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A snapshot of a selection of items added to VOKEDplus

MAY 2021

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

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*Big data analysis, despite its artificial intelligence glamour, is resource-intensive and is not possible without human expertise - in collection, analysis, validation and interpretation*

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## Big data and skills policy

**Perspectives on policy and practice: tapping into the potential of big data for skills policy / European Centre for the Development of Vocational Training (Cedefop), European Commission (EC), European Training Foundation (ETF), International Labour Organisation (ILO), Organisation for Economic Co-operation and Development (OECD) and United Nations Educational, Scientific and Cultural Organization (UNESCO).**

Luxembourg: Publications Office of the European Union, 2021. 35 pages.

This publication has been prepared by the interagency technical vocational education and training (TVET) group on skill mismatch in digitised labour markets, to support experts and policy-makers who wish to engage in discussion on the potential of web-based big data for skills policy. It outlines how such data can be used to mitigate labour market challenges, reduce skills mismatches and strengthen the links between the labour market and education and training. The focus is on overcoming conceptual and practical challenges and limitations, system development and using big data for skills policy in practice. Examples of big data initiatives from around the globe illustrate its potential and provide insight into how big data are already supporting policy-makers in shaping the futures of work and education.

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*Very few countries have paid specific attention to the technical and vocational skills development required for the climate change transition set out in their national adaptation plans*

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## Skills development and climate change action plans

**Skills development and climate change action plans: enhancing TVET's contribution / UNESCO. International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC).**

Paris, France and Bonn, Germany: UNESCO-UNEVOC, 2021. 70 pages.

Climate change is an ongoing process that, at the current pace of such activities, cannot be avoided. Tools that have been proposed to deal with climate change focus on adaptation and mitigation. Strengthening national and international awareness of and commitment to reducing the impact of climate change has become the only viable option to ensure the sustainability of life on Earth. This discussion paper compiles and reviews relevant information regarding the country submissions in fifty-seven selected countries. The paper summarises key information that helps assess the ongoing and potential contribution of TVET to the realisation of climate change action plans.

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*Community colleges serve as the primary workforce training institution in the United States*

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## Strengthening community colleges in the US

### Strengthening community college workforce training / Thomas Brock and Maria S. Cormier.

New York, New York: Community College Research Center, 2021. 8 pages.

Now more than ever, as the US economy enters a post-pandemic period of significant organisational and technological change, community colleges are well-situated to help millions of low-income Americans, particularly adults, get back into and advance in the labour market. This brief highlights ways in which new federal funding can best support community college workforce training. The brief begins by describing the landscape of community college workforce education and by presenting evidence on the earnings and employment outcomes of students who earn workforce credentials. Next, the brief turns to current Community College Research Center (CCRC) research on how innovative community colleges are responding to evolving skill demands from employers and to ongoing needs both for better integration of degree and non-degree programming and for more robust student support services. The brief concludes with suggestions on how a federal investment could encourage community colleges to expand and improve their workforce efforts by strengthening their capacity to deliver high-quality programs and by reducing inequities in access and outcomes by race and income.

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*Working Canadians need more agile, responsive skills development solutions*

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## Skills training in Canada

### Skills training that works: lessons from demand-driven approaches / Karen Myers, Simon Harding and Kelly Pasolli.

Montreal, Quebec: Institute for Research on Public Policy, 2021. 26 pages.

The post-pandemic economic recovery critically depends on whether the thousands of Canadians who have been laid off are able to regain employment. The 2021 federal budget announced additional funding for skills training and employment supports for those most affected by the economic shutdown. However, there is still a great deal of scepticism about the effectiveness of government-provided training for unemployed and underemployed workers. The key insight from this research is that government-sponsored skills training can be effective, and that it is most effective when it is aligned with employers' needs and delivers the skills that are in demand in local labour markets. Especially promising are two demand-informed training models that have been adopted widely in the US: sector-based training and Career Pathways. To better align Canada's skills development systems with employers' needs and changing labour markets, the authors recommend that policy-makers actively explore the feasibility of applying these models in the Canadian context; test and scale up those that show promise; and commit to learning what works. Building the necessary infrastructure, including strong networks among training providers and employers, and producing up-to-date labour market information will also be important.

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*Supporting young people to develop the digital skills that employers need - through schools, further education, apprenticeships and higher education - will be vital to helping them succeed in the labour market of the future*

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## The digital skills gap in the UK

**Disconnected?: exploring the digital skills gap / Learning and Work Institute.**

London, England: WorldSkills UK and Enginuity, 2021. 45 pages.

Digital skills will have a crucial role to play in the UK's economy beyond the pandemic, helping to drive growth, productivity and innovation across the rest of the economy whilst building on the UK's status as a world-leader in digital tech. This research looks at the future of digital skills, based on new large scale surveys of both employers and young people. The report finds that the vast majority of employers require workers to have basic digital skills, and that an increasing number of employers require more advanced skills too. However, many employers are facing skills gaps which are holding back innovation, productivity and growth. Whilst young people seem to recognise just how crucial digital skills will be for them to succeed in the labour market, participation in digital skills training at school, in further education and in apprenticeships has declined. There are also stark gender inequalities when it comes to both ICT training and employment in the digital sector.

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*The usefulness of any approach and/or specific model implementation depends entirely on two factors: whether the skills forecast is accurate, and whether it helps people (for example, policymakers, educators, job seekers) make more informed decisions*

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## Forecasting skills in demand in Canada

**How to forecast skills in demand: a primer / Tony Bonen and Jacob Loree.**

Toronto, Ontario: Future Skills Centre and Labour Market Information Council, 2021. 33 pages.

Driving forces in the world of work, including population aging, climate change, globalisation and technology, among others, have been disrupting employment for decades. This paper analyses three approaches to forecasting in-demand skills that equip individuals and organisations to make sound decisions about training and employment development. The focus here is on skills demand. While the current and future supply of skills is also important, the sources of information about supply are quite separate from those about demand. The three approaches are: (1) forecast occupations in demand, then map to skills; (2) directly forecast skills by leveraging data from online job postings; and (3) draw on qualitative insights and expert opinions. There are advantages and disadvantages to each of the three approaches to forecasting skills. There is no 'silver bullet' approach. Given the unique lens used by each, there is value in drawing insights from all three and using them in a complementary fashion.

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