
A snapshot of a selection of items added to VOCEDplus

SEPTEMBER 2018

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

We will need a universal education system that is available to all Australians at any stage of their lives

A new vision for Australia's education and skills system

Future-proof: Australia's future post-secondary education and skills system / Business Council of Australia.

Melbourne, Victoria: Business Council of Australia, 2018. 61 pages.

Following the launch of the discussion paper [Future-proof: protecting Australians through education and skills](#), the Business Council of Australia initiated a national consultation process to work through its reform proposals. Feedback from the consultation informed this reform plan. The plan recommends a shift from a provider-centred system to a learner- and employer-centred system, underpinned by infrastructure enabling ease of navigation and access for individuals and employers. This infrastructure would consist of: (1) a guidance and information system that allows individuals to identify their strengths and interests and relevant industries or career paths, and the right education and training options to support them on that path; (2) a funding model that ensures individuals and employers can access knowledge and skill development when they need them, from the right provider; and (3) a system that allows an individual to produce a record of their skills and knowledge development, regardless of where the skills and knowledge were developed.

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Skill recognition can shorten the path to a qualification, reducing costs for learners

Formal recognition for vocational skills acquired through work-based learning

Making skills transparent: recognising vocational skills acquired through workbased learning / Viktoria Kis and Hendrickje Catriona Windisch.

Paris, France: OECD, 2018. 78 pages.

This paper looks at the importance of mechanisms that give formal recognition to vocational skills acquired through work-based learning and how such mechanisms might be developed. It describes how skill recognition can benefit individuals, employers and society as a whole, and identifies in which contexts skill recognition has the highest potential to bring benefits. The focus is on three tools that are commonly used to shorten the path to a formal qualification: admission into a programme, reduced programme duration and qualification without a mandatory programme. For each of these tools, this paper sets out country approaches, discusses common challenges that arise in their implementation and advances policy messages to support policy design and implementation.

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Users with low levels of skills and literacy, more than other users, need support when learning to use digital solutions

The most prevalent reason stated for struggling to recruit was a high level of competition in the area, followed by the failure of the UK education system to create the skills needed

Technology carries the capacity to create more satisfying, creative and less dangerous jobs, and its implementation is to be pursued through the prism of hope, aspiration and fairness

Digital inclusion for low-skilled and low-literate people

A landscape review: digital inclusion for low-skilled and low-literate people / Ronda Zelezny-Green, Steven Vosloo and Gráinne Conole.

Paris, France: UNESCO, 2018. 117 pages.

Digital technologies are fundamentally changing the way people live and work, learn and socialise today. However, still 750 million adults in the world, including 102 million youth, lack the basic literacy skills needed to fully participate in increasingly digitised societies and economies. As part of the UNESCO-Pearson Initiative for Literacy: Improved Livelihoods in a Digital World, this landscape review draws on 32 projects to examine and highlight how inclusive digital solutions can help people with low skills and low literacy levels use technology in a way that supports skills development and, ultimately, improves livelihoods.

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Skilled people needed for the future in the UK

People power: does the UK economy have the skilled people it needs for the future? / City and Guilds.

London, England: City & Guilds Group, 2018. 51 pages.

This report combines a survey of more than 1,000 C-Suite employers in the UK, with data and analysis of the British economy, to raise a number of important issues about skills challenges facing employers and how they can be tackled. This research aims to give some context and pointers to where future demand is likely to be, so that those currently grappling with these issues can have a more solid basis for doing so. It also provides practical recommendations for employers, Government and the education sector to help combat skills gaps and shortages.

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The future of work and workers in Australia

Hope is not a strategy: our shared responsibility for the future of work and workers / Select Committee on the Future of Work and Workers.

Canberra, Australian Capital Territory: Parliament of Australia, 2018. xii, 165 pages.

In October 2017 the Senate established the Select Committee on the Future of Work and Workers to inquire and report on the impact of technological and other change on the future of work and workers in Australia, with particular reference to: (a) the future earnings, job security, employment status and working patterns of Australians; (b) the different impact of that change on Australians, particularly on regional Australians, depending on their demographic and geographic characteristics; (c) the wider effects of that change on inequality, the economy, government and society; (d) the adequacy of Australia's laws, including industrial relations laws and regulations, policies and institutions to prepare Australians for that change; and (e) international efforts to address that change. This report sets out the key issues raised in evidence before the Committee and makes several recommendations designed to support the Australian government in preparing and committing to a long-term plan to prepare Australian workers, business and the economy for coming technological change.

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The importance of minority serving institutions to individual students, families, communities, and the economy of the United States cannot be overstated

Minority serving institutions and upward mobility in the US

Minority serving institutions as engines of upward mobility / Lorelle L. Espinosa, Robert Kelchen and Morgan Taylor.

Washington, District of Columbia: American Council on Education, 2018. 19 pages.

Minority serving institutions (MSIs) play an integral role in the education of students from low-income families and communities of colour where educational attainment is disproportionately low and income mobility can be stagnant. With a commitment to serve the nation and their surrounding communities, MSIs are engines of upward mobility for millions of students and play this role even while the majority of MSIs are at a financial resource disadvantage when compared to non-MSIs. The analysis in this brief uses newly released Equality of Opportunity Project data to examine the upward income mobility of students who attended MSIs compared to students who did not. Overall, the authors found that MSIs propel their students from the bottom to the top of the income distribution at higher rates than do non-MSIs. These findings shed important light on the value of MSIs as a viable path up the economic ladder for millions of students and reinforce the value proposition of higher education as a path to greater prosperity for individuals, families, and whole communities.

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Earnings differentials of older versus younger apprentices in the UK

Labour market outcomes of older versus younger apprentices: a comparison of earnings differentials / Steven McIntosh and Damon Morris.

London, England: Centre for Vocational Educational Research, London School of Economics and Political Science, 2018. 38 pages.

Over the last decade, there has been a large increase in the number of individuals completing an apprenticeship, with the growth in numbers particularly strong amongst those aged 25+ when starting their apprenticeship. This paper analyses the earnings differentials of those who complete their apprenticeship, relative to those who start an apprenticeship at the same level but do not complete. The differentials are estimated using a difference-in-differences framework, thus controlling for differences between groups captured by pre-apprenticeship earnings. The results consistently show that individuals who began their apprenticeship when aged 19-24 receive a larger increase in their daily earnings post-completion, relative to non-achievers, than individuals who began their apprenticeship when aged 25+. Subsequent analysis shows that for males with Advanced Apprenticeships, the difference between age groups is mostly due to the older apprentices training in areas with lower differentials.

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The wage differentials associated with qualification attainment are an important source of information about the economic value placed on such qualifications by the labour market



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



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