

A snapshot of a selection of items added to VOCEDplus

MAY 2025

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

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*As emerging technologies help industries and jobs evolve, opportunities arise for workers to build their digital literacy, and upskill and reskill*

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## **The digital transformation of workplaces in Australia**

**The future of work: Inquiry into the Digital Transformation of Workplaces / Australia. Parliament. House of Representatives. Standing Committee on Employment, Education and Training.**

Canberra, Australian Capital Territory: Parliament of the Commonwealth of Australia, 2025. xvii, 89 pages.

The inquiry found that the digital transformation of workplaces has exposed significant risks, including gaps in Australia's regulatory frameworks and workplace protections. This report makes 21 recommendations that focus on: (1) Maximising benefits of artificial intelligence (AI) and automated decision making (ADM) in the workplace, including through increased support to employers and employees, and strengthening workforce capabilities; (2) Addressing specific risks associated with AI and ADM, such as those relating to work health and safety, and intellectual property; (3) Managing high-risk AI systems in workplaces and supporting proposed guardrails; (4) Requiring meaningful consultation, transparency, accountability and procedural fairness regarding the use of AI and ADM; and (5) Developing information campaigns to build public trust of these technologies, understanding of the relevant frameworks, and of safe and responsible use.

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*The pattern of future labour shortages varies considerably between EU Member States*

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## **Labour and skills shortages in the European Union**

**Cedefop Labour and Skills Shortage Index / European Centre for the Development of Vocational Training (Cedefop).**

Thessaloniki, Greece: Cedefop, 2025. 5 pages.

Cedefop's Labour and Skills Shortage Index (LSSI) aims to provide a standardised measure of occupational shortages that can inform decision-making regarding workforce and learning needs in the European Union. The LSSI leverages information provided by Cedefop's skills forecast on future labour market and skills trends across EU Member States. Three pillars are identified and measured as potential drivers of future labour shortages: (1) Demand uses the estimated pressure exerted by future employment growth as a potential proxy for shortages; (2) Supply looks at future requirements arising from replacement needs; and (3) Imbalances in the labour market occur when there is a mismatch between supply and demand for specific qualifications within occupations.

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*76% of post-9/11 veterans have some college credit but lack a bachelor's degree*

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*Highly educated immigrants have been disproportionately affected by rising NEET rates, regardless of their immigration period to Canada or where they received their education*

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*The UK is a notable example of a country actively engaged in skills anticipation, allocating significant resources to enhance information accessibility for its jobseekers and employers*

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## Veterans and college in the United States

**Unlocking potential: strategies for recruiting and supporting veterans on the path to success in college / Latosha R. Henderson and Kurtis D. Watkins.**

Journal of postsecondary student success, volume 4, number 2, Winter 2025, pages 1-23.

Veterans, specifically those with some college credit but no credential (VSCNC), represent a promising yet overlooked demographic within traditional college recruitment strategies. This essay emphasises the necessity of developing tailored strategies to support VSCNC, a group that has been historically underrepresented in higher education despite their significant educational resources, skills, and abilities to perform well and succeed in college. By addressing barriers and leveraging veterans' diverse perspectives, institutions can improve recruitment and academic success, fostering a more inclusive and equitable educational environment.

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## NEET youth trends in Canada

**Youth not in employment, education or training: recent trends / Jaclyn Layton, Genevieve Latour and Katherine Wall.**

Ottawa, Ontario: Statistics Canada, 2025. 13 pages.

The proportion of youth not in employment, education or training (NEET) is an indicator that is used worldwide to assess the risk of social disconnection and exclusion among youth during their transition from education to employment. The NEET rate is closely linked to the labour market. In recent years, youth have faced more challenging labour market conditions, marked by an uptick in unemployment. These trends have raised questions about whether the NEET rate has also increased and whether youth have become more or less likely to pursue education in recent years. This fact sheet examines how the rates of NEET have evolved in the context of challenging labour market conditions for youth over the past years.

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## Skills needs intelligence informing migration policies

**Skills needs intelligence to inform migration policy and governance: a review of seven country cases / Ipsa Banerjee and Baye Sambou.**

Geneva, Switzerland: ILO, 2025. 74 pages.

In an era defined by globalisation, rapid technological change and shifting labour market dynamics, the intersection of skills intelligence and migration governance has become increasingly critical for economic and social resilience. This study investigates how seven countries - spanning advanced economies (United Kingdom and Canada) and emerging markets (Bangladesh, Guyana, Malaysia, India, and South Africa) - leverage skills needs intelligence to inform migration policies. The findings illuminate how strategic integration of skills intelligence can unlock economic opportunities, empower workers, and create pathways for inclusive growth, inspiring a global vision for migration governance that balances equity and prosperity.

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*Aware of student  
trepidation, enabling  
educators are well  
practised in scaffolding  
tasks to support students to  
produce high quality work*

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## Academic literacy pedagogy in Australia

**Academic literacy in enabling education programs in Australian universities: a shared pedagogy / Charmaine Davis, Kathryn Lawson and Lisa Duffy.**

Australian educational researcher, volume 52, number 1, March 2025, pages 539-561.

Widening participation in higher education has led to the global expansion of universities, increased student and program diversity, and greater provision of flexible pathways into university. Critical to supporting a growing student body is helping all students develop their ability to communicate confidently and effectively in their academic communities. This research employs a collaborative benchmarking framework to explore academic literacy instruction in pathway or 'enabling' programs across nine Australian universities. While prevailing assumptions hold that such programs are overly diverse, the findings demonstrate that these programs have developed remarkably similar approaches; in particular, the investigation found that the programs all drew on established academic literacy models and reflected an emerging disciplinary coherence across the enabling education sector, despite the lack of a formal curriculum and standards framework.

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*The automotive industry  
has witnessed a notable  
increase in women's  
participation and success  
by adopting targeted  
educational strategies,  
such as specialised  
training programs and  
mentorship initiatives*

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## Educational strategies driving gender equality in the automotive industry in Mexico and Latin America

**Driving gender equality in the automotive industry: a review of educational strategies / Ana Zavala-Parrales, Frank E. Meléndez-Anzures, Sonia Perez-Suarez and Angeles Dominguez.**

Frontiers in education, volume 10, 2025, pages 1-17.

The automotive industry has historically been characterised by male dominance, presenting significant challenges to achieving gender equality. This study systematically reviews educational strategies to advance women's inclusion in the automotive sector, focusing on their effectiveness in enhancing skills development, career progression, and leadership opportunities. Through the analysis from various regions and organisational contexts, key findings reveal that targeted interventions - such as vocational training programs, mentoring initiatives, leadership development workshops, and scholarship opportunities - have effectively improved women's technical competencies, professional confidence, and long-term retention in the industry. Additionally, the study highlights that these educational programs yield broader organisational and societal benefits, including increased workplace diversity, enhanced innovation, and improved productivity.

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