



Provision of foundation skills training by community education providers in regional Australia — support document

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This document was produced by the author(s) based on their research for the report *Provision of foundation skills training by community education providers in regional Australia* and is an added resource for further information. The report is available on NCVER's Portal: <<https://www.ncver.edu.au>>.

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This document should be attributed as O'Dwyer, L & Mihelic, M 2021, *Provision of foundation skills training by community education providers in regional Australia - support document*, NCVER, Adelaide.


This work has been produced by NCVER on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Government Department of Education, Skills and Employment.

Published by NCVER, ABN 87 007 967 311

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Overview of foundation skills policies and funding

The ageing labour force, and concerns with productivity and social inclusion have driven foundation skills policy development in Australia and internationally (SCOTESE 2012; Newton 2016). However, little existing literature focusses on the relationships between foundation skills, community education providers and regional location. Thus, this review addresses the main national policy and funding arrangements affecting general foundation skills provision and productivity in regional areas as a context for the operation of community education providers in regional areas.

Varying international definitions of ‘foundation skills’ and little research into foundation skills policy and its implementation makes foundation skills policy development challenging. Australia is the only country to use the term ‘foundation skills’ in policy documents and to explicitly include employability skills in the definition (Newton 2016, p.20) but most research has focussed on LLN skills.

Funding arrangements for economic activity and productivity in regional Australia

The jurisdictions and Commonwealth have implemented many programs for improving work skills in regional Australia. Important Commonwealth initiatives include the Skilling Australians Fund (SAF) and Building Better Regions Fund (BBRF). The SAF was established in 2017 and superseded the National Partnership Agreement on Skills Reform. It is aimed at skill needs in regional areas whilst expanding apprenticeship participation. It is financed partly by a levy paid by employers who sponsor foreign skilled workers under certain visa classes¹ and partly by the Commonwealth.

The BBRF supports the Government’s goal to grow economies and communities in regional areas, and to invest in areas outside the major capital cities (Community Colleges Australia 2018; Commonwealth Department of Infrastructure, Transport, Cities and Regional Development 2019). However, none of the 420 grant recipients in the three funding rounds at the time of writing have projects addressing foundation skills or any of its components (Commonwealth Department of Business 2019)².

Policy and funding in key foundation skills programs

National Foundation Skills Strategy for Adults (NFSS)

In 2012 the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) developed the National Foundation Skills Strategy for Adults (NFSS). The NFSS recognised that literacy development is a lifelong activity for individuals with broader implications for communities and economic activity (Newton 2016). It aimed for two-thirds of working-age Australians to have functional literacy and numeracy skill

1 The levy is a mechanism for employers using skilled overseas workers to contribute to the skills development of Australians and is managed by the Department of Home Affairs (Commonwealth Department of Education and Training 2017).

2 Ninety four per cent of BBRF grants were worth less than \$100 000. <https://www.business.gov.au/Assistance/Building-Better-Regions-Fund/Building-Better-Regions-Fund-Community-Investments/CI-funding-offers-round-3>.

levels in and outside the workplace by 2022 (Bowman 2017, p.30). All Australian states and territories supported the NFSS through the Council of Australian Governments³ (COAG).

The NFSS promoted employability skills, LLN skills and digital literacy by:

- Raising awareness and commitment to action
- Supporting high-quality learning opportunities and outcomes for adults
- Strengthening foundation skills in the workplace
- Building the capacity of the education and training workforces to deliver foundation skills (SCOTESE 2012, p.3)

The NFSS recognised the importance of community education providers, describing them as critical for the provision of diverse foundation skills programs for adults and noting the value of flexibility in pathways to building learners' skills and confidence (SCOTESE 2012, p.12). However, although the Australian Government allocated funding to develop the NFSS in the 2011 Federal Budget, no significant funding programs were attached when the Strategy was released in 2012. The Strategy included the National Foundation Skills Strategy Project (funded by the Commonwealth) and the foundation skills training package, funded through the jurisdictions. The foundation skills training package aimed to incorporate foundation skills into VET programs and apprenticeship agreements. In 2013 the incoming federal government cut funding to many LLN programs although some funding is available through the Industry Skills Fund (Newton 2016).

