
A snapshot of a selection of items added to VOCEDplus

JULY 2021

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

Since January 2021, UNESCO-UNEVOC's COVID-19 response project has been helping TVET institutions to cope with the challenges of the pandemic

Strengthening TVET institutions for the post-COVID-19 era

Strengthening the responsiveness, agility and resilience of TVET institutions for the post-COVID-19 era / UNESCO. International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC).

Bonn, Germany: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, 2021. 13 pages.

UNESCO-UNEVOC's COVID-19 response project was implemented from January-June 2021. This project report provides a snapshot of activities that helped technical and vocational education and training (TVET) institutions around the world address the short, medium and long-term effects of the crisis and prepare for the post-COVID-19 era. Through targeted training for employability, UNESCO-UNEVOC has supported efforts to reskill and upskill those whose livelihoods have been disrupted by the pandemic and strengthen their capacity to adapt to short and long-term changes. The project also focused on providing training to teachers, managers and technical staff to meet the urgent need for greater digital skills and competencies.

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Three significant barriers for disadvantaged youth are: language barriers, financial barriers, and sociocultural barriers (especially with respect to gender norms and related caring responsibilities)

TVET for disadvantaged youth

Technical and vocational education and training for disadvantaged youth / Joyceline Alla-Mensah, Holly Henderson and Simon McGrath.

Bonn, Germany: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, 2021. 43 pages.

Due to its close links to the labour market, TVET can play an important role to improve job opportunities and livelihoods for young people, and in particular for disadvantaged youth. However, this potential is not always fully realised, and relatively little research and evidence has been collected about the barriers disadvantaged youth face when accessing to and progressing through TVET. This paper maps some of the main barriers disadvantaged youth face in TVET and examines available evidence on strategies and approaches that are being used or can be used to meet the needs of disadvantaged youth. The paper discusses these barriers using a framework that looks at '4As': availability, accessibility, acceptability, and adaptability.

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Employer investment in training fell sharply during the pandemic - with low wage workers and young people likely to be particularly affected

Black and Indigenous mothers are more likely than their male counterparts and other men and women to have started, but not completed, postsecondary educational programs

Colleges and institutes across Canada have expressed the need for a common discourse around microcredentials, and are interested in collaboration, while also respecting regional differences and local requirements

Learning at work in the UK

Learning at work: employer investment in skills / Naomi Clayton and Stephen Evans.

Leicester, England: Learning and Work Institute, 2021. 35 pages.

Employers are major investors in learning and skills - investment that will be crucial for economic recovery and future prosperity. This report identifies falling employer investment in skills, stark inequalities with some groups and sectors missing out, and government policy that, the authors argue, now too often follows or reinforces these inequalities rather than tackling them. Key findings include: (1) employer investment in skills was declining prior to the pandemic and wider trends raise questions over the quality and impact of some training; (2) access to training is highly unequal - between and within businesses - with low paid, low qualified workers less likely to have opportunities to develop their skills; and (3) government investment at times passively follows or even reinforces inequalities in training rather than redressing them.

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Re-engaging student parents in the US

Re-engaging student parents to achieve attainment and equity goals: a case for investment in more accessible postsecondary pathways / Catherine Hensly, Chaunté White and Lindsey Reichlin Cruse.

Washington, District of Columbia: Institute for Women's Policy Research, 2021. 50 pages.

In recent years, the goal of 60 per cent of adults holding a postsecondary degree has been set as a key benchmark for the United States to build a skilled workforce and remain economically competitive. Efforts to increase adult degree attainment, however, have largely ignored the role of parenthood in adults' ability to re-engage with and complete college. Using data from the American Community Survey, this report sheds light on gaps in educational attainment rates among parents by gender, marital status, and race and ethnicity. It then projects future attainment rates to highlight the integral role parents play in reaching a 60 per cent attainment target nationally.

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Microcredentials in Canada

The status of microcredentials in Canadian colleges and institutes / Colleges and Institutes Canada (CICan).

Ottawa, Ontario: Colleges and Institutes Canada, 2021. 39 pages.

Colleges and Institutes Canada (CICan) undertook an environmental scan of microcredentials offered in its member institutions in order to document their national presence; to explore the importance of their role; to better understand and elucidate their characteristics, similarities and differences across Canada; and to arrive eventually at a common definition and guiding principles that regional associations can agree upon, with the aim of positioning colleges and institutes to collaborate efficiently in enhancing the offer of microcredentials.

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Recognising the need to prepare health professionals for meeting the dual challenges of technically and emotionally complex healthcare workplaces is a prerequisite for building and maintaining a resilient and resourceful health workforce

Self-awareness, courage, resilience, citizen centricity and life-long learning enable senior leaders to hold steady through the challenges of leadership

Skills for the future health workforce

Skills for the future health workforce: preparing health professionals for people-centred care / Akiko Maeda and Karolina Socha-Dietrich.

Paris, France: OECD, 2021. 46 pages.

The landscape of health services delivery is undergoing significant transformation from fragmented and disease-centred toward integrated and people-centred care. Health workers find themselves at the centre of this transformation that demands from them commensurate changes in the skill-set employed in day-to-day practice. This paper identifies transversal (core) skills that are becoming increasingly crucial for all front-line health workers to reap the potential benefits of people-centred care. These transversal skills include interpersonal skills, such as person-centred communication, interprofessional teamwork, self-awareness and socio-cultural sensitivity, as well as analytical skills, such as adaptive problem solving to devise customised care for individual persons, system thinking, openness to continuous learning, and the ability to use digital technologies effectively. The paper also provides a brief overview of skills assessment methods and tools that could be used to evaluate the effectiveness of health workforce policies and suggests a skills assessment strategy to evaluate the impact of reforms on the skills and performance of the health workforce.

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The Australian Public Service workforce strategy to 2025

Delivering for tomorrow: APS workforce strategy 2025 / Australian Public Service Commission.

Canberra, Australian Capital Territory: Australian Public Service Commission, 2021. 46 pages.

This Strategy is an Australian Public Service (APS) Reform initiative that recognises that their people - and the capabilities they bring - are their key asset in delivering for the Government and the Australian people. The Strategy represents an enterprise-wide view on how to equip the APS workforce to tackle immediate and emerging challenges, and highlights three key areas of focus through to 2025: (1) Attract, build and retain skills, expertise and talent; (2) Embrace data, technology and flexible and responsive workforce models; and (3) Strengthen integrity and purposeful leadership. The Strategy identifies a suite of actions under each of the three focus areas. The Australian Public Service Commission will work with agencies to coordinate delivery of key outputs across the service. The Strategy does not replace agency-level strategic and operational planning processes. Rather, it is designed to support APS agencies to identify and build the workforce and capabilities needed for the future.

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