
A snapshot of a selection of items added to VOCEDplus

FEBRUARY 2019

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

Tertiary education in Australia is characterised by a highly unbalanced binary model with no coherent policy and funding framework

Australia's tertiary education challenge

Realising potential: solving Australia's tertiary education challenge / Michael Taylor.

Sydney, New South Wales: Australian Industry Group, 2019. 37 pages.

This report closely examines Australia's tertiary education system, encompassing all post-secondary education and including education and training currently provided by both the higher education and the vocational education and training (VET) sectors. The report focuses particularly on the education and training requirements for entry to the workforce and subsequent upskilling provided by these sectors. While the increases in the level of participation in recent decades represent a significant achievement, there are several challenges confronting the sectors. The report sets the challenge to create an effective education and training system that is both more coherent and more connected. Importantly, it makes a number of recommendations for policy makers including a call for the development of a longer-term vision and policy framework for tertiary education, such as a vision to 2030+, to reset post-secondary education rather than a reliance on short-term reviews of elements of the system.

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Many adult learning systems are insufficiently prepared for the challenges ahead

Adult learning systems need to get skills right

Getting skills right: future-ready adult learning systems / Alessia Forti, Anja Meierkord and Marieke Vandeweyer.

Paris, France: OECD, 2019. 130 pages.

With digitalisation, deepening globalisation and population ageing, the world of work is changing. The extent to which individuals, firms and economies can harness the benefits of these changes critically depends on the readiness of adult learning systems to help people develop relevant skills for this changing world of work. This report presents the key results from the Priorities for Adult Learning (PAL) Dashboard which facilitates comparisons between countries along seven dimensions of the readiness of adult learning systems to address future skill challenges. Based on the dashboard, the report highlights in which areas action is needed, and policy examples from OECD and emerging countries throughout the report illustrate how these actions could be implemented.

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If the skills gap is to close, cultural and attitudinal changes will be necessary to support the implementation of a new approach to adult learning and skills development

Adult skills provide second chances to individuals, but those who benefit most are overwhelmingly those who already have higher levels of adult skills

Evidence suggests that the United States will need one million more STEM professionals than it is on track to produce in the coming decade

Canada's lifelong education system

Let's get 'skills secure': closing the gaps in Canada's lifelong education system / Lori Turnbull.

Ottawa, Ontario: Public Policy Forum, 2019. 6 pages.

This paper argues that Canada's labour market will not have the skilled workers it needs unless the way workers are currently trained is changed. As automation spurs rapid change, Canada needs to change its approach to education, training and skills development in order to close the skills gap. Workers need to build new skill sets to be competitive and meet the needs of the changing labour market.

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The adult skills gap in the United Kingdom

The adult skills gap: is falling investment in UK adults stalling social mobility? / Daria Luchinskaya and Peter Dickinson.

London, England: Social Mobility Commission, 2019. 71 pages.

This report examines the adult skills landscape in the UK by examining who invests in, and who participates in, job-related training and education. The report considers how these trends have changed over time and to what extent adult skills affect social mobility. Overall, the findings suggest that adult training is often only available to workers who are highly paid or skilled with those with the lowest qualifications losing out on training. Specific findings include that disadvantaged adults with the lowest qualifications are the least likely to access adult training despite being the group who would benefit most, and that government funding for the Adult Skills Budget fell by £830 million (cash terms) between 2010 to 2011, and from £2.84 billion to £2.01 billion, equivalent to a 34 per cent fall (real terms) between 2015 to 2016.

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Minority serving institutions and STEM in the United States

Minority serving institutions: America's underutilized resource for strengthening the STEM workforce / edited by Lorelle L. Espinosa, Kent McGuire and Leigh Miles.

Washington, District of Columbia: National Academies Press, 2019. xxi, 232 p.

There are over 20 million young people of colour in the United States whose representation in STEM education pathways and in the STEM workforce is still far below their numbers in the general population. There are nearly 700 minority-serving institutions (MSIs) that provide pathways to STEM educational success and workforce readiness for millions of students of colour. The challenge for the nation is how to capitalise on the unique strengths and attributes of these institutions and to equip them with the resources, faculty talent, and vital infrastructure needed to educate and train an increasingly critical portion of current and future generations of scientists, engineers, and health professionals. This report examines the nation's MSIs and identifies promising programs and effective strategies that have the highest potential return on investment for the nation by increasing the quantity and quality of MSI STEM graduates.

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Everyone has a role in ensuring students are ready for the future of work - governments, parents and carers, school leaders and teachers, employers, career practitioners and the youth sector can all contribute to this important task

The rate at which literacy proficiency declines with age varies considerably across the sample of OECD countries in this study

In today's labour markets career paths are already seldom linear, and they will be less so in the future

Australia's National Career Education Strategy

Future ready: a student focused National Career Education Strategy / Australian Department of Education and Training.

Canberra, Australian Capital Territory: Department of Education and Training, 2019. 25 pages.

The National Career Education Strategy has been developed by the Australian Government to increase awareness and improve national consistency of career education. The strategy reflects nationally agreed objectives for governments, schools and employers to support provision of high quality career education for all school students. The strategy was endorsed by the COAG Education Council in February 2019.

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Ageing and literacy skills

Ageing and skills: the case of literacy skills / Garry F. Barrett and W. Craig Riddell.

Bonn, Germany: IZA, 2019. 20 pages.

The relationship between ageing and skills is of growing policy significance due to population ageing, the changing nature of work and the importance of literacy for social and economic well-being. This article examines the relationship between age and literacy skills in a sample of OECD countries using three internationally comparable surveys.

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Strategies for the new economy

Strategies for the new economy: skills as the currency of the labour market / World Economic Forum's Centre for the New Economy and Society and Willis Towers Watson.

Geneva, Switzerland: World Economic Forum, 2019. iii, 23 p.

The qualifications achieved in schools, colleges and universities, the brand of an educational institution or an employer, the social networks of a potential job applicant are all signals currently used to indicate the potential fit between individuals' capabilities and job opportunities in the labour market. This system of skills proxies contributes to negative outcomes in the economy, to labour market inefficiencies and to social inequalities. It is outdated, based on a traditional life model of 'learn, do, retire' which presupposes linear career progressions. This paper presents 10 strategies and 22 case studies that illustrate the range of actions that can be taken by educationalists, business leaders and government to shift to a fully skills-based labour market. They span a range of approaches: realising the potential of education technology; building and certifying skills across the age range; designing coherent and portable certifications, mapping the skills content of jobs and aligning existing skills taxonomies.

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