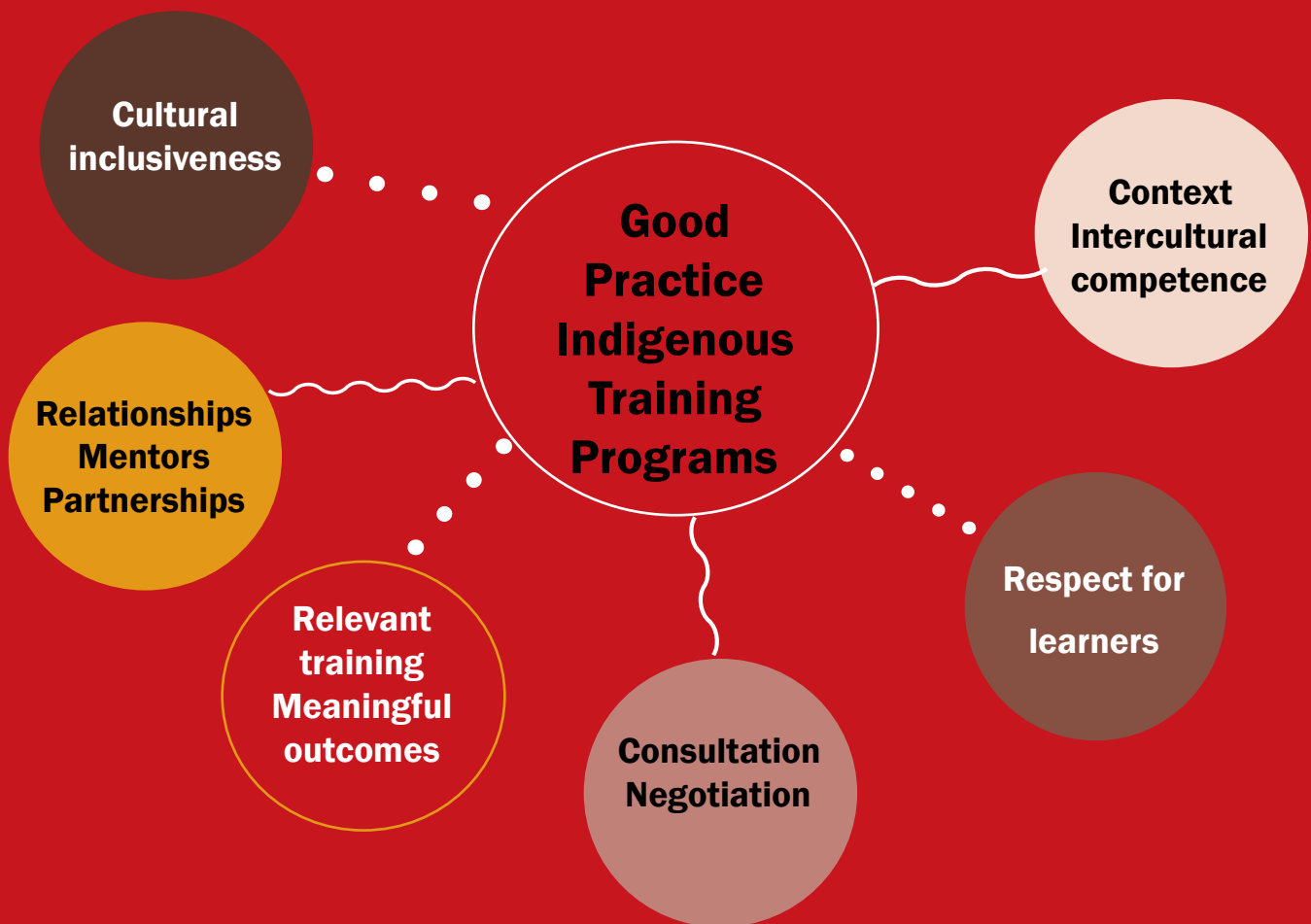


What It Takes

Key features of good practice Workplace English Language and Literacy training projects

Implications for Aboriginal and/or Torres Strait Islander language, literacy and numeracy programs





Australian Government
**Department of Education, Employment
and Workplace Relations**

This resource has been developed by the Industry Skills Council Foundation Skills Network with funding under the Workplace English Language and Literacy (WELL) program of the Australian Government through the Department of Education, Employment and Workplace Relations.



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About this Resource

What it Takes focuses on what can be done in training programs to make sure they help Aboriginal and/or Torres Strait Islander learners with language, literacy and numeracy issues succeed in their learning experience and achieve their educational and employment potential.

It is based on the advice of members of the Industry Skills Council Foundation Skills Network and findings from a review of relevant research literature.

An extensive reference list has been provided at the end of this resource on a range of useful recent work that has been done on this subject.

About the Developer

The Industry Skills Council Foundation Skills Network is made up of a representative from each of the eleven Industry Skills Councils and meets regularly to promote cross-industry sharing and collaboration on issues relating to foundation skills – including language, literacy and numeracy – in workplace training and development. The network is funded by the DEEWR Workplace English Language and Literacy (WELL) program.



