
A snapshot of a selection of items added to VOCEDplus

NOVEMBER 2021

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

Skills development and lifelong learning are fundamental enablers of decent work, productivity and sustainability that can raise the value and output of labour, empower the lives of workers and enrich societies

Shaping skills and lifelong learning for the future of work

Shaping skills and lifelong learning for the future of work / International Labour Office (ILO).

Geneva, Switzerland: ILO, 2021. 118 pages.

This report aims to contribute to an informed and balanced discussion of the issues surrounding skills and lifelong learning in the changing world of work affected by the current global challenges, including the extraordinary COVID-19 crisis. It examines the role of the ILO and its constituents and the implications of the global megatrends in the area of skills development systems. The report also builds on and advances the emphasis of the Centenary Declaration on skills and lifelong learning and the ILO role in the pandemic recovery process. It therefore seeks to contribute to the discussion of how skills development systems can respond to the crisis and the challenges of today and tomorrow in order to translate their outcomes into decent employment, productivity and sustained growth for all.

[Download the PDF](#)

Without a concerted effort to expand the pipeline of skilled workers moving through education, training and development pathways that foster skill development and re-skilling, there will not be a sufficient level of local skills available in the marketplace

The quest for skills in Australia

The quest for skills: tackling shortages in a disrupted world / Australian Industry Group.

Sydney, New South Wales: Centre for Education and Training, Ai Group, 2021. 27 pages.

Over recent months Ai Group members have been reporting that skill shortages are a key barrier to day-to-day operations and business growth. The combination of closed borders, a rapid jobs recovery and a lack of job applicants with the required skills has meant that more than a quarter of Australian businesses are having difficulty finding suitable staff, according to the Australian Bureau of Statistics (ABS). This report provides examples of the types of skill shortages occurring and showcases market leading strategies to overcome them. The report contextualises member reported shortages within broader macroeconomic trends and the current policy mix. It outlines the short, medium and long-term approaches businesses can adopt to prevent abrupt skill shortages hindering their business operations and growth. The report also identifies the opportunities for key stakeholders - government, education and training providers, and industry associations - to holistically address the enduring skill shortage problem.

[Download the PDF](#)

Learning cities are action-orientated intermediaries of lifelong learning: they translate the vision of lifelong learning for all into practical, people-centred measures to sustainably develop urban environments

A team that does not establish bonds based upon trust runs the risk of becoming toxic

Governments and social partners need to support and enable lifelong learning and ensure that core and digital skills to ensure employability are developed and recognised through formal, nonformal and informal learning

Inclusive lifelong learning in cities

Inclusive lifelong learning in cities: policies and practices for vulnerable groups / UNESCO Institute for Lifelong Learning (UIL).

Hamburg, Germany: UNESCO Institute for Lifelong Learning, 2021. 324 pages.

Inclusive lifelong learning depends on equal learning opportunities beyond the formal education system. It addresses every individual's right to engage in meaningful and rewarding learning across domains as diverse as literacy, vocational skills and citizenship skills, in settings as varied as community learning centres, schools, libraries, leisure centres, universities and - through the extension of digital technologies - homes. The right to inclusive lifelong learning applies to all populations, with a concerted effort required to reach disadvantaged or vulnerable groups. Cities can play a significant role by promoting inclusive lifelong learning policies and practices for all. This publication demonstrates - in very practical terms - how, by cataloguing an array of city-level lifelong learning policies and practices targeted at vulnerable groups.

[Download the PDF](#)

Managing hybrid teams

A practical guide to managing hybrid teams / Andy Dent, Caroline Taylor, Dilpazier Aslam, Elizabeth McManus and Stephen Yates.

Eynsham, England: Oxford Group, 2021. 27 pages.

