VOCEDplus HIGHLIGHTS
NCVER's international tertiary education research database

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The transition towards a sustainable and green economy, together with a growing digital economy, has diversified the skills demanded of individuals who seek to secure a job, remain in employment, progress in a career and transition through several different occupations

Core skills for life and work in the 21st century

Global framework on core skills for life and work in the 21st century / Ashwani Aggarwal.

Geneva, Switzerland: ILO, 2021. iv, 38 pages.

This global framework on core skills for life and work in the 21st century contributes to the International Labour Organization's (ILO's) efforts in promoting personal and professional development for all, through lifelong learning. It is the product of a collective effort undertaken by an array of experts drawn from governments, employers' and workers' organisations, and the ILO, together with other development agencies and United Nations partners. The framework reflects the ongoing transformations and the emerging opportunities in the world of work. The core skills proposed by this paper utilise and build upon globally recognised international frameworks for core skills together with several national frameworks for core skills, with consideration given to the diverse national contexts and arrangements found in both developing and developed economies. A thorough literature review of international and national core skills frameworks and an analysis of the impact of the global drivers of transformative changes on the world of work has been conducted to distil the most important core skills necessary to adapt to the future of work.

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There are limited specific veteran entry programs at Australian universities

Student veterans and Australian universities

Australian universities and educational equity for student veterans / Ben Wadham, Melanie Takarangi, Andrew Harvey, Lisa Andrewartha, Brad West, Matthew Wyatt-Smith and Jodie Davis.

Perth, Western Australia: National Centre for Student Equity in Higher Education, Curtin University, 2021. 70 pages.

Almost all Australian universities do not know who their student veterans are - there are limited cases of veteran identifiers in university admissions – but there is genuine goodwill and intent in the university sector to support student veterans. This report describes how student veterans are understood by universities in Australia, and how they are governed and serviced as a group. The report aims to provide the basis for a whole-of-system approach to managing student veteran transition from the military to the higher education system and provides a number of recommendations for government, Defence and the Department of Veterans' Affairs (DVA), and for universities and the higher education sector.

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Very little is currently being invested in upskilling or reskilling people with new digital skills

Digital skills in New Zealand

Digital skills Aotearoa: digital skills for our digital future / Sarah Hindle and Graeme Muller.

Mairangi Bay, New Zealand: New Zealand Digital Skills Forum and NZTech, 2021. 110 pages.

The success of the digital technology sector is critical for New Zealand. It is one of the fastest growing parts of the New Zealand economy. Underpinning this growth and economic value are people with digital skills. This report identifies New Zealand's digital skills challenge and recommends steps for action. For the first time, data has been aggregated across the entire digital skills pipeline, from school to tertiary education, from education to employment, from within the market and from immigration. The research finds that New Zealand is facing a specific digital skills challenge - this research clearly shows an issue of a skills mismatch rather than a skills shortage. An increasing reliance on immigration and low levels of investment in upskilling staff has created slow career progression and high levels of employee turnover as individuals actively seek new opportunities. Better connections between industry and education are required to improve diversity and pathways into digital technology careers. To ensure New Zealand's digital future, work is required at all stages of the digital skills pipeline. The report makes the following recommendations for action: (1) build the digital skills pipeline; (2) support the transition to work; and (3) upskill and reskill.

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Firms that use fewer skills might find it more difficult to retain apprentices, because the latter can make more use of their skills in other firms

Costs of apprenticeship curricula in Switzerland

The costs of standardized apprenticeship curricula for training firms / Jürg Schweri, Manuel Aepli and Andreas Kuhn.

Empirical research in vocational education and training, volume 13, article number 16, 2021. 28 pages.

Standardised curricula define the set of skills that must be trained within a training occupation and thus are a key regulatory element of apprenticeship systems. Although clear economic rationales support the usage of such curricula, they necessarily impose costs, especially on firms that train apprentices, but do not use the full set of skills in their productive process and/or train other skills that are not covered by the curriculum. In this paper, the authors identify the trade-offs involved in setting up training curricula and use data from the most recent survey on the costs and benefits of apprenticeship training among Swiss firms to quantify the associated costs to training firms. On average, training firms state that they do not use 17 per cent of the training content prescribed by the relevant curriculum, and 11 per cent of the companies train additional skills not covered by the curriculum. The authors show that both kinds of misfit are associated with higher training costs and lower productive output from apprentices. This shows that the regulator imposes costs on firms in order to guarantee broad skills development for apprentices. It also cautions against overly broad curricula that may impose disproportionate costs on firms.

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Skills for manufacturing in Australia

Development of a system of micro-credential training and recognition will enable the responsiveness of the skills system that is needed to support a modernised manufacturing workforce

Scaling up: developing modern manufacturing through a skilled workforce / Innovation and Business Skills Australia (IBSA).

Melbourne, Victoria: IBSA Group, 2021. 51 pages.

This report provides insights, from industry leaders and stakeholders from across the manufacturing industry, on the challenges currently facing the manufacturing sector. It also proposes strategies to support the development of a highly skilled workforce that can underpin the future of manufacturing in Australia. The report proposes a series of skills responses to be advanced jointly by industry, governments and the training sector.

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Adult literacy learning in Australia

Considering all of the ways that shame can impact learning, memory, focus, and our thoughts, it is our responsibility as educators to develop shame-resilient adult literacy learners

Shame: an avoidable barrier to adult literacy learning / Holly Armstrong.

Fine print, volume 44, number 2, 2021, pages 3-12.

This article outlines how shame can be a debilitating impediment to learning for anyone, and especially when it comes to literacy learning for adults. It presents research-based, practical suggestions to help adult literacy learners identify and navigate their shame, and better manage their own learning.

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Radical restructuring in the United States

The United States has an obligation to provide systems that ensure the education and training needed for those experiencing poverty and racism to truly prosper in the labour market

The big blur: an argument for erasing the boundaries between high school, college, and careers - and creating one new system that works for everyone / Nancy Hoffman, Joel Vargas, Kyle Hartung, Lexi Barrett, Erica Cuevas, Felicia Sullivan, Joanna Mawhinney and Avni Nahar.

Boston, Massachusetts: Jobs for the Future, 2021. ii, 62 pages.

This paper argues that the biggest structural barrier to increasing college completion rates and career success in the United States is the enduring and seemingly intractable disconnect between high school, higher education, and workforce systems. It suggests that they are misaligned - with incompatible expectations, governing policies, and funding streams - and onerous for most students to navigate. The paper argues for a radical restructuring of education for grades 11-14 - by erasing the arbitrary dividing line between high school and college - to open opportunities for the learners that current systems leave behind. It makes the case for an entirely new type of institution - neither high school nor college - designed specifically to better meet the needs of young people after 10th grade and help prepare them to succeed in the world of work.

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