training (TVET) with particular focus on levies schemes and training funds. It then presents a methodology to evaluate the potential of private sector investment in TVET in countries that have adopted levies schemes, illustrated by three country case studies in Cyprus, the Dominican Republic and Senegal. Finally, the publication demonstrates how the levy base/rate directly impacts upon the amount of revenue able to be raised.

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Worldwide, hundreds of millions of young people and adults have not had the opportunity to acquire foundational skills through sufficient basic schooling of adequate quality

Recognition, validation and accreditation as a foundation of lifelong learning

Recognition, validation and accreditation of youth and adult basic education as a foundation of lifelong learning / Mark Ravenhall.

Hamburg, Germany: UNESCO Institute for Lifelong Learning, 2018. 33 pages.

Since its 2005 General Conference, UNESCO has supported the recognition, validation and accreditation (RVA) of the outcomes of nonformal and informal learning for youth and adults and acknowledged the importance of RVA in the development of lifelong learning systems. Globally, the scale of need is enormous. There are significant challenges in integrating the recognition, validation and accreditation of the outcomes of non-formal and informal learning at the basic education level into existing RVA systems and in enabling young people and adults without basic education to complete such processes successfully. This report summarises the research and policy dialogue of an international expert group invited by UNESCO to three meetings in 2016. It focuses on three themes - principles, policy and practice - and provides examples of how the issue is being approached across the world. It offers 12 conclusions, based on the evidence considered by the expert group, and proposes a number of key messages.

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The African continent has made significant advances in education by embracing the concept of learning throughout life and by putting good practices into action

Lifelong learning in Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania

Promoting lifelong learning for all: the experiences of Ethiopia, Kenya, Namibia, Rwanda and the United Republic of Tanzania / edited by Daniele Vieira do Nascimento and Raúl Valdés-Cotera.

Hamburg, Germany: UNESCO Institute for Lifelong Learning, 2018. 58 pages.

This report is an outcome of a project supporting the promotion of lifelong learning for all in selected African countries. The project aims to increase the capacity of policy-makers and researchers to develop national policies and strategies that will establish lifelong learning systems in Africa, ultimately contributing to the 2030 Agenda for Sustainable Development. This publication showcases the advancements made by five African countries in promoting and implementing lifelong learning. This continuous assessment and review of the countries' progress can help monitor the reforms and developments taking place, and can contribute to the sharing of promising practices. The four main sections of the report include: an introduction with the background to and methodology of the study; the origin, essence and benefits of lifelong learning; a compendium of good practices in promoting lifelong learning for all; and a conclusion comprising reflections on how progress can be accelerated in the region as well as potential collaboration opportunities with the UNESCO Institute for Lifelong Learning (UIL). Attempts to implement lifelong learning concepts in the five African countries have seen mixed results, but advancements are being made. It is hoped that this synthesis report will help foster the exchange of successful practices among the countries and the further development of lifelong learning policies and strategies across the African continent.

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Observers regularly fall prey to bouts of either optimistic or pessimistic views on the future of work

The future of work

The future of work: a literature review / Thereza Balliester and Adam Elsheikhi.

Geneva, Switzerland: ILO, 2018. 54 pages.

An enormous amount of literature has emerged over the last few years in the context of the 'future of work'. However, despite a growing body of research in this area, there exists no universally accepted definition of what exactly the 'future of work' encompasses and what the most relevant drivers are. Accordingly, there is a vast variety of themes and methods covered by the literature on the future of work. Few papers cut across a multi-dimensional analysis of the different potential drivers of change. This literature review provides a systematic and synoptic overview of topics discussed under the umbrella of the 'future of work'. It not only highlights the trends of the most important drivers as discussed in existing studies, it also defines what the expected outcomes of the future of work might be. The review first devises a structure based on key labour market dimensions and then categorises findings from the literature conditioned on such dimensions. It also contains an assessment on the coverage of the studies on the future of work and perceived limitations and thematic gaps.

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The Australian Qualifications Framework is very widely used across the Australian tertiary sector and is generally accepted as a useful instrument with both national and international benefits

Review of the Australian Qualifications Framework

Contextual research for the Australian Qualifications Framework review: final report / PhillipsKPA.

Canberra, Australian Capital Territory: Department of Education and Training, 2018. 209 pages.

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. In the 2017-18 budget, the Australian Government announced a review of the AQF, to be completed by mid-2019. The review will ensure that the AQF continues to meet the needs of students, employers, education providers and the wider community. The AQF was last thoroughly reviewed between 2009-2011. Since then there have been: technological advances in education delivery, increased uptake of sub-qualifications, and changes to standard international practice related to qualifications frameworks. PhillipsKPA was contracted to provide contextual research for the review, related to international qualifications frameworks and domestic use of the AQF. This report describes the process and findings of the contextual research for the AQF.

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