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A snapshot of a selection of items added to VOCEDplus

**MARCH 2019**

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

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*Women who studied in male-dominated apprenticeship programs generally had poorer labour market outcomes than their male counterparts*

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## **Women in male-dominated apprenticeships in Canada**

**How do women in male-dominated apprenticeships fare in the labour market? / Kristyn Frank and Marc Frenette.**

Ottawa, Ontario: Statistics Canada, 2019. 26 pages.

Increasing women's participation in male-dominated trades has been identified as a means of improving the supply of skilled tradespersons in Canada, creating a more diverse workforce, and increasing women's wages. However, little information exists about women's decision to enter male-dominated apprenticeship programs and their subsequent labour market outcomes. This study addresses both information gaps by examining the characteristics associated with women selecting male-dominated apprenticeship programs and their labour market outcomes relative to men who selected the same types of programs. Results indicate that women who were Canadian-born, who were older, or who had a father with a trades certificate were more likely than other female apprentices to choose a male-dominated program. Among apprentices who selected male-dominated programs, women were as likely as men to receive sick leave benefits in their jobs but received lower median hourly wages than men.

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*Despite the growing popularity of apprenticeships, pre-apprenticeships, and in-school apprenticeships, young adults who lack the credentials and connections to seamlessly enter postsecondary pathways remain overlooked*

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## **Helping at risk young people into apprenticeships in the United States**

**Connecting apprenticeships to the young people who need them most: the role of community-based organizations / Michael Sack and Lili Allen.**

Boston, Massachusetts: Jobs for the Future, 2019. 20 pages.

Nearly 40 per cent of America's 18- to 24-year-olds are not in school and do not have a college degree, placing them at risk of unemployment or underemployment. Pre-apprenticeship and apprenticeship programs can provide the opportunities this population needs to succeed, but these programs are often inaccessible to those who do not have access through current educators or employers. Community-based organizations (CBOs) that focus on young adults can provide the needed pathway into these programs by conducting outreach and recruitment to engage young adults in pre-apprenticeship programs, preparing youth to succeed in pre-apprenticeship programs, developing and operating pre-apprenticeship programs, and providing supports to young adults in pre-apprenticeship to apprenticeship pathways so that they succeed.

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*Only a fairly narrow range of workers are likely to benefit significantly from obtaining skill certificates: early-mid-career freelancers, who have won their first few projects and broken into the market, but who still lack a more extensive work history*

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*The main challenges are unequal access to education and training and the high rate of early leaving from it*

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*Ultimately, what the future of work will look like and how it impacts young people will depend on governments and institutions*

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## Digital skill certificates in the labour market

**Do digital skill certificates help new workers enter the market?: evidence from an online labour platform / Otto Kässi and Vili Lehdonvirta.**

Paris, France: OECD, 2019. 38 pages.

This paper studies the effects of a voluntary skill certification scheme in an online freelancing labour market. The paper shows that obtaining skill certificates increases a worker's earnings. This effect is not driven by increased worker productivity but by decreased employer uncertainty. The increase in worker earnings is mostly realised through an increase in the value of the projects obtained (up to 10 per cent) rather than an increase in the number of projects obtained (up to 0.03 projects). Finally, skill certificates are found to be an imperfect substitute to other types of standardised information. On the whole, the results suggest that certificates play a role in helping new workers break into the labour market, but are more valuable to workers with at least some work experience. More stringent skill certification tests could improve the benefits to new workers.

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## Vocational education and training in Romania

**Spotlight on VET: Romania / European Centre for the Development of Vocational Training (Cedefop).**

Thessaloniki, Greece: Cedefop, 2019. 6 pages.

This booklet focuses on some of the main aspects of vocational education and training (VET) in Romania. It provides an outline of the structure and characteristics of the training system and the challenges it faces. The booklet includes a chart of the Romanian education and training system and some education and training figures.

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## The future of work and youth in Europe

**The future of work and youth / Nikita Sanallah.**

Brussels, Belgium: European Youth Forum, 2019. 84 pages.

The world of work is changing, shaped by four global megatrends: globalisation, climate change, demographic changes, and technological advancements. Each megatrend brings its own unique challenges for young people and the future of work, as well as some opportunities. With the potential of these megatrends to shape the type of work that is required, the type of work that is available, and who undertakes it and how, there is a need to reflect on the role and value of work in society and in people's lives. This report demonstrates that European governments and institutions must prioritise social protection systems that are inclusive of youth, invest in their education, and support and protect young people's rights, within and outside the workplace. Moving towards a future of work that is not inclusive of all young people can no longer be an option for Europe. The region must strive for a future of work that allows young people, whether in work or not, to feel that their contribution to society is valued; a future of work that respects young people's social and economic rights; and a future of work that helps set the world on a more sustainable path.

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*Delayed college enrollment is associated with lower college completion rates and lifetime earnings trajectories*

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## Outcomes of delaying college in the United States

**Timing matters: how delaying college enrollment affects earnings trajectories / Yuxin Lin and Vivian Yuen Ting Liu.**

New York, New York: Community College Research Center, 2019. 45 pages.

High school graduates often delay college enrollment, but few studies have looked at the effects of this choice on their educational attainment and success in the labor market. Using data from the National Longitudinal Survey of Youth 1997, this paper compares the academic and labor market outcomes of high school graduates who delay college enrollment ('delayers') and those who enroll in college immediately ('on-time enrollees') up to 13 years after high school completion. The results show that delaying college enrollment decreases individuals' likelihood of enrolling in college and increases their tendency to enroll in two-year colleges if they do return to school. Delayers experience early earnings benefits, but these fade out after their mid-20s and turn to significant losses over time. Differences in student characteristics only explain one third of the pay gap between delayers and on-time enrollees; 60 per cent of the pay gap is explained by delayers' reduced likelihood of attending and obtaining a degree at a four-year college.

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*Degree apprentice starts have taken longer to be realised than initially envisaged*

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## The Degree Apprenticeship Development Fund in England

**Evaluation of the Degree Apprenticeship Development Fund / Georgia Siora, Andrew Ledger and Hannah Jarvis.**

Bristol, England: Office for Students, 2019. iii, 51 pages.

Degree apprenticeships were first launched in 2015 as a key element of reforms to the apprenticeship system, designed to focus on areas where higher-level skills are needed in order to tackle the UK's longstanding low productivity. The Degree Apprenticeship Development Fund (DADF) was launched in 2016, to boost capacity and internal infrastructure within higher education, to embed high quality degree apprenticeships as an accepted alternative to traditional higher education, to boost productivity, and to enable and encourage greater social mobility. Warwick Economics and Development (WECD) was commissioned in November 2016 by the then Higher Education Funding Council for England (HEFCE) to undertake the evaluation of the DADF. The evaluation aims to review the processes involved in the development of degree apprenticeships and the achievements of the DADF-funded projects. In general, the evaluation has found that without this funding, many institutions would have pursued some degree apprenticeship activity, but activity would have been less well focused, less ambitious and would have progressed slowly. The evaluation has also identified some issues that will need to be considered in future policy development.

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