AgriFood Skills Australia www.agrifoodskills.net.au



Community Services and Health Industry Skills Council www.cshisc.com.au



Construction and Property Services Industry Skills Council www.cpsisc.com.au



ElectroComms and Energy Utilities Industry Skills Council www.ee-oz.com.au



Forest Works www.forestworks.com.au



Government Skills Australia www.governmentskills.com.au



Innovation and Business Skills Australia www.ibsa.org.au



Manufacturing Skills Australia www.mskills.com.au



Skills DMC www.skillsdmc.com.au



Service Skills Australia www.serviceskills.com.au



Transport and Logistics Industry Skills Council www.tlisc.com.au

Introduction

Improving educational outcomes for Aboriginal and/or Torres Strait Islander learners has been incorporated as performance targets in the National Indigenous Reform Agreement and the National Education Agreement.¹ Good practices in Workplace English Language and Literacy (WELL) and equity programs, along with research to identify guiding principles for good practice Indigenous programs in vocational education and training (VET), could help with addressing the language, literacy and numeracy (LLN) needs of the Aboriginal and/or Torres Strait Islander population. However, identifying the extent of these needs is not a straightforward matter, with many remote communities not always included in survey measures.²

Indigenous participation in VET is increasing. In 2009, Aboriginal and/or Torres Strait Islander learners made up 4.4% of VET enrolments, with the majority doing a Certificate II (26%) or Certificate III (32%).³ From 2003, this represented an annual growth rate of 4.3% per year, compared to non-Indigenous enrolments which increased by 1.6% in the same period.⁴

We know that literacy and numeracy skills are valued by Aboriginal and/or Torres Strait Islander learners and community members, and are regarded as significant to achieving further training, education and employment as well as participating effectively in the community.⁵ Yet a great deal of research into adult literacy models focuses on traditional TAFE or classroom models, even though effective learning opportunities for Aboriginal and/or Torres Strait Islander people need to also be linked to employment opportunities, as well as community goals, aspirations and contexts.⁶

There is scope in the research on adult LLN programs and workplace English language and literacy to focus on the needs of Aboriginal and/or Torres Strait Islander learners and how they may differ.^{7 8} WELL training programs provide an effective model for delivering literacy and numeracy training to Indigenous people as they are usually consultative, delivered on site in the community or at the workplace, connected to work skills and designed flexibly to provide tangible outcomes.⁹

In their recent joint response to the language, literacy and numeracy challenge facing Australian industries, Industry Skills Councils (ISC) called for targeted funding to address identified LLN skill gaps.¹⁰ Awareness of the importance of LLN to successful training outcomes is increasing, with Skills Australia identifying foundation skills as critical to the evolution of the VET sector and Australia's prosperity¹¹ and the Australian Industry Group report also identifying the importance of improving LLN skills in building workplace competence.¹² Supporting learners' LLN skills is no more important than in Indigenous programs, where a range of additional cultural, socio-economic and historical factors – individually and collectively – can present even further challenges.

This resource presents an Industry Skills Council view of what it takes for Indigenous training programs to be successful, based on research into good practice WELL training programs, the body of available related research, and Industry Skills Council Foundation Skills Network members' experiences.

Key Features of Good Practice WELL Training Projects

Good practice in language, literacy and numeracy (LLN) training provides positive outcomes for enterprises and learners.¹³

Through the exchange of information between the eleven Industry Skills Councils (ISCs) that make up the ISC Foundation Skills Network and based on the training programs delivered in their industries as part of the WELL program, the network identified the key features of good practice WELL training projects to be:

- **Successful provider and enterprise partnerships**, which result in improved communication and, through consultation, ensure that the training program meets employer needs and that the employer is aware of the benefits of the program
- **Supportive organisational culture**, which can create a workplace learning environment where learners are supported by mentors, LLN practices are embedded in workplace procedures, and where employers are committed to the training program and recognise its value for their employees
- **Clear understanding of learners' LLN skills and needs**, which supports effective training outcomes as well as appropriate assessment of the learner before and after training.
- **Effective and responsive learning environment** that reflects a strength-based approach to recognising learning in the workplace and supporting that learning.
- **Effective training program** that builds LLN needs and development into the vocational training so that the learning is integrated into the workplace, and supports broader workforce capability issues by capacity building new roles in the workplace; with training program outcomes being strengthened by assessment methods that reflect workplace practice and suit both the learner group and industry needs
- **Suitable program delivery method** where diverse and needs-related approaches are used to identify and address learners' LLN and training needs
- **Clear communication practices** that support the involvement and understanding of all parties throughout the training project.

There is a range of literature on good practice for adult programs, including LLN and WELL, which validates the network's view of key features of good practice WELL training projects, and these include:

- the importance of building partnerships and consultation¹⁴, which may be with the community or the workplace, but which ensure that learners have a valuable and relevant learning experience.
- a supportive learning culture that effectively incorporates language, literacy and numeracy into the workplace or community setting; with various contexts influencing the type of language, literacy and numeracy provision and giving meaning to the importance and usefulness of these skills¹⁵
- understanding the learners' strengths¹⁶ and needs¹⁷ and so maximising their learning and employment potential
- having outcomes that are validated by learners and other stakeholders, such as the community and employers¹⁸
- coaching and mentoring¹⁹
- incorporating LLN into overall training and development programs.²⁰

Supporting clients with language, literacy and numeracy needs

The Community Services and Health Industry Skills Council recently developed a unit of competency to help workers from a range of backgrounds identify when clients' language, literacy and numeracy (LLN) are impeding their access to the service being provided, to adjust service delivery to accommodate client LLN skills, and to refer appropriately in order to improve client outcomes.

Download the unit 'CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively' or visit the ISC's website on www.cshisc.com.au.

Existing workers prefer training to be promoted and provided by employers who see training as their responsibility.²¹ Employers themselves recognise the need to develop and continue to enhance the literacy, numeracy and employability skills of their employees.²² Putting those two things together with an awareness of good LLN practice, will go a large way to promoting one of the critical responses ISCs consider necessary to building Australians' LLN: increased capacity in the VET system to support LLN skill development needs of learners and workers.²³

'It makes all the difference when employers are committed to supporting the language, literacy and numeracy of their people in a training program. It translates to a capacity and willingness to release staff, which means adequate time, resources, trust and integrity.'