Adult and community education (ACE)

A range of portfolios across federal, state and territory, and local government tiers contribute to funding ACE in varying degrees, with most funds going towards nationally recognised VET and LLN (Parker 2016). In some states, funding for foundation skills training is part of wider funding initiatives. New South Wales has the 'Smart and Skilled' program, Victoria the 'Skills First' and South Australia 'WorkReady' (pre-accredited and nationally recognised training)⁴. The ACE sector in these states is relatively robust and flexible (Thompson 2013, p.10). Programs in the ACT aim to provide pathways to further education and training for recognised disadvantaged and 'second chance' learners supported by an annual ACE Grants Program⁵. In Tasmania, non-formal lifelong learning and adult literacy programs are funded and run through LINCS (Learning and Information Centres⁶).

ACE was less well recognised in other states. Western Australia ACE had a broad definition that included 'accredited work readiness and foundation programs run by a variety of provider types' (Thompson 2013, p.4). In Queensland, informal ACE programs were managed by not-for-profit and volunteer organisations, whilst in the Northern Territory there was no formal ACE policy or strategy, although other adult learning models were available (Thompson 2013).

3 COAG replaced SCOTESE in 2013.

4 These programs are current as at October 2020.

5 <https://www.skills.act.gov.au/2020%20ACT%20Adult%20Community%20Education%20Grants%20Program%20-%20Application%20Guidelines>

6 Tasmania's libraries have been called LINC's since 2009 but the term 'libraries' was reinstated in 2018.

ACE funding has historically consisted of short-term and unpredictable grants which is incongruent with stable staffing and organisational planning. In South Australia, funding has been capped with no increases in line with the Consumer Price Index (CPI), yet ACE delivery costs, particularly in non-nationally recognised ACE, have significantly increased; there is also a lack of funding for post-delivery support in many areas (South Australia Training and Skills Commission 2017; Fergusen 2019 pers.comm.)

Examples of foundations skills programs

The following examples of foundation skills programs are located in both metropolitan and regional areas, and focus on vocational settings, funding and policy contexts.

Adult Migrant English Program (AMEP) and Skills for Education and Employment (SEE)

The Australian Government currently funds two programs that provide language, literacy and numeracy tuition for eligible job seekers and foundation English language tuition for eligible new migrants and humanitarian entrants: Adult Migrant English Program (AMEP) and Skills for Education and Employment (SEE). Along with other areas of service delivery, these programs have been affected by government policy trends towards marketisation and entitlements driven by individual and enterprise choice.

AMEP is demand-driven with its annual funding estimated according to the size and composition of the federal government's migration and humanitarian program; service providers are paid under an 'actual hours' model. SEE funding is capped annually and the program is delivered and funded under a competitive tendering model where RTOs apply to deliver services in specified Service Delivery Areas (SDAs). Both programs are federally funded, but national skills reform has substantially changed the availability of publicly subsidised training. One implication is that AMEP and the SEE programme may need to provide more LLN training than they were originally designed to do. The implication of State and Territory governments now managing the broader VET system using a student entitlement model is that individuals can build on AMEP and SEE programme training with further VET training (ACIL Allen Consulting 2015a).

The AMEP provides eligible new migrants and humanitarian entrants with up to 510 hours of free English language tuition, with additional hours of tuition available for eligible learners. Major reforms to the AMEP were announced by the federal government on 28 August 2020 among which included the removal of caps to provide for unlimited hours of free tuition⁷. The purpose of the AMEP is to facilitate social participation, independence, pathways to employment and further training and personal wellbeing through the development and acquisition of English language skills. Delivery of training consists of full- or part-time classroom-based tuition; distance learning consisting of curriculum materials with telephone or internet contact with a teacher; one-on-one English language tuition with a volunteer through the Home Tutor Scheme (HTS); and self-paced e-learning consisting of online learning modules that all AMEP clients can access. Distance learning is used in regional areas where no other option is available, which may only be useful to people who are able to learn independently. Measuring AMEP's outcomes against its objectives of social and economic participation is difficult because it has no clear evaluation framework (ACIL Allen Consulting 2015a; 2015b).

⁷ <https://immi.homeaffairs.gov.au/settling-in-australia/amep/about-the-program/background>

SEE is a continuation of the Language, Literacy and Numeracy Program (LLNP) and commenced in 2013. The SEE program provides up to 650 hours of free training to improve eligible job seekers' LLN skills with the aim of improving their employability⁸. The training includes LLN training delivered by RTOs. Minimum requirements for teaching and assessing may be waived in remote areas due to the shortage of teachers and assessors. Other challenges of delivery in remote areas include:

- Indigenous backgrounds of most clients in regional areas;
- Securing suitably qualified staff;
- Costs associated with remote delivery;
- The lack of viable levels of demand;
- A different set of referring agencies (ACIL Allen Consulting 2015c, p.113).

