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A snapshot of a selection of items added to VOCEDplus

APRIL 2021

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

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*VET teacher shortages are significant in many OECD countries*

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## **Teachers and leaders in vocational education and training**

**Teachers and leaders in vocational education and training / Shinyoung Jeon, Pauline Musset and Rodrigo Torres.**

Paris, France: OECD, 2021. 189 pages.

Vocational education and training (VET) plays a central role in preparing young people for work, developing the skills of adults and responding to the labour-market needs of the economy. Teachers and leaders in VET can have an immediate and positive influence on learners' skills, employability and career development. However, on average across the 18 OECD countries, teacher compensation accounts for 52 per cent of the total expenditure of public and private upper secondary VET institutions, and 40 per cent of the total for post-secondary VET institutions. Despite their importance, when compared to general academic programmes, there is limited evidence on the characteristics of teachers and institutional leaders in VET and the policies and practices of attracting and preparing them. This report aims to fill the knowledge gap on teachers and leaders in VET, and produces new insights into what strategies and policies can help develop and maintain a well-prepared workforce. It zooms in on VET teacher shortages; strategies for attracting and retaining teachers; initial training and professional development opportunities for teachers; the use of innovative technologies and pedagogical strategies; and the important role of institutional leaders and strategies for better preparing and supporting them.

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*Submissions close on Wednesday 12 May 2021*

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## **Australian Strategy for International Education 2021-2030**

**Connected, creative, caring: Australian Strategy for International Education 2021-2030: consultation paper / Department of Education, Skills and Employment and Council for International Education.**

Canberra, Australian Capital Territory: Department of Education, Skills and Employment, 2021. 17 pages.

Australia aspires to consolidate its position as an effective, trusted global partner of choice in international education, training and research. This consultation paper outlines the proposed vision and goals for the new Australian Strategy for International Education 2021-2030, and immediate priorities for the sector. The strategy is being developed to guide the sector over the next decade in the context of unfolding geopolitical challenges, increased global competitiveness and economic unpredictability.

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*Major investments in skills anticipation over the past 20 years have prepared the groundwork for anticipating future skill demand*

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*A national pricing model for government funded vocational education and training qualifications can be built by applying econometric models to the data available in the average price benchmark database*

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## Skills surveys and skills forecasting in Europe

### Understanding technological change and skill needs: skills surveys and skills forecasting / Konstantinos Pouliakas.

Luxembourg: Publications Office of the European Union, 2021. 58 pages.

The world of work is being impacted by a fourth industrial revolution, transformed by artificial intelligence (AI) and other emerging technologies. With forecasts suggesting large shares of workers, displaced by automation, in need of upskilling/reskilling, the design of active skills policies is necessary. Conventional methods used to anticipate technological change and changing skill needs, such as skill surveys and forecasting, have limited scope to provide insights into emerging trends. With the increasing use of big data and AI methods, analysts have new 'real-time' tools at their disposal. Skill foresight techniques are also increasingly used to gauge in-depth stakeholder information about future technologies and skill needs. A series of short Cedefop guides aims to inform analysts and policy-makers about available skills anticipation methods used to navigate through the uncertainty of changing technologies and skill demands. This first practical guide focuses on conventional skills intelligence methods of surveys and forecasting.

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## VET average price benchmarks in Australia

### VET average price benchmarks: findings from the national VET average price benchmark database / National Skills Commission.

Canberra, Australian Capital Territory: National Skills Commission, 2021. 24 pages.

Currently there is substantial variation in fees and subsidies (and therefore total prices) for VET qualifications across Australia, even for the same qualification. Until now a lack of systematic national data has prevented identification of the underlying drivers of these differences and whether they reflect underlying differences in the cost of provision and/or differences in skill requirements across the country. The National Skills Commission's development of average price benchmarks involved the first national collection of information on VET qualification subsidies, fees and prices across Australia. The database forms a starting point from which to understand the variability in VET qualification pricing nationally for government subsidised qualifications. It is the first step in the pathway to developing more nationally consistent prices for VET. Overall, the project confirmed the varying extents to which: (1) government subsidies are available for qualifications and to students across jurisdictions; (2) subsidies contribute to the full price of a qualification; (3) states and territories hold standardised schedules of subsidy payment amounts for government funded qualifications (rather than deriving averages from qualification prices negotiated with individual training providers); and (4) states and territories collect fee data for qualifications eligible for subsidies. These differences were found despite all jurisdictions basing their subsidies predominantly on the cost of delivery, and at a high level, similarities in cost calculations. However, more detailed assumptions (e.g. cost per hour, number of hours and portion of the price subsidised) lead to differences in both total price and the level of subsidy applied.

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*Work-based learning opportunities can help young adults of colour break out of the cycle of working in low-wage jobs and ensure that they attain the experience, education, credentials, and relationships necessary for stable and well-paying jobs*

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## The work of work-based learning in the United States

### Unpacking the work of work-based learning / Ranita Jain and Vivian Vázquez.

Washington, District of Columbia: Aspen Institute, 2021. 21 pages.

Workforce service providers in Generation Work communities are implementing a range of strategies to help connect young people with the knowledge, experiences, and relationships necessary to succeed in today's job market. Work-based learning (WBL) is one of the strategies that practitioners are pursuing. Through WBL, young adults are connected to occupation-based learning opportunities in the workplace. In this research report, the authors describe the key features of WBL programmes that predominantly serve young adults of colour in Generation Work communities. They share practitioners' objectives for supporting WBL programming and describe how practitioners have tailored their programmes to meet the needs of young adults of colour, including their work with employers to develop, structure, and support WBL opportunities. Through WBL programming in Generation Work communities, young adults are positioned to obtain entry-level employment in sectors with growth opportunities. Young adult participants develop a broader understanding of the types of employment opportunities available within a sector as well as the education and work requirements for advancement.

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*The pandemic has boosted demand for digital skills at all levels - they are quickly becoming a transversal requirement in virtually all occupations and sectors, helping workers and businesses cope with ongoing change*

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## Trends, transitions and transformation in the European Union

### Trends, transitions and transformation: the COVID-19 pandemic is changing skill needs and reshaping jobs, while challenging our understanding and analysis of them / European Centre for the Development of Vocational Training (Cedefop).

Thessaloniki, Greece: Cedefop, 2021. 4 pages.

Pandemic-induced social distancing measures and large-scale lockdowns have caused an economic downturn that is more severe than the recession following the 2008 global financial crisis. Lawmakers in most EU Member States have taken action to alleviate its immediate effects and protect jobs, businesses, and livelihoods. Many decision-makers see the structural changes in learning and working, brought about by the crisis, as innovation opportunities, drivers of future job creation and enablers of the digital and green transitions. Emboldened by the already visible benefits of the economic changes and the funds made available through the EU Recovery package, policy-makers across Europe are resolved to push ahead with the green and digital transformation, adopting holistic transformational strategies.

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VOCEDplus is produced by NCVER with funding support from the Australian Government Department of Education, Skills and Employment.



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