WELL practitioner at the ISC Foundation Skills Network workshop at the National WELL Practitioners Conference (Melbourne, 2010).

VET Equity Programs

In its 2010 Equity in VET Good Practice Principles report, the National VET Equity Advisory Council (NVEAC) identified and described a number of good practice principles that should underpin programs for disadvantaged learners and improve participation and successful completion of VET programs.

The NVEAC strategy proposes supporting Aboriginal and/or Torres Strait Islander learners in the following ways.²⁴

- Supported learner pathways and transitions are built into the learning experience.
- Strong partnerships and connections exist to support learners' needs and their successful transitions to further learning and/or work.
- Training is integrated with work experience and/or is aligned with areas of labour market demand to support sustainable employment outcomes.
- There is embedded support for foundation skills within vocational training.
- The voice of the learner is heard and acted upon.
- There is a commitment to improving the capability of the VET workforce to address the needs of diverse learners.
- The outcomes of the program/initiative have been measured and positive results are being achieved.

The above principles focus on the needs of the learner and identify those factors that will improve participation and successful completion of VET programs, as well as supporting learners in acquiring foundation skills.

Building the bridge, breaking the barriers, brother to brother: A WELL/IEP project

BTB is the acronym used by the 13 Indigenous students who completed an eight-week intensive IEP project in Ceduna, South Australia. This pre-course targeted unemployed Indigenous youth between 17 and 24 years old and assisted them in gaining employability skills as well as in preparing them to enter the Australian Defence Force (ADF) Indigenous Employment Development Course (IEDC), leading to employment opportunities with the ADF.

The building the bridge, breaking the barriers, brother to brother IEP pre-course involved strong partnership between the ADF, DEEWR, Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) and TAFE SA Adelaide South Institute with local Indigenous agencies: Tjutjunaku Worka Tjuta (TWT) and Ceduna Indigenous Coordination Centre.

The project's uniqueness was its holistic approach through collaboration between DEEWR IEP and WELL programs, with the support of local Indigenous community groups. Tjutjunaku Worka Tjuta recruited participants and arranged vocational training; whereas TAFE SA Workplace Education Services (WES) was responsible for integrating the literacy, numeracy and employability skill support throughout the program. Local community groups provided mentoring and other resources for logistics support.

Throughout the eight weeks, the 13 Indigenous youth gathered in Ceduna for literacy and numeracy, job readiness and physical fitness training to prepare them to enter into the multiple employment opportunities with the Defence Force. The students had to overcome many challenges, but their determination to 'build the bridge' for their careers, their courage to 'break their barriers' to participation in employment, and their peer support and bonding in 'brotherhood' helped them to take a big step towards their career aspirations.

At the graduation, Aboriginal and ADF mentors, TWT and WES trainer, as well as members from the Ceduna community, joined with the students and their families in celebrating students' milestones.

Major Pauline Mortensen, Project Manager of ADF IEDC, and Max Lorenzin, WELL trainer from WES, outlined the successes of the pre-course:

- Out of the 13 students, six were successful in the selection process for the next phase: the ADF IEDC
- Two students gained employment with building
- One student gained employment with mining
- In terms of literacy and numeracy skills development measured against the Australian Core Skills Framework, the students achieved 14 macro skills progression: 4 from pre-level 1 to Level 1, and 10 from Level 1 to Level 2.

Feedback from the students, Indigenous leaders and the community highlighted that the positive impacts of the pre-course were, to a large extent, achieved through the trainer's flexibility and commitment, strong focus to maintain engagement, embedding literacy and numeracy and life skills enhancement into a broad range of activities, and motivation appropriate to Indigenous culture.

At the graduation, the students shared their stories of improving their life skills, realising the benefits of learning, gaining confidence and self-esteem, building leadership and team skills, and becoming more resilient and prepared for life challenges.

Allie Paerata, Aboriginal mentor, summarised the spirit and achievement of the BTB: 'I have never heard these boys laugh and enjoy themselves so much'.

Guiding Principles for Good Practice Indigenous Programs in VET²⁵

A review of research²⁶ highlighted a number of guiding principles for good practice VET programs directed at Aboriginal and/or Torres Strait Islander learners (Figure 1). Many of the programs reviewed also contained a strong LLN component.

Incorporating the principles, detailed below, into practice will result in community-based, relevant training strengthened by attention to learners' language, literacy and numeracy needs, community involvement²⁷ and learner engagement that underpins successful learning and employment outcomes.

