
A snapshot of a selection of items added to VOCEDplus

APRIL 2019

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The Review considered ways to make the vocational education system more effective in providing Australians with the skills they need to be successful throughout their working lives

Review of Australia's vocational education and training system

Strengthening skills: expert review of Australia's vocational education and training system / Steven Joyce.

Canberra, Australian Capital Territory: Department of the Prime Minister and Cabinet, 2019. iv, 163 pages.

For decades, vocational education and training (VET) has been one of the key pillars of Australia's economic success story. This Review set out to conduct a health check of the Australian VET sector to determine how ready it is to step up to the challenge of training more Australians, now and in the future. Most participants in this Review were very passionate about the vocational training model. However, many were also concerned whether the current VET systems and processes can deliver the sort of flexible work-based learning models that would help Australians obtain the necessary skills for the future of work. Slow qualification development, complex and confusing funding models, and ongoing quality issues with some providers were cited as issues that needed addressing. The Review argues that there needs to be a significant upgrade to the architecture of the VET sector so it can successfully deliver the skills needed for Australia's future. It proposes a new vision for vocational education in Australia as a modern, applied and fast-paced alternative to classroom-based learning.

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Federal policies, including recognition of noncredit skills training, must evolve and grow to support the expanded use of new learning methods and demonstration of occupational skills attainment

Postsecondary noncredit training in the United States

Addressing the employment challenge: the use of postsecondary noncredit training in skills development / Mason M. Bishop.

Washington, District of Columbia: American Enterprise Institute, 2019. 18 pages.

The United States finds itself in the midst of a unique labour market problem where job openings vastly outnumber unemployed workers. Many experts and industry leaders have attributed this problem to the mismatch between the skills that workers possess and the competencies employers need. As one solution, this report proposes increasing community colleges' role in upskilling workers through noncredit skills training programs. The report explores recent developments in noncredit skills training and evaluates the viability of noncredit training programs as a solution to the skills gap.

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Over 75 per cent of surveyed employers reported that they are interested in establishing stronger partnerships with local training providers going forward

Increasing the ranks of high school teachers who can teach college courses is a worthwhile goal that requires coordinated action and commitment to accelerate the incremental pace of change from current efforts

English apprentices are much more likely to be over 25 than in other OECD countries

Employers and skill development in Australia

Engaging employers and developing skills at the local level in Australia / Anna Choi and Jonathan Barr.

Paris, France: OECD, 2019. 124 pages.

With the rising economic importance of human resources and skills, employment and training agencies are now often expected to play a more important role in local strategies to support new job creation, facilitate restructuring and increase productivity. Local VET programmes serve as a valuable educational pathway to improve the transition from school to work. Within the VET system, quality apprenticeship programmes can provide employers with a skilled workforce that is more agile in a rapidly evolving global economy while also supporting new employment opportunities for disadvantaged groups. This report focuses on how to better engage employers in apprenticeship and other work-based skills development programmes aligned with growing sectors of the local economy. A key part of this report was the implementation of an employer-based survey, which gathered information from over 300 Australian employers about their skills needs and barriers to apprenticeship participation. The report also provides information on four case studies that demonstrate how local organisations are building stronger business-education partnerships.

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Staffing dual enrollment in the United States

Addressing a major barrier to dual enrollment: strategies to staff up and scale up / Sarah Hooker.

Boston, Massachusetts: Jobs for the Future, 2019. 24 pages.

An acute shortage of qualified instructors threatens to derail dual enrollment, an effective and popular college transition strategy, just as the movement is picking up steam. This brief outlines what it will take to build long-term strategies to solve the staffing crisis.

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Apprenticeships in England

Our plan for apprenticeships: broader, higher quality, better prepared / Olly Newton, Chris Percy, Andrea Laczik and Kat Emms.

London, England: Edge Foundation, 2019. 56 pages.

This report argues that apprenticeships are a vital part of the technical education landscape in England, but they have the potential to be even more than they currently are. Significant progress has been made in recent years, particularly in removing intermediaries and enshrining key parts of the system in law. However, the common perception of their focus as a programme for giving young people aged 16-24 their first step onto the career ladder is at odds with reality. Almost 50 per cent of apprenticeship starts are by those over 25 and two thirds are 'conversions' from existing employees. The report sets out extensive quantitative and qualitative research about English apprenticeships, arguing that these should become broader, that they should focus on quality over quantity and that they should focus on young people aged 16-24 or those who are new to their occupation.

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Good multilevel governance in vocational education and training is conceived as a process-driven approach for governing through shared responsibility and coordinated action

Different ministries and government institutions responsible for young people, education, employment, entrepreneurship and social inclusion should work closely together to develop and supervise policies affecting young people

Governance arrangements for vocational education and training

Governance arrangements for vocational education and training in ETF partner countries: analytical overview 2012-17 / J. Manuel Galvin Arribas and Nikos Papadakis.

Turin, Italy: European Training Foundation, 2019. 71 pages.

Ensuring good governance in VET is a difficult task as it is a complex policy area located at the intersection of education, training, and social, economic and labour market policies, contributing to socioeconomic national goals while balancing regional development. Good multilevel governance must address the institutional, financial and informational aspects of steering VET policies and systems. All these issues have been brought to the fore to be urgently tackled by partner countries within the framework of the European Training Foundation (ETF) Torino Process, which was launched in 2010 and has since had three additional rounds (2012, 2014 and 2016). This report takes stock of trends and progress in VET governance mechanisms in 23 countries of Central Asia, Eastern Europe, South Eastern Europe and Turkey, and the Southern and Eastern Mediterranean, with a view to informing policy development and providing a tool to help modernise country vocational education systems. The report also presents eight country cases (Kazakhstan, Moldova, Ukraine, Albania, Serbia, Jordan, Morocco and Tunisia) and introduces key policy areas for further reforms.

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Supporting youth transition to work in Europe

Policies supporting youth transition to work in Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine / Daiga Ermsone.

Turin, Italy: European Training Foundation, 2019. 59 pages.

Providing an overview of youth labour markets in Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine, and a description of the policy frameworks and measures in place to support youth transition to work, this report identifies the main challenges that young people face during their transition from education to work and priority areas for future action by governments to address these challenges. The report proposes four key policy directions to address the main challenges affecting youth transition to work in Eastern Partnership (EaP) countries: (1) supporting youth entrepreneurship; (2) improving education quality and its relevance to labour market needs; (3) improving the framework for transition support by providing career guidance and opportunities to gain first work experience; and (4) improving provision and better targeting of active labour market programmes.

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