

A snapshot of a selection of items added to VOCEDplus

OCTOBER 2016

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

*Education and training
alone cannot solve skill
mismatch*

Skill shortage and surplus occupations in Europe

Skill shortage and surplus occupations in Europe / European Centre for the Development of Vocational Training (Cedefop).

Thessaloniki, Greece: Cedefop, 2016. 4 pages.

This brief paper provides insights into which occupations are in high demand in Europe and why. Mismatch priority occupations (MPOs) are those for which a critical shortage, or surplus, has important implications for national economies and for education and training. Cedefop uses a range of indicators that uncover skill mismatches in the labour market and these are combined with qualitative insights from national experts. MPOs for each member state have been identified. Reasons for shortages and surpluses along with strategies used by member states to tackle these issues are outlined. Recommendations are made for making better use of the existing labour supply.

[Download the PDF](#)

*While 40 per cent of
trainees expressed
disappointment at giving up
on their qualification, a
similar proportion felt
relieved that they had
stopped training*

Non-completion of industry qualifications in New Zealand

Learning, life and work: understanding non-completion of industry qualifications / Anne Alkema, Heather McDonald and Nicky Murray.

Wellington, New Zealand: Ako Aotearoa (National Centre for Tertiary Teaching Excellence), 2016. 59 pages (report) + 2 pages (summary) + 18 pages (literature scan).

This project aimed to explore the factors that are associated with apprentices and industry trainees at levels 3 and 4 not completing their qualification. The Industry Training Federation (ITF) and a consortium of all 12 industry training organisations (ITOs) explored the reasons why some industry trainees do not complete their qualifications. One hundred and fourteen non-completing industry trainees and apprentices were interviewed about their reasons for and the factors that contributed to the non-completion of their qualifications. A literature scan was also undertaken to gain an understanding of the issues associated with non-completion of apprenticeships/workplace qualifications, and to get an understanding of common themes across countries. The research found that non-completion involves a complex mix of factors. It is the interplay between the system, the employer and the individual trainee that leads to the success or otherwise of workplace-based training.

[Download the PDFs](#)

Programs that integrate multiple interventions are more likely to succeed because they are better able to respond to the different needs of beneficiaries

Youth employment programs and labour market outcomes

Do youth employment programs improve labor market outcomes?: a systematic review / Jochen Kluve, Olga Susana Puerto, David A. Robalino, Jose M. Romero, Friederike Rother, Jonathan Stoterau, Felix Weidenkaff and Marc Witte.

Bonn, Germany: IZA, 2016. 68 pages.

This study reviews the evidence on the impact of youth employment programs on labour market outcomes. The analysis looks at the effectiveness of various interventions and the factors that influence program performance including country context, targeted beneficiaries, program design and implementation, and type of evaluation. The authors identify 113 counterfactual impact evaluations covering a wide range of methodologies, interventions, and countries. Overall, the authors find that just more than one-third of evaluation results from youth employment programs implemented worldwide show a significant positive impact on labour market outcomes - either employment rates or earnings. In general, programs have been more successful in middle- and low-income countries; this may be because these programs' investments are especially helpful for the most vulnerable population groups - low-skilled, low-income - that they target. Moreover, in middle and low income countries, skills training and entrepreneurship programs seem to have had a higher impact. In high-income countries, the role of intervention type is less decisive - much depends on context and how services are chosen and delivered, a result that holds across country types.

[Download the PDF](#)

Across Europe, some apprenticeship systems are employment-based, whereas others are rooted in education and training and/or more school-based

Cost-effectiveness of apprenticeship schemes in Europe

The cost-effectiveness of apprenticeship schemes: making the business case for apprenticeships / Alexandra Costa Artur, Candida Soares, Krista Loogma, Keith Brumfitt and Alexander Krauss.

Brussels, Belgium: BusinessEurope, 2016. 66 pages.

The European Union (EU) youth unemployment rate is more than double the overall unemployment rate. There is strong evidence that well-functioning apprenticeship systems can simultaneously help to meet enterprise skills needs and ease the transition from education and training into employment. This report has been prepared to present the findings of the employer-led project on the cost-effectiveness of apprenticeship schemes. The assumption behind the project is that the involvement of companies and employer organisations in apprenticeship schemes is an effective way of identifying and meeting skills needs in the labour market. It also looks at the broader benefits that apprenticeships bring for enterprises. Bringing together these two aspects, it considers the potential reforms that are needed to make systems more cost-effective to increase employer engagement. The project focused on 15 'target countries': Bulgaria; Czech Republic; Estonia; Finland; France; Greece; Hungary; Ireland; Italy; Latvia; Poland; Portugal; Slovakia; Spain; and UK. It has also drawn on the experience of those countries that have well established apprenticeship systems: Austria, Denmark, Germany, the Netherlands and Switzerland.

[Download the PDF](#)

Assessment requirements must be made clear to ensure everyone involved understands what is expected for trainees to undertake and complete their qualifications

On-job assessment for industry training in New Zealand

Principles of on-job assessment for industry training / Anne Alkema and Heather McDonald.

Wellington, New Zealand: Ako Aotearoa (National Centre for Tertiary Teaching Excellence), 2016. 19 pages (report) + 4 pages (summary).

A consortium of New Zealand industry training organisations (ITOs) - ServiceIQ, BCITO, Primary ITO, The Skills Organisation, and Competenz - undertook an evidence-based review of assessment practices in industry training to identify models of 'good practice'. The research found that the workplace provides an authentic context for learning and as such provides a genuine context for assessing the progress, skills, knowledge and competencies of trainees. It provides opportunities for on-job assessment that are fair, valid, feasible to undertake and not overly onerous for trainees, employers or ITOs. Also, that on-job assessment provides opportunities for trainees to demonstrate and/or gather evidence about what they have done and then present this in a way that attests to their ongoing learning, progress and competence. A further key finding was that there is no single model for 'on-job' assessment. Rather ITOs adapt a principles-based approach to suit the needs of their trainees, employers and industries. These principles highlight the need for those in the assessment process to know what is happening, what is required of them, and how to do it. The four principles of assessment are as follows: (1) ITOs and workplaces have a clear purpose for assessment and work together; (2) ITOs' assessment structures and systems support learning, skill acquisition and qualification completion; (3) good assessment requires appropriately recruited, trained and professionally developed people; and (4) moderation contributes to the validity and reliability of assessment decisions.

[Download the PDFs](#)

Estimating the success of community colleges is made complicated by the heterogeneity of their students and the multitude of their educational objectives

The returns to education at community colleges in the US

The returns to education at community colleges: new evidence from the Education Longitudinal Survey / Dave E. Marcotte.

Bonn, Germany: IZA, 2016. 26 pages.

Community colleges have long been recognised for their potential in providing access to post-secondary education for students of limited means. The author studies the experiences of the Education Longitudinal Study (ELS) cohort, which graduated from high school and began studying in community colleges at the start of the Great Recession, and who began their working careers in the years after. The experiences of this cohort are important in their own right, since they provide insight into the experiences of American workers during and after one of the largest economic downturns in modern history. Moreover, this paper will provide insight into the role post-secondary education plays in shaping economic security more generally.

[Download the PDF](#)



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

VOCEDplus is produced by NCVER with funding support from the Australian Department of Education and Training.



[Follow @VOCEDplus](#)

www.voced.edu.au