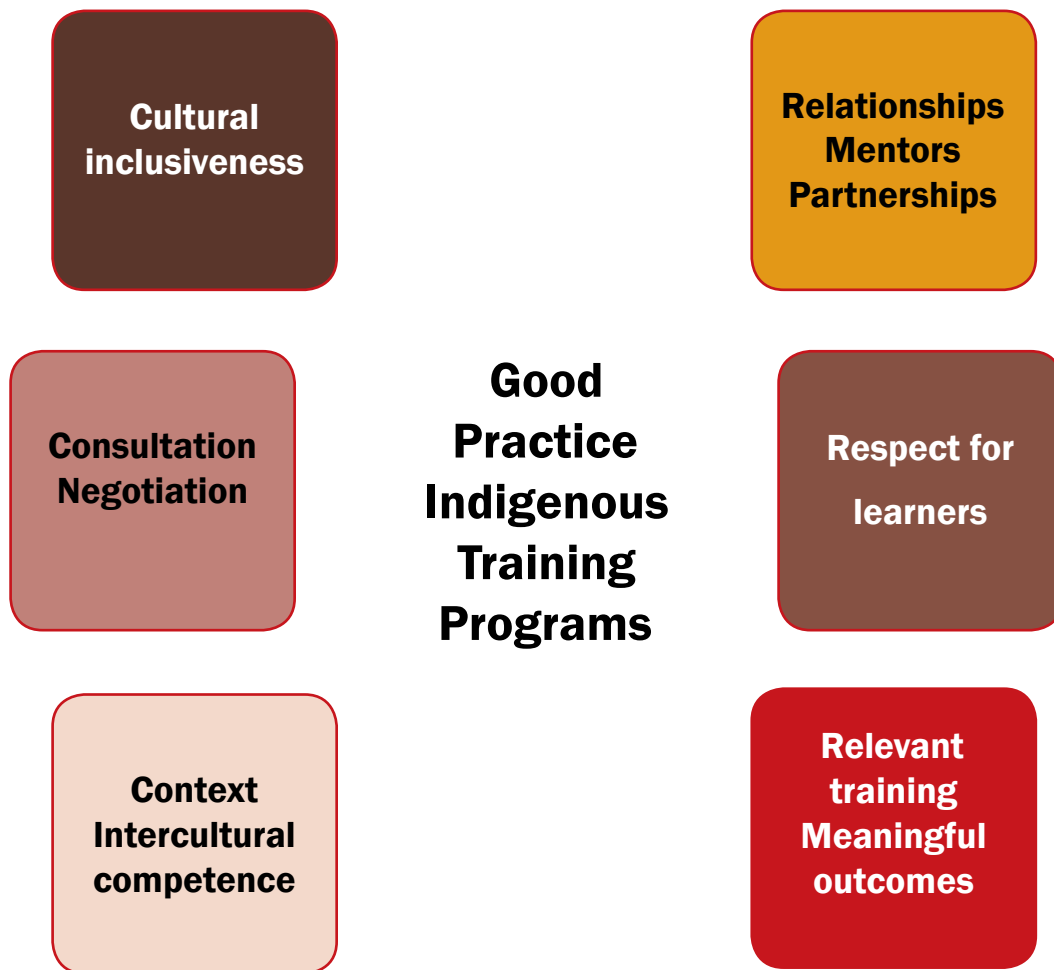


Figure 1: Guiding principles for good practice Indigenous VET programs

1 Context and Intercultural Competence

Learning needs to be linked not only to the learner but also to community goals, aspirations and issues. It needs to ensure strong community ownership and develop community capacity.²⁸ Improving literacy for any adult is not only about vocational skills but also the relevance of the training to community capacity building.²⁹

To successfully reflect community goals it is important to carry out consultation with Aboriginal and/or Torres Strait Islander communities and gain their input and engagement, identify learning needs, and unpack western cultural bias.³⁰ Only through careful consultation will the training program be properly established.

An important aspect of this is also intercultural competence, where program coordinators and trainers integrate the Indigenous culture, including the importance of both visual and oral cultural traditions, into the context of the training program. Trainers will need to examine cultural beliefs and understand cultural differences.³¹ If necessary, they may require specific cultural training if they are not experienced with Aboriginal and/or Torres Strait Islander learners. Ideally, trainers will work cooperatively with the community, Indigenous trainers and the learners themselves to further extend their understanding of ways to best teach Aboriginal and/or Torres Strait Islander learners. As with all learners, the training and support needs will vary according to specific learner and program requirements, and in some cases according to the learner context: rural, urban or remote.

Thinkin Wrong Way Thinkin Right Way

For trainers and assessors, travelling and teaching in regional and remote Aboriginal and Torres Strait Islander communities can be an adventure; both challenging and rewarding. They teach and assess in cultures distinctly different from the mainstream white community.

Thinkin Wrong Way Thinkin Right Way is a vibrant, grounded WELL-funded resource that will help them conduct effective, culturally appropriate English language, literacy and numeracy core skills assessments of Aboriginal and Torres Strait Islander people living in those regional and remote locations. It includes a video, a 'how to' book, an example literacy and numeracy assessment, and a tool and assessor marking guide packaged in a useful backpack of skills, knowledge and materials that teachers can take with them to remote Indigenous communities.

Watch the video excerpt on YouTube
(www.youtube.com/watch?v=N1njUsewNoU).

Or contact the resource developer, Cathrena McRae (cathrena@thelearningworkshop.com.au) at The Learning Workshop Pty Ltd RTO 30367 (www.thelearningworkshop.com.au)

Partnerships between the community, employers and RTOs will provide a solid framework for work-based training programs³² that ensure realistic vocational goals, relevance to the local employment context, and sustainable employment outcomes.

IPROWD NSW Indigenous Police Recruitment Out West Delivery Program TAFE NSW

The NSW Police Force and the Australian Government are working in partnership to offer IPROWD training programs across NSW to assist Aboriginal people in gaining entry to the NSW Police College at Goulburn. The program develops the skills and confidence needed to succeed in joining the New South Wales Police Force. It provides a Certificate III in Vocational and Study Pathways, which meets the entry requirements for the Associate Degree in Policing Practice offered by Charles Sturt University, NSW Police College Goulburn.