Workplace English Language and Literacy (WELL) and the Language, Literacy and Numeracy Program (LLNP)

The Workplace English Language and Literacy (WELL) Program was introduced in 1991 and ceased in 2014. It supported LLN training integration within VET in organisations and the development of foundation skills in the workplace. WELL included workers of both non-English and English-speaking backgrounds and reached workers with educationally disadvantaged backgrounds, including those without basic literacy skills. Cost was initially one of the biggest barriers to employer uptake of WELL, but Commonwealth funding of \$2 million each year since 1992 resulted in a steady increase in participation rates (Parliament of Australia [n.d.]; Commonwealth Department of Innovation, Industry, Science, Research and Tertiary Education & Third Horizon Consulting Partners 2012). The WELL program provided LLN training for more than 72 000 employees, more than 500 Indigenous Employment Program participants and more than 1 000 training projects across Australia. Most participants (employees and employers) rated WELL as effective in meeting their needs. Benefits included a reduction of OH&S incidents, increased use of technology, and enabling employees to undertake further work-based training, increasing their productivity and employability (Commonwealth Department of Innovation, Industry, Science, Research and Tertiary Education & Third Horizon Consulting Partners 2012).

No national LLN program specifically for employees with language and literacy needs in the workplace nor a national policy for community education in general currently exists. The sector argues that a national policy would strengthen the role of VET providers in regional areas and in turn boost local development opportunities in the regions (Community Colleges Australia 2018; Deloitte Access Economics 2017; Pergut 2017).

Examples of programs and delivery models in regional locations

The following examples of training programs and models delivering core LLN skills and vocational training in regional areas are not necessarily provided by community education providers but highlight the relationship between the delivery model used and the cohort or community served. They also identify practices that have successful outcomes as well as those that are less effective, lessons which may be of benefit to community education providers.

⁸ <https://www.employment.gov.au/skills-education-and-employment>

26TEN – Tasmania (formerly Employer Pledge Program)

Supported by the Tasmanian Government, the 26TEN grants program helps businesses, community groups, and government build workers' skills in literacy, numeracy and communication via individual projects to improve reading, writing, math and digital skills of employees, training in writing work documents, and training supervisors to support the literacy needs of their employees⁹. All teachers are volunteers. The benefits of the training include improved productivity, compliance, and quality of service, better communication across teams as well as increased confidence. The most successful projects involved the whole organisation in understanding employees' literacy and numeracy study needs (26TEN [n.d.]).

CDU VET work-readiness program, Gulkula, Northern Territory

Charles Darwin University (CDU) delivers VET and work-readiness programs to regional indigenous communities across the Northern Territory. Each program is tailored to the needs of each community. Participants undertake units from a certificate II in one of the principal industries of the region, focusing on job-readiness, LLN, life and employability skills, and health and wellbeing. An industry traineeship for one semester follows where possible, with an option to undertake an apprenticeship. Mentoring and learner support is available at each stage. Low levels of LLN have been accommodated by integrating learner support in everyday learning with different teaching and learning techniques that are specific to the learning needs of the student. Flexibility in teaching practices, including rescheduling classes or providing transport, is also important when students are absent for long periods. Good employment outcomes and completion rates were attributed to the combination of strong learner support and local training and employment experience (Waters 2019).

'Yes I Can' campaign

Initiated by the National Aboriginal Adult Literacy Campaign Steering Committee (NAALCSC) and managed by the University of New England (UNE), the Cuban adult literacy campaign 'Yes I Can' (Yo, sí Puedo) was piloted at the remote Aboriginal community of Wilcannia in 2012. The campaign used a three-phase model: socialisation and mobilisation - mobilising as many people to take part; delivery of a set of basic, non-formal literacy lessons, run over a short period; and post-literacy activities, to help participants to consolidate their learning (Boughton et. al. 2013). Of the 98 adult residents participating in the pilot project who identified themselves or a family member as needing literacy assistance, about half undertook the basic literacy lessons. Retention figures ranged from 75% to 55% per intake (significant personal crises were the main reason for withdrawal). The post-literacy stage had a 70% uptake rate and included further classes, work experience, and assisting with teaching of further literacy classes. This phase was supported by many local organisations, showing that the whole community contributed to overcoming illiteracy. Graduation ceremonies were significant community events. The evaluation of the pilot project was extremely positive and literacy levels were substantially raised (Boughton et.al. 2013 p. 23).

