
A snapshot of a selection of items added to VOCEDplus

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A number of countries have already put lifelong learning at the heart of national policies for economic and social transformation as they strive to become learning societies

Technological innovations that combine established, low-cost, non-digital technologies and methods - such as interactive radio instruction (IRI) - and advanced technologies offer encouraging possibilities to scale-up literacy and education programmes

Making lifelong learning a reality

Making lifelong learning a reality: a handbook / UNESCO Institute for Lifelong Learning (UIL).

Hamburg, Germany: UNESCO Institute for Lifelong Learning, 2022.
198 pages.

The complexities of modern life demand adaptability - populations that are resilient, open to change and willing to engage in learning throughout life. Increased mobility, population displacement, the climate crisis, technological change, threats to global health and democratic systems, and new patterns of production and consumption affect, in different ways, all countries in the world. Lifelong learning (LLL) represents an effective and potentially transformational means of addressing many of these challenges. This handbook provides information, evidence, and basic conceptual models to facilitate the adoption of LLL in national and local settings. It provides evidence from diverse initiatives and describes some of the contemporary issues to which LLL responds - including how it shapes the 2030 Agenda for Sustainable Development.

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Innovative technology in literacy and education for refugees, migrants and internally displaced persons

From radio to artificial intelligence: review of innovative technology in literacy and education for refugees, migrants and internally displaced persons / Rakhat Zholdoshalieva, Jian Xi Teng, Annapurna Ayyappan and Boxuan Tu.

Hamburg, Germany: UNESCO Institute for Lifelong Learning, 2022.
86 pages.

Globally, the number of refugees, migrants and internally displaced persons (IDPs) has increased significantly over the past 10 years to reach unprecedented highs. Information and communication technologies (ICTs) can help refugees, migrants and IDPs overcome the challenges they often encounter, such as those associated with access and language. This report reviewed relevant literature and analysed 25 programmes from across the world that have used innovative ICTs in literacy and education for refugees, migrants and IDPs. It answers the following three questions: What are the main literacy issues refugees, migrants and IDPs face? How do different approaches that use ICTs affect the literacy teaching and learning of youth and adult refugees, migrants and IDPs? Which strategies are used by ICT-supported literacy and education programmes for youth and adult refugees, migrants and IDPs to overcome common implementation challenges?

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Both numeracy and literacy skills contribute substantially to higher odds of being on a permanent contract

The relation between skills and job security

The relation between skills and job security: identifying the contractual return to skills / Ron Diris and Olaf van Vliet.

Bonn, Germany: IZA, 2022. 69 pages.

The last decades have shown that the traditional steady job with a permanent contract is on the decline. While permanent contracts and the insider position that they bring are highly valued by workers, research on the returns to human capital have predominantly focused on wages as subject of that return. This study uses Programme of International Assessment of Adult Competencies (PIAAC) data from 29 countries to estimate how skills relate to the odds of obtaining a permanent contract, versus alternative contractual arrangements for employees. The pooled analysis shows that skills substantially relate to having a permanent contract across the full sample. Numeracy skills contribute more than literacy skills; a difference that is largely driven by sorting to occupations and industries. The authors further identify substantial heterogeneities across countries, in which either no skills, only numeracy skills or only literacy skills significantly predict permanent employment at the country level, but never both. Moreover, this 'contractual return to skills' differs substantially from the traditional wage return to skills across countries. The authors also find suggestive evidence that these differences relate to demand factors and labour market institutions.

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Adult education in Canada is fragmented

Adult education in Canada and New Zealand

Poor cousin no more: lessons for adult education in Canada from the past and New Zealand / Jude Walker.

Montreal, Quebec: Institute for Research on Public Policy, 2022. 24 pages.

Adult education provides skills development opportunities to help Canadians find better jobs and improve well-being. Yet it remains a 'poor cousin' of compulsory and higher education, disconnected from social policy and the education system at large, with its learners and teachers stigmatised. This paper looks at Canada's past efforts to address these issues by creating a national adult education strategy. It then offers insights from Aotearoa New Zealand, which went a long way to making adult education mainstream by integrating it into the country's education system, professionalising its teachers and standardising assessments. New Zealand's reform offers important lessons to Canada's federal, provincial and territorial governments in devising a well-functioning and coherent adult education strategy to create a better future for everyone. It is concluded that Canada's challenge now is to capitalise on recent commitments of the federal government, the work of the Future Skills initiative, and the groundswell of support for more national sharing and accounting for training opportunities and skills. The author identifies five key areas for action by governments: (1) make adult education mainstream; (2) beware of reliance on single measures of progress; (3) support the professionalisation of adult educators; (4) empower Indigenous leadership in education; and (5) build toward national coordination. These recommended actions should be done in consultation with all stakeholders - adult education providers, learners, employers, Indigenous governments and communities, and others.

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There is huge potential for work-integrated learning to demonstrate how universities can engage more meaningfully and directly with the social and cultural capital of staff and students

International aid targeting tertiary education has almost doubled between 2002 and 2019, reaching US\$5.3 billion in 2019, which represented 2.7 per cent of the total aid provided

A model for Indigenous work-integrated learning in New Zealand

'I want to work for my people': towards a specific model for Indigenous work-integrated learning / Elisa Duder, Erana Foster and Katharine Hoskyn.

International journal of work-integrated learning, volume 23, number 2, 2022, pages 295-308.

This paper discusses changes taking place in the delivery of work-integrated learning (WIL) in a Faculty of Maori and Indigenous Development in Auckland, New Zealand. WIL in the faculty utilised a model adopted from a business school which did not recognise key aspects of the students' lives and expectations, in particular the strong connection that Maori students can have with their communities. Over time the nature of the WIL experience is moving to a model based on Maori values. Indigenous models must be relevant to and driven by a community's underlying values, as many students feel primary responsibility to their community, and secondary responsibility to the academy. This paper is part of an ongoing reflection on how WIL placements in Te Ara Poutama at Auckland University of Technology can fulfil wide-ranging expectations of students and their communities and help develop a coherent Indigenous framework for WIL.

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International aid for tertiary education

Exploring international aid for tertiary education: recent developments and current trends / Victoria Galán-Muros, Eglis Chacón and Mauricio Escribens.

Caracas, Venezuela: UNESCO International Institute for Higher Education in Latin America and the Caribbean, 2022. 60 pages.

International aid has the potential to become an engine for development and therefore could play a central role in advancing towards the 2030 Sustainable Development Goals Agenda. However, to know how to improve the impact of tertiary education (TE) aid in recipient countries, a better understanding is needed on the historical and current financial flows and practices globally. Specific evidence around international aid targeting TE is very limited. The main purpose of this report is to provide an exploratory holistic overview of TE aid presenting for the first time the historical and current trends and characteristics of international aid directed to TE, including its relative importance compared to other types of aid, its main characteristics and geographical distribution patterns, as well as the identification of the main donors, recipients, and channels. In this way, the report aims to establish a common and global baseline that initiates an evidence-based global reflection and debate around this topic that includes all stakeholders and changes the current paradigm.

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