The IPROWD Program addressed a range of skill areas, including literacy and numeracy, team work, self-esteem, communication and leadership skills, as well as health, nutrition and fitness, and offered mentoring by local police officers. IPROWD recruits eventually become mentors themselves, delivering speeches and presentations to local communities and schools. IPROWD graduates in the NSW Police Force are now undertaking general police duties and administrative roles.

www.wit.tafensw.edu.au/industries/general-education-and-work-skills/iprowd

Integrate community goals and aspirations into the training program.

Recognise and respond to cultural strengths and differences.

2 Respect for Learners

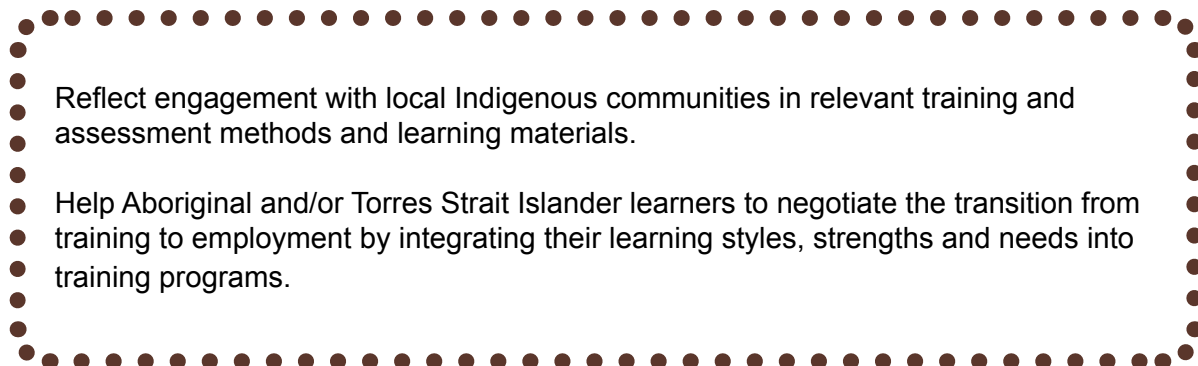
Respect the student as an adult learner that brings prior knowledge and experience to the program.³³

Aboriginal and/or Torres Strait Islander learners respond to culturally appropriate training in an environment where they are respected and supported by good quality teaching.³⁴ Engaging with local Indigenous communities to design and structure appropriate learning environments that acknowledge and incorporate the Indigenous culture into the program is a significant element of successful programs.³⁵ The Indigenous community is diverse and learner experiences and requirements will vary within it and will differ from mainstream Australian experiences and requirements.³⁶

It is important in Indigenous vocational training that cultural roles are recognised and affirmed³⁷ and learning styles accommodated. This would involve giving Aboriginal and/or Torres Strait Islander learners choice and control over their learning and ensuring that the learning program is experiential and outcomes-oriented rather than abstract. The structuring of appropriate learning experiences is important, especially by using visual, age and culturally appropriate resources, and practical exercises. Focusing on learning cooperatively through small group work and providing learners with an opportunity to reflect on their learning have been proven to be useful strategies.³⁸

In some cases it will need to be acknowledged that English is not the learners' first language. This will be particularly true in remote communities where more than half of all desert Indigenous people have an Indigenous language as their first language.³⁹

Respect for the Aboriginal and/or Torres Strait Islander learner will also involve understanding how their family and community commitments may influence learners' studies and outcomes and require the negotiation of flexible assessment approaches.

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- Reflect engagement with local Indigenous communities in relevant training and assessment methods and learning materials.
 - Help Aboriginal and/or Torres Strait Islander learners to negotiate the transition from training to employment by integrating their learning styles, strengths and needs into training programs.

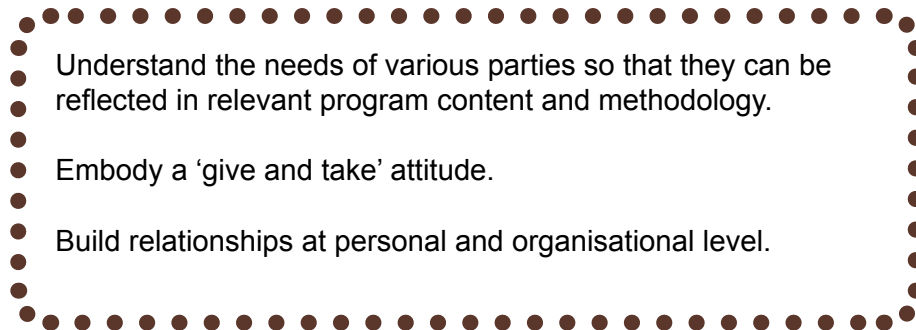
Consultation and Negotiation

Consultation and negotiation help ensure appropriate processes and outcomes for VET⁴⁰ that should result in community-based and relevant training with community involvement.⁴¹

Community consultation and negotiation are crucial for Indigenous programs to ensure that learner needs are clearly identified and that there is solid community involvement in the program. The negotiation that informs a successful Indigenous training program is a complex process bound by cultural protocols and language barriers, involving both Indigenous and non-Indigenous people.⁴² Consultation with community advisory boards, as well as with individual learners, is important to ensuring the effectiveness of the training program.⁴³

Consultation and negotiation with local employers is also important, to ensure that vocationally relevant training content and methods are built into the program.

The intentional community engagement process should capture clear learning needs and ensure that they are addressed through the training program.⁴⁴

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- Understand the needs of various parties so that they can be reflected in relevant program content and methodology.
 - Embody a 'give and take' attitude.
 - Build relationships at personal and organisational level.