The 'Yes I Can' campaign has been extended into other communities including Bourke and Brewarrina, NSW. Areas with scope for improvement included: coordination with other service providers, particularly with the local TAFE and RTOs to facilitate pathways to nationally recognised training; support from local

⁹ <https://26ten.tas.gov.au/Pages/default.aspx>

employers in offering work experience to graduates from the program; and, importantly, the need for a national or state adult literacy policy to support non-nationally recognised programs (Guenther et al. 2017).

Macksville TAFE

Macksville is a disadvantaged area located on the mid-north coast of New South Wales, with a high proportion of disaffected youth, and many unemployed workers with limited qualifications (Ashley 2017). Many of the youth 'at risk' enrol at Macksville TAFE to fulfil obligations and requirements set by the Department of Education (to study for a certificate II or Year 10 equivalent), or by Centrelink (for those aged 16 to 24 and identified as Early School Leavers). They often have limited LLN skills due to disengaging from schooling at a young age.

Macksville TAFE developed a meaningful and relevant training program to engage these 'at risk' young people, based on what types of skills development and on-the-job experience interested the students. Nine of the 15 enrolled students completed their certificate 1 training in construction, with two gaining employment and one student going on to complete further study. This model of delivery has now extended into other industry certificates including horticulture and conservation and land care (Ashley 2017).

Questionnaire for online survey

What's it all about?

NCVER and CCA are interested in how the Adult Community Education Sector helps to prepare learners for Vocational Education and Training (VET) study. [Click here for the project brief](#). We're especially interested in the provision of English language, literacy, numeracy and digital literacy courses and those that focus on employability skills such as problem-solving, teamwork and self-management, sometimes referred to collectively as 'foundation skills' courses. We want to identify the link (if any) between undertaking foundation courses and the development of social and human capital in different places.

If you teach or help people with the English language, literacy, numeracy (LLN) or employability skills then we need your help. Even if you don't provide any courses in these areas at present, we want to know about your past experiences and any future plans.

The survey should take no more than 15 minutes to complete.

Your responses are anonymous (unless you consent to further contact) and will be reported in summary format only in accordance with the requirements of the Privacy Amendment (Enhancing Privacy Protection) Act 2012. The survey results will be part of a report for the

Australian Government Department of Education and Training but you may also find them useful as evidence of your impact. CCA will also use them to promote and facilitate English language, literacy (including digital literacy), numeracy and foundation courses, especially in rural and regional areas.

About your organisation

1. Please briefly describe the particular mission of your organisation. If you are not part of an organisation, please describe your particular focus.
2. Please indicate the State or Territory where you (if you are a sole provider)/or your organisation operates (tick all that apply)
 NSW Victoria Queensland South Australia Western Australia Tasmania Northern Territory ACT
3. In which State or Territory does your organisation have its head office or base? If you are an individual, in which State are you based?
 NSW Victoria Queensland South Australia Western Australia Tasmania Northern Territory ACT Outside Australia
4. How big is your organisation? (include only full-time equivalent paid staff in teaching, administration and support in all locations/campuses if more than one)

<input type="checkbox"/> Fewer than 5 employees	<input type="checkbox"/> 51-100
<input type="checkbox"/> 5-10	<input type="checkbox"/> More than 100
<input type="checkbox"/> 11-20	<input type="checkbox"/> Don't know
<input type="checkbox"/> 21-50	<input type="checkbox"/> Other (please specify)
5. Is your organisation a Registered Training Organisation?
 Yes No Don't know Other (please specify)
6. How many campuses or locations does your organisation have? (enter number)
 None, all online 1 2-5 6-10 11-20 More than 20 Don't know Not applicable

Other (please specify)

7. From how many of these locations does your organisation deliver LLN or employability courses? (enter number)

None All of them 1 2-5 6-10 11-20 More than 20 Don't know Not applicable
 Other (please specify)

8. Does your organisation operate in rural/regional or remote areas, EXCLUDING online delivery?

Yes No Don't know Other (please specify)

9. How long operating in remote/regional areas?

10. How long has your organisation been operating in rural and regional areas?

Up to 5 years 5-10 years 11-20 years More than 20 years Don't know

Types of courses

11. Please indicate the types of courses your organisation CURRENTLY delivers (tick all that apply)

General/personal interest excluding LLN or employability skills
 LLN or employability skills (may be pre accredited, unaccredited or nationally recognised VET)
 Other pre accredited programmes
 Other nationally recognised VET Other unaccredited VET
 Other (please specify)

12. Which (if any) of your courses are delivered wholly or partly ONLINE? (tick all that apply)

None
 LLN or employability courses (may be pre accredited, nationally recognised or unaccredited)
 Other pre accredited programmes
 Other accredited VET Other unaccredited VET
 General/personal interest (excluding LLN or employability)
 Other (please specify)

13. In which Local Government Area(s) does your organisation deliver LLN or employability courses?

If more than one, please list all

None, we don't offer LLN or employability skills

14. Please indicate whether you primarily identify with the 'language, literacy or numeracy field', OR the 'employability skills' field OR both.

