
A snapshot of a selection of items added to VOCEDplus

MARCH 2018

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

Close to one in two jobs are likely to be significantly affected by automation, based on the tasks they involve

Automation, skills use and training in OECD countries

Automation, skills use and training / Ljubica Nedelkoska and Glenda Quintini.

Paris, France: OECD, 2018. 119 pages.

This study focuses on the risk of automation and its interaction with training and the use of skills at work. The paper estimates the risk of automation for individual jobs based on the Survey of Adult Skills (PIAAC). The analysis improves on other international estimates of the individual risk of automation by using a more disaggregated occupational classification and identifying the same automation bottlenecks emerging from the experts' discussion. Hence, it more closely aligns to the initial assessment of the potential automation deriving from the development of Machine Learning. Furthermore, this study investigates the same methodology using national data from Germany and United Kingdom, providing insights into the robustness of the results. The risk of automation is estimated for the 32 OECD countries that have participated in the Survey of Adult Skills (PIAAC) so far. Beyond the share of jobs likely to be significantly disrupted by automation of production and services, the accent is put on characteristics of these jobs and the characteristics of the workers who hold them. The risk is also assessed against the use of ICT at work and the role of training in helping workers transit to new career opportunities.

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New digital technologies should be used more decisively to achieve the goal of gender equality

Labor market opportunities for women in the digital age

Labor market opportunities for women in the digital age / Christiane Krieger-Boden and Alina Sorgner.

Kiel, Germany: Kiel Institute for the World Economy, 2018. 8 pages.

Digitalisation offers a variety of opportunities for female empowerment and for a more equal female participation in labor markets, financial markets, and entrepreneurship. Women's often superior social skills represent a comparative advantage in the digital age, and this is particularly so when social skills are complemented with higher education and advanced digital literacy. However, the same barriers and deficits that obstruct women's current advancement in many countries may deprive them from many beneficial opportunities in the digital age, including new entrepreneurial opportunities. Major efforts by policy makers are required to invalidate these barriers.

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Individuals come from a variety of backgrounds, with a range of differing experiences and skillsets, and find themselves undertaking gig economy work for a diverse range of reasons

In 2016, the average NEET rate in Canada was 6.3% for youth aged 15 to 19, which was very similar to the OECD average of 6.1%

Schools and colleges should do more to challenge gender stereotypes and broaden the aspirations of young women who are thinking about apprenticeships

The experiences of individuals in the gig economy

The experiences of individuals in the gig economy / Andrea Broughton, Rosie Gloster, Rosa Marvell, Martha Green, Jamal Langley and Alex Martin.

London, England: Department for Business, Energy and Industrial Strategy, 2018. 108 pages.

This research uses 150 interviews to look at several aspects of the gig economy and the experiences of individuals within it: motivations for working in the gig economy; experiences of working in the gig economy; pay and conditions; employment rights; skills and training; main perceived advantages and disadvantages; and future plans.

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The transition from school to work in Canada

The transition from school to work: the NEET (not in employment, education or training) indicator for 15 to 19 year olds in Canada / Statistics Canada.

Ottawa, Ontario: Statistics Canada, 2018. 13 pages.

This fact sheet explores the education and labour market situation of young Canadians aged 15 to 19. In this paper the authors find that: (1) the proportion of 15 to 19 year old Canadians who are not in employment, education or training (NEET) has fallen over time; (2) in general, countries with lower NEET rates for this age group tend to have a higher typical age of high school graduation; (3) the 15 to 19 year old group is a heterogeneous one with younger Canadians aged 15 and 16 being much more likely to be in school; and (4) there was very little provincial variation in terms of NEET rates that was statistically significant in 2016.

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Teenage apprenticeship recruitment in the UK

Teenage apprenticeships: converting awareness to recruitment / Elnaz T. Kashfepakdel and Jordan Rehill.

London, England: Education and Employers, 2018. 47 pages.

Recent UK government figures have shown that despite the overall number of apprenticeships increasing, the number of under 19s starts have stagnated at around 20 per cent. This project explores the characteristics of schools and individuals who buck the trend and asks: What distinguishes schools which guide significant numbers of pupils into apprenticeships from those which do not? What distinguishes young people who express an interest in apprenticeships in their mid-teens and go on to secure one from those who do not? The report collates evidence from contemporary research literature and governmental reports as well as new quantitative data sources, and in doing so provides new evidence to schools and colleges seeking to optimise their apprenticeship guidance provision and improve the chances of young people making a smooth transition into apprenticeships. Whilst a long-lasting and sustainable strategy is needed to change the way apprenticeships are viewed by schools/colleges, parents and pupils, effective best practice can help to bridge this gap in the interim and go some way to increasing the percentage of school leavers starting apprenticeships.

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The most common approach to integrating literacy and numeracy was to deliver standalone classes alongside the programme (the discrete model)

PIAAC has highlighted that there are large numbers of youth in some countries with low skills

Young people with special needs face additional barriers to successful participation in education, training and employment and in making their transition into sustainable livelihoods

Integrating literacy and numeracy in further education and training in Ireland

Integrating literacy and numeracy: final report / ICF Consulting Services.

Dublin, Ireland: SOLAS, 2018. xiii, 64 pages.

SOLAS commissioned ICF Consulting Services to examine the delivery of integrated literacy and numeracy (ILN) in Further Education and Training (FET). The purpose of the study was to explore the benefits and challenges associated with integrated approaches, the extent of existing practice and evidence of impact. The research comprised three primary tasks: a comprehensive review of international and national literature on effective approaches to integrating literacy and numeracy and its impact on FET providers and learners; interviews with all 16 Education and Training Boards and 11 stakeholders involved in the delivery of ILN; and 16 case studies showcasing different approaches to integrating literacy and numeracy in FET programmes.

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Skills for the 21st century

Skills for the 21st century: findings and policy lessons from the OECD Survey of Adult Skills / John P. Martin.

Paris, France: OECD, 2018. 33 pages.

The OECD Survey of Adult Skills is the jewel in the crown of its Programme for the International Assessment of Adult Competencies (PIAAC). This paper argues that the findings and policy lessons from the project to date justify the high hopes which were placed in PIAAC when detailed planning for the project began in 2003. First, it presents a brief recap of PIAAC and its two predecessor international skills surveys. Second, it outlines the main themes which have been investigated to date using data from PIAAC. Third, the main findings and policy lessons drawn from PIAAC are highlighted. Finally, looking forward to the second cycle of PIAAC, for which planning is now underway, the paper suggests some priority areas for improvement to the survey design in order to add to its analytical usefulness and enhance its utility to policy makers.

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Focus on... Outcomes of youth employability initiatives

Across the world, skills training, career guidance and other targeted initiatives aim to help young people gain the skills and knowledge they need to attain employment. While these initiatives are created with the best of intentions, it is imperative that they are evaluated to determine if they deliver the intended outcomes. The latest *Focus on...* page on the VOCEDplus website presents a sample of research that evaluates the outcomes of various initiatives.

[Read it online](#)



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