4 Relevant Training and Meaningful Outcomes

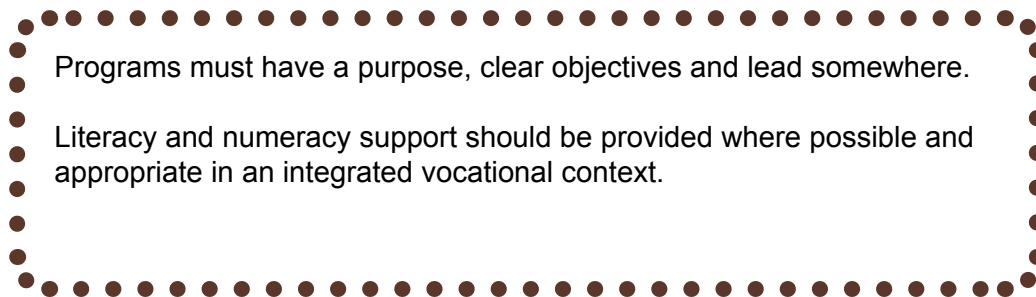
VET training must have a meaningful vocational outcome or learning pathway. It is especially true that Indigenous programs will be relevant and have real outcomes if the community is involved in the planning, development and delivery of the training program.

The integration of learning with on-the-job experience is a key factor in ensuring the success of vocational training programs. Training needs to be integrated with work experience and/or aligned with areas of labour market demand to support sustainable employment outcomes for Aboriginal and/or Torres Strait Islander learners.⁴⁵ Another important element to ensure meaningful outcomes is to institute appropriate evaluation processes for continuous improvement purposes and to identify if training is making a difference.⁴⁶

In its recent assessment of the current VET system and reform requirements, Skills Australia maintains 'It is also most important for foundation skills to be developed in conjunction with work-based experience through the whole spectrum of learning, not just at preparatory levels'.⁴⁷

Successful VET programs for learners with language, literacy and numeracy issues, integrate and contextualise the LLN support within the vocational context.⁴⁸ This enables students to apply these skills to real, practical industry tasks and to see the direct relevance of what they are being asked to learn.⁴⁹ Like most learners, Aboriginal and/or Torres Strait Islander learners prefer the combination of vocational and language outcomes,⁵⁰ and do not respond well to withdrawal methods for language and literacy support.⁵¹

Flexible approaches and the contextualisation of assessment will result in meaningful outcomes for the individual and the community. Ideally, to ensure training is relevant and effective, there will be pre- and post assessment of an individual's capabilities.



The relationship with the teacher or trainer is of primary importance to a successful outcome for Aboriginal and/or Torres Strait Islander learners,⁵² as is learner support. An effective trainer will build on the strengths of the individual and positively influence a disadvantaged Indigenous learner.⁵³

The notion of support in this learning context is taken further and relates to the community context and mentoring in that community.

Mentoring in the community

A WELL-funded resource to support Aboriginal and Torres Strait Islander mentors support mentees in training programs or employment activities is under development. It will engage mentors in identifying and resolving LLN issues relevant to learner's needs, including identifying LLN embedded in vocational units of competency or work tasks and developing LLN strategies to address the learning needs.

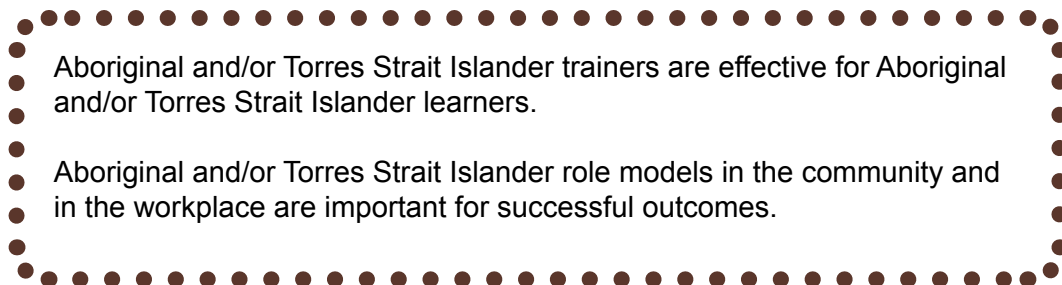
The resource comprises film, written information and reflective practice activities. Situated in an Indigenous community context, the film highlights the holistic relationship between the community, mentor and mentees in delivery of effective learning.

For information regarding the availability of this learning resource, contact the resource developer, Sue Muller (sue@thelearningworkshop.com.au) at The Learning Workshop Pty Ltd RTO 30367 (www.thelearningworkshop.com.au).

Programs for indigenous learners must be inclusive of Indigenous culture,⁵⁹ with content customised so that it reflects Indigenous learner needs. This is often referred to as 'indigenisation', which means to transform education and training so that the Indigenous perspective and world view is reflected in the curriculum, the training strategies, the learning resources and the trainers. Resources designed from the Indigenous perspective supporting the indigenisation of programs are integral to student learning.