Hybrid working - where teams work either on site, virtually, or some combination of both - has become a new norm because of the COVID-19 pandemic. To successfully manage a hybrid team, there are eight particular challenges that managers will need to be confident and skilled at addressing: (1) Creating a strong base of trust; (2) Nurturing inclusiveness; (3) Bringing new starters onboard; (4) Articulating your vision; (5) Learning on the job; (6) Managing performance remotely; (7) Navigating change; and (8) Establishing a team culture.

[Download the PDF](#)

ILO Skills System Assessment Tool

ILO Skills System Assessment Tool: identifying key issues and challenges in national skills systems / International Labour Office (ILO).

Geneva, Switzerland: ILO. 24 pages.

The development or review of a new skills policy or strategy should identify key issues and challenges facing the skills development system. Different indicators can be used to measure key areas of performance such as enrolments, completions, employment outcomes and cost effectiveness. However, as skill systems in low and middle income countries often do not have access to sufficient data to measure performance against a comprehensive set of quantitative indicators, consultations and interactions with national stakeholders can be used to identify the key issues and challenges. This guide provides a series of questions that can be used to identify key issues and challenges in the system and thus provide a foundation upon which further research and analysis can be done.

[Download the PDF](#)

Governments could consider reviewing and updating curricula to focus more strongly on the DELTAs

Skills citizens will need in the future world of work

Defining the skills citizens will need in the future world of work / Marco Dondi, Julia Klier, Frederic Panier and Jörg Schubert.

New York, New York: McKinsey and Company, 2021. 19 pages.

We know that digital and artificial intelligence (AI) technologies are transforming the world of work and that today's workforce will need to learn new skills and learn to continually adapt as new occupations emerge. We also know that the COVID-19 crisis has accelerated this transformation. We are less clear, however, about the specific skills tomorrow's workers will require. This research identifies 56 distinct elements of talent (DELTAs) that fall within 13 separate skill groups and four categories - Cognitive, Interpersonal, Self-leadership and Digital. The authors call them DELTAs, rather than skills, because they are a mix of skills and attitudes. The DELTAs will benefit all citizens and the research shows that higher proficiency in them is already associated with a higher likelihood of employment, higher incomes and job satisfaction. This, in turn, suggests three actions governments may wish to take: (1) Reform education systems - review and update curricula to focus more strongly on the DELTAs; (2) Reform adult-training systems - the majority of people are no longer in national education systems so raising proficiency in the DELTAs will require continuous adult training; and (3) Ensure affordability of lifelong education - today's technological revolution should drive further expansion to ensure universal, high-quality, affordable access to education from early childhood to retirement.

[Download the PDF](#)

The COVID-19 pandemic has worsened the risk of becoming NEET and now one in four young people in Italy are NEET

COVID-19 and the risk of NEET in Italy

Even more discouraged?: the NEET generation at the age of COVID-19 / Carmen Aina, Irene Brunetti, Chiara Mussida and Sergio Schicchitano.

Essen, Germany: Global Labor Organization, 2021. 24 pages.

This paper evaluates if and to what extent the risk of becoming Not in Employment, Education or Training (NEET) has worsened during the COVID-19 pandemic in Italy. The analysis is based on a unique dataset from the merging of two sample surveys, the Italian Labor Force Survey and the Institutional Quality Index dataset. The authors find that the probability of being NEET significantly increased during the pandemic, but heterogeneously between age cohorts and geographical areas. The most affected categories have been young people (aged 25-34) and those living in North-West regions. Females are mostly affected compared to males, especially those experiencing motherhood and living in a Southern province. Investment in education reduces the NEET status, mainly for age-group 25-34 in the South. Finally, participation in the civil society significantly reduces the probability of being NEET.

[Download the PDF](#)



Prepared by Tracy Gamlin, Research Librarian, Knowledge Management Branch, National Centre for Vocational Education Research (NCVER).

Feedback and questions to tracy.gamlin@ncver.edu.au

VOCEDplus is produced by NCVER with funding support from the Australian Government Department of Education, Skills and Employment.



[Follow @VOCEDplus](#)

www.voced.edu.au