
A snapshot of a selection of items added to VOCEDplus

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Despite decades of attempts to increase the participation of women in electrical trades, participation has not risen

Women in electrical trades in Australia

Perfect for a woman: increasing the participation of women in electrical trades / Anne Jones, Berwyn Clayton, Naomi Pfitzner and Hugh Guthrie.

Melbourne, Victoria: Victoria University, 2017. 61 pages.

This report suggests a new approach to increasing the participation of women in electrical and other traditionally male trades. It is based on a fresh look at the relevant literature, previous commissioned research work by the research team and on their recent study into the participation of women in electrical and electrotechnology trades. Stakeholders in the electrical and electrotechnology industry including tradeswomen's networks, employers, unions, other industry organisations, have initiated actions to increase the participation of women in electrical trades. Despite these efforts, the number of women in training for electrical trades has not risen above two per cent in the last ten years. The purpose of this work is to assist industry stakeholders to increase the participation of women in electrical trades roles and, potentially, to develop a knowledge base that other industries seeking to decrease occupational gender segregation may use.

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68% of surveyed Europeans think that vocational education at the upper secondary stage has a positive image in their country

Public opinion of VET in the European Union

Cedefop European public opinion survey on vocational education and training / European Centre for the Development of Vocational Training (Cedefop).

Luxembourg: Publications Office of the European Union, 2017. 125 pages.

In shaping effective vocational education and training (VET) policies, the opinions of citizens, the end-users in VET policies, are no less important than facts or statistics. This is why Cedefop launched its first opinion survey on VET in 2016 to know more about the perception of European Union (EU) users and non-users on a wide range of topics related to VET. A total of 35,646 face-to-face interviews were conducted with citizens of the Member States. The survey provides an unprecedented perspective on EU citizens' opinions on awareness, attractiveness, experience and effectiveness of VET in the EU.

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The degree to which the fourth industrial revolution will truly change our lives is subject to conjecture and debate

The fourth industrial revolution and international migration

The fourth industrial revolution and international migration / Fiona McKenzie.

Sydney, New South Wales: Lowy Institute for International Policy, 2017. 19 pages.

Technology, globalisation, and digitalisation are having a tremendous impact on education, employment, family, and migration globally. Termed the 'fourth industrial revolution', the digital revolution consists of developments in information technologies combined with robotisation, automation of tasks, the internet of things, and a host of other advances in diverse areas such as manufacturing, transport, surveillance, and biotechnology. Every year, more and more people are working remotely, on a flexible part-time basis, and for more than one employer. Increasingly, this is without national boundaries, particularly in highly skilled roles and innovative sectors. At the same time, many 'traditional' jobs and organisations are likely to become increasingly globalised and fluid as people move from one country to another. This working paper explores the changing nature of work and what this means for government, employers, and workers. In particular, it focuses on the implications of digitalisation for skilled migration in high-income countries such as Australia.

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Skills anticipation in Europe

Skills anticipation: looking to the future / European Centre for the Development of Vocational Training (Cedefop).

Thessaloniki, Greece: Cedefop, 2017. 4 pages.

Skills anticipation can be a powerful policy tool for decision-making. Individuals would benefit greatly from knowing what type of education and training to follow; enterprises would know the skills they need; and policy-makers could adapt education and training systems to new skill needs.

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Better apprenticeships in the UK

Beyond the numbers: incentivising and implementing better apprenticeships / Louise Ryan and Magdolna Lorinc.

Sheffield, England: University of Sheffield, 2017. 4 pages.

Through the apprenticeship levy that came into effect on 6 April 2017, the government plans to raise £3 billion a year by 2021-22. This is the highest investment in real terms ever made for apprenticeships. Poor implementation could undermine the key benefits of this investment, in particular the quality of training, the school support and levels of pay, all of which remain a key challenge to providing better apprenticeships. This policy briefing helps address this concern by offering practical ways to overcome residual negative stereotypes about apprenticeships and to ensure that young people get into high-quality training schemes leading to good employment opportunities and skills that meet employer needs.

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The extent to which skills anticipation findings can influence individuals' and policy-makers' decisions, depends on establishing effective skills governance

There is a need for a culture shift in the UK so that apprenticeships achieve a change of image and are valued as high quality training amongst a wide range of students

People need to develop a transferable skillset over a lifetime to be able to participate fully in their society

Education at a glance 2017

Education at a glance 2017: OECD indicators / Organisation for Economic Co-operation and Development (OECD).

Paris, France: OECD, 2017. 452 pages.

This annual publication provides data on the state of education around the world. These indicators can be used to assist governments in building more effective and equitable education systems. The 2017 edition presents a new focus on fields of study, investigating both trends in enrolment at upper secondary and tertiary level, student mobility, and labour market outcomes of the qualifications obtained in these fields. The publication also introduces for the first time a full chapter dedicated to the Sustainable Development Goals, providing an assessment of where OECD and partner countries stand on their way to meeting the SDG targets. Finally, two new indicators are developed and analysed in the context of participation and progress in education: an indicator on the completion rate of upper secondary students and an indicator on admission processes to higher education. The report covers all 35 OECD countries and a number of partner countries (Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Lithuania, the Russian Federation, Saudi Arabia and South Africa).

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From the moment students step foot on the college campus, there are opportunities to link their education to their eventual career pathways

Learning and working in the US

Learning to work, working to learn / Jaimie M. Francis and Marie Rush.

Washington, District of Columbia: US Chamber of Commerce Foundation, 2017. 16 pages.

Newly minted graduates are inevitably questioned on their next steps: What job do you have lined up? How will you use what you learned? A more general question that can be posed to society is how do we set students up for success so that they can complete degree programs that lead to promising career pathways? The business community has a vested interest in providing meaningful experiences for students that better connect their education with the workforce. Although corporate social responsibility has its place, companies with unfilled job openings, turnover and retention issues, and high costs of hiring are motivated by the bottom line to make young people aware of opportunities in their companies or industries. Employers are more likely to sustain engagement with institutions of higher education and expand opportunities to more students once a return on investment (ROI) has been realized. This publication showcases promising examples of business-higher education partnerships that embed career development throughout a student's college experience and treat both students and employers as customers.

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