
A snapshot of a selection of items added to VOCEDplus

SEPTEMBER 2017

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Currently only 4.9 per cent of Indigenous students make the transition from vocational education and training to higher education in Australia

Indigenous pathways and transitions in Australia

Indigenous VET to higher education pathways and transitions: a literature review / Jack Frawley, James A. Smith, Andrew Gunstone, Ekaterina Pechenkina, Wendy Ludwig and Allison Stewart.

International studies in widening participation, volume 4, number 1, 2017, pages 34-54.

The rates of Australian Indigenous participation in higher education (HE) are significantly lower than those of non-Indigenous students, with Indigenous students less likely than their non-Indigenous peers to complete Year 12. As a result, they are less likely to obtain an Australian Tertiary Admission Rank (ATAR) needed for university admission. Statistically, far more Indigenous students enrol in vocational education and training (VET) than in HE. With VET to HE transition pathways remaining convoluted, it is critical to streamline those in order to increase Indigenous HE participation. This is of particular importance for rural and remote Indigenous students who have completed a VET qualification and are considering HE study. While, as the scoping review undertaken will show, Indigenous enabling programs have received significant attention in the recent past, the potential of the VET to HE pathway to increase Indigenous HE participation remains largely unexplored. This review updates the current evidence base on trends associated with, and strategies used to support, Indigenous students transitioning from VET to HE in Australia, and identifies research gaps in relation to pathways and transitions, especially within the Indigenous experience. Some international comparisons are also undertaken.

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The value of adult and community education in Australia

Recognising the value of adult and community education / Training and Skills Commission (TASC).

Adelaide, South Australia: TASC, 2017. 23 pages.

This policy paper explores the adult and community education (ACE) program, a significant contributor to the education and training sector, delivering accredited and non-accredited foundation skills training in community centres, neighbourhood houses, libraries and councils. The paper explores significant policy issues for South Australia and provides a platform for deep engagement with industry and stakeholders.

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ACE providers are far more than a place of learning; they offer an environment that generates a sense of belonging to, and being part of, a community and a place for personal enrichment

Getting more girls and women into STEM education and careers requires holistic and integrated responses that reach across sectors and that engage girls and women in identifying solutions to persistent challenges

Southeast Asian countries need to learn from one another's policies and practices, reinforce implementation strategies and move to put their vision of lifelong learning fully into practice

Over the long term, automation technologies will be the primary engine of prosperity, lifting wages, living standards and work conditions - but in the short term, these same technologies present risks that must be managed

Females and STEM

Cracking the code: girls' and women's education in science, technology, engineering and mathematics (STEM) / Theophania Chavatzia.

Paris, France: UNESCO, 2017. 85 pages.

Despite significant improvements made in recent decades, education is not universally available and gender inequalities are widespread, often at the expense of girls. Complex and inter-related sociocultural and economic factors affect not only girls' opportunities to go to school but also the quality of education they will receive, the studies they will follow and ultimately their career and life paths. A major concern is girls' low participation and achievement in science, technology, engineering and mathematics (STEM) education. STEM underpin the 2030 Agenda for Sustainable Development, and STEM education can provide learners with the knowledge, skills, attitudes and behaviours required for inclusive and sustainable societies. Leaving out girls and women from STEM education and professions not only deprives them the opportunity to contribute to and benefit from STEM but also perpetuates the gender gap and wider social and economic inequalities. This report aims to 'crack the code' by deciphering the factors that hinder and facilitate girls' and women's participation, achievement and continuation in STEM education and, in particular, what the education sector can do to promote girls' and women's interest in and engagement with STEM education and ultimately STEM careers.

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Lifelong learning in transformation in Southeast Asia

Lifelong learning in transformation: promising practices in Southeast Asia: Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Viet Nam / edited by Rika Yorozu.

Hamburg, Germany: UNESCO Institute for Lifelong Learning, 2017. 62 pages.

This report sheds light on promising lifelong learning practices in 11 countries in the Southeast Asia region. The report comprises three main sections: a reflection on lifelong learning in international and national documents, a collection of good practice drawn from the countries' national reports, and a set of common recommendations across these countries.

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The automation advantage for Australia

The automation advantage: how Australia can seize a \$2 trillion opportunity from automation and create millions of safer, more meaningful and more valuable jobs / AlphaBeta.

Sydney, New South Wales: AlphaBeta, 2017. 43 pages.

Improvements in communication technology, robotics, and machine intelligence are rekindling age-old concerns that technology will soon force millions of people out of work. Automation is, at its core, an opportunity to harness the power of machines to improve human lives. If we get it right, automation could significantly boost Australia's productivity and national income.

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The universal, transformational and inclusive Sustainable Development Goals describe major development challenges for humanity

Community college campuses serve as sources of institutional stability and provide opportunities for homeless students to build resilience

Learning objectives of the Education for Sustainable Development Goals

Education for Sustainable Development Goals: learning objectives / UNESCO. Division for Inclusion, Peace and Sustainable Development, Education Sector.

Paris, France: UNESCO, 2017. vi, 62 pages.

To create a more sustainable world and to engage with issues related to sustainability as described in the Sustainable Development Goals (SDGs), individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Education is thus crucial for the achievement of sustainable development, and Education for Sustainable Development (ESD) is particularly needed because it empowers learners to take informed decisions and act responsibly for environmental integrity, economic viability and a just society, for present and future generations. This publication guides readers on how to use education, especially ESD, to achieve the SDGs. It identifies learning objectives, suggests topics and learning activities for each SDG, and describes implementation at different levels from course design to national strategies. The document aims to support policy-makers, curriculum developers and educators in designing strategies, curricula and courses to promote learning for the SDGs.

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Homeless students in community college in the US

Campus of opportunity: a qualitative analysis of homeless students in community college / Jarrett T. Gupton.

Community college review, volume 45, number 3, July 2017, pages 190-214.

Community colleges are gateways of access to higher education for many underrepresented students. One group that has received little attention in the community college research literature is homeless youth. The objective of this research is to address the following research questions: What might be learned from the narratives of homeless youth and their experiences in postsecondary education? And how might community colleges promote interpersonal and institutional resilience for homeless students? Utilizing qualitative research techniques, this article reviews the experiences of homeless youth attending community college and explores the ways in which community colleges might serve as sites for fostering resilience and stability in the lives of homeless students. The results of this empirical work suggest that although homeless students do benefit from enrolling in community college, some of the benefits are not salient to them and they are unable to take full advantage of institutional resources.

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