

A snapshot of a selection of items added to VOCEDplus

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There are signs already that young people today are expecting and accepting persistently precarious employment conditions as their 'unremarkable norm'

Young people, education and employment in Australia

Life, disrupted: young people, education and employment before and after COVID-19 / Lucas Walsh, Joanne Gleeson, Bertalan Magyar and Beatriz Gallo Cordoba.

Melbourne, Victoria: Monash University, 2021. 38 pages.

The disruptions caused by the COVID-19 pandemic have highlighted the prolonged disruptions to the daily lives of many young people throughout the world. This paper explores the contextual factors that shape the education and work of young people in Australia. It first outlines young people's current employment and employability realities. Secure, long-term employment prospects for Australians aged from 15 to 24 years are far worse than some sectors of society are aware of or acknowledge. It then explores how young people experience precarious employment, examining how young people's career imaginaries seem at odds with current fluid and unstable career and work profiles, and the roles played by education, employers, and young people themselves in this disconnect. The paper aims to move debates beyond how work or careers should be imagined post-COVID-19, and to question the ways in which young people are forming their career identities within these interrelated contexts.

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Workforce training can support the economic outcomes of displaced and unemployed workers, but only if it is carefully designed to connect directly to durable, high-quality jobs

State training policies in the United States

Beyond 'train and pray': state training policies to connect workers to good jobs / Michael Prebil.

Washington, District of Columbia: New America, 2021. 31 pages.

Widespread layoffs resulting from the coronavirus pandemic have put the labor market challenges facing workers, especially those without a college degree, into sharp focus. State policies can support effective, employer-connected training programs and overall economic growth by providing targeted financial support for training participants, training providers, and employers who provide training themselves. This report begins by framing state workforce training policies in the context of a growing body of research on certificate and other workforce training programs. It then proposes a structural taxonomy of three types of state policies that support workforce training, which focus respectively on program participants, training providers, and employers. The report concludes with six state policy recommendations as well as suggestions for supporting state workforce training efforts through federal recovery spending.

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The actions of providers and governments in the coming years will shape the extent to which micro-credentials are offered by higher education providers, and their capacity to meet the hopes of proponents that they provide relevant, flexible and efficient means of delivering education and skills

A substantial proportion of adults in Europe is affected by low levels of literacy, numeracy and/or digital skills

Integrating literacy learning with other skills development empowers adults to become independent lifelong learners and active citizens, thereby securing a better life for themselves, their families and the community as a whole

Quality and value of micro-credentials

Quality and value of micro-credentials in higher education: preparing for the future / Organisation for Economic Co-operation and Development (OECD).

Paris, France: OECD, 2021. 34 pages.

The number and diversity of micro-credential offerings have expanded substantially in recent years, accelerated by the onset of the COVID-19 pandemic. This paper examines how higher education institutions envision the future of micro-credentials and notes current policy developments undertaken to support the successful integration of micro-credentials into higher education systems. It concludes by reflecting on the promises and challenges micro-credentials present to policy makers.

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Adult education and training in Europe

Adult education and training in Europe: building inclusive pathways to skills and qualifications / Daniela Kocanova, Sogol Noorani and Nathalie Baidak.

Luxembourg: Publications Office of the European Union, 2021. 222 pages.

This report investigates current approaches to promoting lifelong learning, with a particular emphasis on policies and measures supporting adults with low levels of skills and qualifications to access learning opportunities. Starting with a range of quantitative indicators related to adult education and training, the report examines national arrangements for coordinating adult learning policies and measures. It then provides a cross-country overview of publicly subsidised programmes that seek to provide opportunities for adults to upgrade their skills and qualifications. The report also addresses the question of financial support, paying particular attention to the financial incentives for groups with low qualification levels.

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Integrated approaches to literacy and skills development

Integrated approaches to literacy and skills development: examples of best practice in adult learning programmes / edited by Rakhat Zholdoshaliev, Chung Dolma, Annapurna Ayyappan and Sofia Chatzigianni.

Hamburg, Germany: UNESCO Institute for Lifelong Learning, 2021. 176 pages.

Since the first coronavirus case was reported to the World Health Organization in December 2019, millions of youth and adults around the globe, especially those with low literacy skills, have faced increased challenges to securing meaningful work and safeguarding their livelihoods. A more integrated approach to youth and adult learning and education, combining basic literacy, vocational and life skills, is needed now more than ever. This publication showcases 21 examples of integrated youth and adult learning and education programmes, implemented in various social, cultural and economic contexts around the world, featured in the UNESCO Effective Literacy and Numeracy Practices Database (also known as LitBase). The examples also lay bare the hurdles and potential pathways to consider when planning effective integrated programmes.

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For young people, in particular, having the right skills is crucial for them to navigate the uncertainties of the digital and green transitions and reinforce their confidence, competence, and resilience, preparing them for their future paths in life

Recordings of the 'Feedback Loop' webinars are available on the ASQA Strategic Review [webpage](#)

Veterans experience lower returns to formal educational investments (such as college) than do nonveterans

Building a resilient generation in Central Asia and Europe

Building a resilient generation in Central Asia and Europe: youth views on lifelong learning, inclusion, and the green transition / United Nations Children's Fund (UNICEF) and European Training Foundation (ETF).

Geneva, Switzerland: UNICEF and ETF, 2021. 29 pages.

What are the hopes, concerns, and expectations of young people in Eastern Europe and Central Asia (ECA) about their futures and the role of education, social inclusion, and the environment? This UNICEF-ETF joint report brings youth voices, views and sentiments from the ECA region as a contribution to the regional and global discussions on how to create better lifelong learning systems, more inclusive communities, and greener societies.

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Review of online learning in Australia

ASQA's strategic review of online learning: insights paper no. 1 / Australian Skills Quality Authority (ASQA).

Melbourne, Victoria: ASQA, 2021. 14 pages.

ASQA is undertaking a strategic review of online learning in the vocational education and training (VET) sector. ASQA initiated the strategic review in 2020, prompted by the significant number of providers who shifted delivery online in response to the circumstances created by the COVID-19 pandemic. This insights paper shares findings from three popular 'Feedback Loop' webinars held as part of the strategic review between December 2020 to May 2021.

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Labor market earnings of veterans in the United States

The labor market earnings of veterans: is military experience more or less valuable than civilian experience? / Christos A. Makridis and Barry T. Hirsch.

Bonn, Germany: IZA, 2021. 33 pages.

The authors assess the labor market experiences of military veterans, controlling for a wide array of demographic characteristics and industry and occupational fixed effects. They found that male and female veterans receive civilian earnings nearly equivalent to nonveteran men and women. This finding implies that military experience is valued in the labor market similarly to foregone civilian experience. Veterans are clustered in occupations with somewhat lower than average employment and real earnings growth, and in metropolitan areas with lower levels and growth of real gross domestic product (GDP) per capita. Veterans realise earnings gains from professional licenses, but their returns are lower than for nonveterans.

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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

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