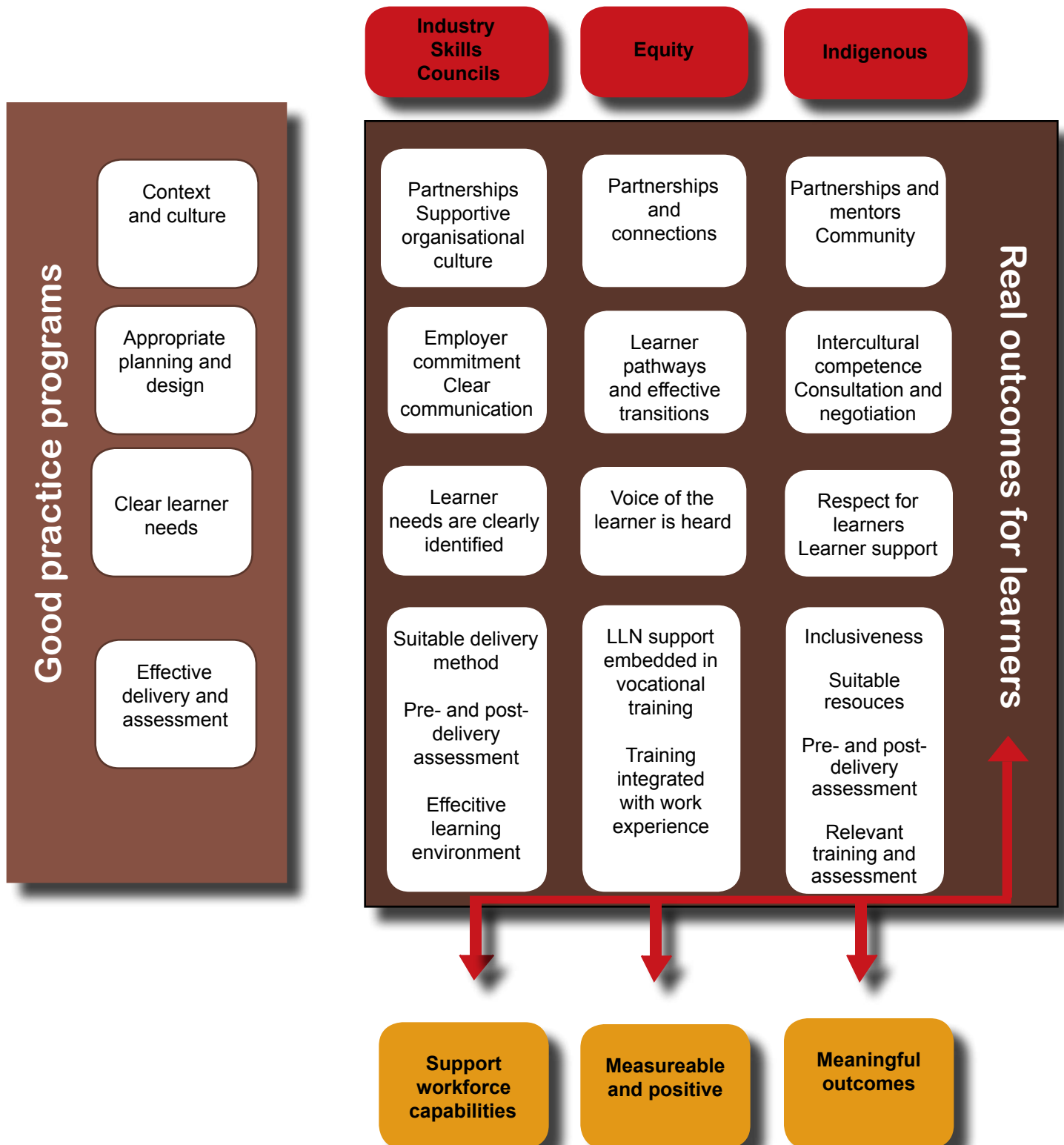
Using Aboriginal and/or Torres Strait Islander trainers is also important if training programs are to be effective with Aboriginal and/or Torres Strait Islander learners. It is important for Aboriginal and/or Torres Strait Islander learners to 'belong' in the training and education setting in which they find themselves, and this can be done well when Aboriginal and/or Torres Strait Islander staff train and support their learners and act as role models in the community and the workplace. Such trainers can also be a valuable resource in providing insight into learners' culture, strength and needs as well as into trainer and employer needs.

If trainers are not Aboriginal and/or Torres Strait Islanders, 'a connectedness with Indigenous culture may be gained through coaching and collaboration arrangements'.⁶⁰ Working cooperatively with Aboriginal and/or Torres Strait Islander trainers provides non-Indigenous trainers with useful insights into the culture. A bi cultural experience can be very effective in the teaching of LLN programs to Aboriginal and/or Torres Strait Islander learners, particularly those in remote communities.⁶¹

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- Aboriginal and/or Torres Strait Islander trainers are effective for Aboriginal and/or Torres Strait Islander learners.
 - Aboriginal and/or Torres Strait Islander role models in the community and in the workplace are important for successful outcomes.

So what does it take?

There are a range of principles and practices underpinning good practice LLN training for Aboriginal and/or Torres Strait Islander learners and workers, however as may be seen in Figure 2 over page, good practice approaches – whether they are in WELL, equity or Indigenous programs – have certain key features in common that result in real outcomes for Aboriginal and/or Torres Strait Islander learners: the embedding of language, literacy and numeracy with work-based skills training; a clear recognition and consideration of learner support, needs and culture; and the importance of the training context .



WELL and the Indigenous Employment Program

The main aim of the WELL program is to assist organisations to train workers in LLN skills. WELL funding is available on a competitive grants basis to employers for LLN training linked to job-related workplace training and is designed to help employees meet their current and future employment and training needs. Organisations usually partner with a registered training organisation (RTO) that delivers the LLN and vocational training.

There are two components to the training aspect of WELL. One is mainstream training (for current employees) and the other includes Indigenous Employment Program (IEP) participants, which can include employed and pre-employed IEP participants. The objective of the IEP is to increase Indigenous Australians' employment outcomes and participation in economic activities. The Australian Government allocated additional funds from July 2009 to support LLN training for IEP participants. This LLN training is delivered through the WELL program and ultimately assists participants to secure and retain employment, perform their work safely and effectively, and undertake future skills development through formal training.

WELL can support IEP participants during various phases of their transition into ongoing employment. Typically, WELL is introduced during pre-employment activities and can then assist transition into the workplace. Alternatively it may be introduced post-employment. In this way, WELL is able to support development of the underpinning LLN skills required by participants to successfully transition into sustainable employment. WELL is usually delivered, or auspiced by, an RTO scoped to deliver the training appropriate to the project.

For projects where participants are engaged at the pre-employment phase, the requirement for an employer to contribute financially to the project is waived. If a project commences post-employment, existing WELL employer contribution arrangements apply.

Current delivery models include:

Separate WELL and IEP providers

An RTO delivers a WELL project to support the LLN needs of the participants of a particular IEP project. A separate provider delivers the IEP project.

One provider delivers both WELL and IEP training

An RTO delivers all or part of an IEP project to support the needs of participants and potential employers. The RTO may be an IEP panel member themselves, or may enter into an arrangement with an IEP panel member to deliver these services. The same RTO delivers a WELL project to support the LLN needs of the IEP project participants.

A WELL project supports multiple IEP projects

An RTO delivers a WELL project to support the LLN needs of the participants from various IEP projects. Separate provider(s) deliver the IEP projects. This arrangement caters for participants up to an agreed maximum number and is effective for servicing multiple smaller IEP projects.

Find Out More

For information about adult literacy and Indigenous training programs, research and practice visit:

Adult Literacy Resources NCVER	Presents research funded through the Australian Adult Literacy Research Program, 2002-2006	www.adultliteracyresource.edu.au
Australian Council for Adult Literacy	Promotes adult literacy and numeracy policy and practice	www.acal.edu.au
Australian Policy Online	Brings together online social, economic, cultural and political research reports.	www.apo.org.au/indigenous
Closing the Gap	A Council of Australian Governments (COAG) initiative, Closing The Gap, is a commitment by all Australian Governments to work toward a better future for Aboriginal and Torres Strait Islander people, closing gaps in areas such as health, housing education and employment.	www.indigenous.gov.au/index.php/closing-the-gap
Indigenous Employment Program (IEP)	The IEP aims to increase Indigenous Australians' employment outcomes and participation in economic activities responsive to the needs of employers, Indigenous Australians and their communities.	www.deewr.gov.au/indigenous/employment/programs/iep/Pages/default.aspx
Indigenous Literacy Project	A partnership between The Australian Book Industry and The Fred Hollows Foundation.	www.indigenousliteracyfoundation.org.au/about/indigenousliteracy.aspx
LiteracyNet	DEEWR site containing information about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.	www.deewr.gov.au/skills/programs/litandnum/literacynet/Pages/default.aspx
National Adult Literacy Database (Canada)	Canada's literacy and essential work skills network.	www.nald.ca
New Zealand Literacy Portal	New Zealand Literacy Portal managed by Workbase: The New Zealand Centre for Workforce Literacy Development with a section of Australian Indigenous resources	www.nzliteracyportal.org.nz
Taking the Lead	A one-stop shop for information and advice on developing core language, literacy and numeracy (LLN) skills, developed by Service Skills Australia under WELL funding.	www.takingthelead.com.au
VOCED	An international database for vocational education and training (VET) Research	www.voced.edu.au
Workplace English Language and Literacy Program (WELL)	An Australian Government program that assists organisations to train workers in English language, literacy and numeracy skills.	www.deewr.gov.au/well

Contact Information

For more information or assistance regarding workplace English language, literacy and numeracy, please contact Service Skills Australia, e: info@serviceskills.com.au, p: 02 8243 1215.

For information on the Workplace English Language and Literacy (WELL) program, contact WELL by either ringing the WELL Contact Centre on 133 873 or emailing a WELL officer (see details below).

ACT and New South Wales	Simon Pettinger E: WELL-NSWandACT@deesr.gov.au
Northern Territory	Kylie Oates E: kylie.oates@deewr.gov.au or WELL-NT@deewr.gov.au
Queensland	Southern Queensland (including Brisbane) Joy Hooper E: WELL-QLD@deewr.gov.au Central and Northern Queensland Amanda Enright E: WELL-QLD@deewr.gov.au
South Australia	Kolin Finlay E: kolin.finlay@deewr.gov.au or WELL-SA@deewr.gov.au
Tasmania	Nicola Burnie E: nicola.burnie@deewr.gov.au or WELL-TAS@deewr.gov.au
Victoria	Greg Carson E: greg.carson@deewr.gov.au or WELL-VIC@deewr.gov.au
Western Australia	Sharon Budworth E: sharon.budworth@deewr.gov.au or WELL_WA@deewr.gov.au
National Office	Adult Literacy Policy Section, Chris Bates E: chris.bates@deewr.gov.au
	WELL Resource Coordinator, Julia Szabo E: adultlit@deewr.gov.au

For information about language, literacy and numeracy qualifications from trainers and assessors, contact Innovation and Business Skills Australia:

T: 03 9815 7000

E: reception@ibsa.org.au

W: www.ibsa.org.au

For further information and advice on language, literacy and numeracy visit Service Skills Australia's one-stop shop 'Taking the Lead' e: www.takingthelead.com.au. You'll find online PD for trainers and assessors, case studies showing how employers and employees benefit from training that supports and develops LLN skills, LLN tips giving comprehensive advice on how to improve LLN; a searchable resource directory of LLN resource, and the latest news and events on LLN training services and funding opportunities.

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