LLN Employability skills Both Other (please specify)

Provided in the past

15. Has your organisation provided LLN or employability courses in the past but not at present?

Not applicable Yes No Don't know Other (please specify)

Reasons why no longer provided and future plans

16. Why are they no longer provided? (tick all that apply)

Too few enrollments (no demand) High administrative burden
 Difficult to get staff to teach it Too expensive to run
 Insufficient/insecure funding No problems
 Competitive tendering process too difficult/unfair Don't know
 Too many other providers Other (please specify)

17. Does your organisation plan to offer LLN or employability courses in future?

- Yes No Don't know Other (please specify)

Types of courses

18. Which types of LLN or employability courses do you currently offer? (tick all that apply)

- Literacy for everyday life
 Literacy for the workplace
 Numeracy for everyday life
 Numeracy for the workplace
 English as a second language (written or spoken)
 Employment skills (jobseeking, career development, job search skills, work practices)
 General education (primary and secondary education programmes)
 Digital literacy (use of email, internet, smartphones, other computer skills)
 Other (please specify)

19. Which of your LLN or employability courses generally have the most enrolments? Please select the top THREE over the last 3 years.

- English language Literacy Numeracy Literacy and numeracy combined Employment skills
 Don't know Other (please specify)

Operating Issues

20. Where does your organisation provide (or plan to provide) LLN or employability courses? (ie location of students)- tick all that apply

- Inner/middle metropolitan area Outer metropolitan area Rural/regional Remote
 Location not relevant, it's online

21. Has your organisation's ability to deliver LLN or employability courses and programmes changed over the last THREE years? (e.g. financial capacity, ability or availability of the trainers, changes in the physical environment or infrastructure, training material)

- No change, has always been difficult No change, has never been a problem Don't know
 Yes - it has become more difficult Yes, it is easier now

If yes, briefly explain why _____

22. When delivering LLN or employability skills courses, have you experienced any administrative difficulties in the following areas in the last THREE years? (tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Federal legislation/compliance requirements | <input type="checkbox"/> Student assessment |
| <input type="checkbox"/> State legislation/compliance requirements | <input type="checkbox"/> Implementation of training content |
| <input type="checkbox"/> Insecure funding | <input type="checkbox"/> Acquittal processes (accounting for how funds are spent) |
| <input type="checkbox"/> Insufficient funding | <input type="checkbox"/> None experienced |
| <input type="checkbox"/> Company registration | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Student enrolment | |

About the students

23. Which of the following barriers (if any) do you think affect students doing LLN or employability courses in your area? (tick all that apply)

- Lack of awareness that course is available
 Availability of childcare
 Lack of/costs of transport Drug use

- Poor customer service from providers
- Poor time management skills/punctuality
- Too much assessment
- Personal issues (e.g. lack of confidence, anxiety, embarrassment, bad memories of formal education)
- Enrollment process is intimidating
- Learning disabilities
- Existing courses don't meet particular needs
- No problems
- No internet access
- Time of day that course is offered
- Don't know
- Other (please specify)

24. Over the last THREE years, how many students in total enrol in your LLN or employability courses per year on average?

- 1-4
- 5-10
- 11-20
- 21-50
- More than 50
- Don't know
- Other (please specify)

25. On average over the last THREE years, what proportion of your students enrol in LLN or employability compared to your other courses?

- Less than 10%
- 10-25%
- 26-50%
- More than 50%
- Don't know

26. What do you think are the main motivations your students have for doing LLN or employability courses? (tick all that apply)

- Want to improve skills to get a job
- Want to improve skills to do further study
- To be able to communicate with extended family or community
- Mutual obligation/Centrelink requirement
- Personal interest or goal
- Don't know
- Other (please specify)

27. Did any students decide to do a LLN or employability course after or while doing an unrelated course (e.g. in leisure/hobbies, crafts or personal development), either with you or elsewhere?

- Don't know
- Yes
- No
- Other (please specify)

28. How many do you think enrol in LLN or employability courses via this pathway?

- Virtually all
- Most
- About half
- Some
- Very few
- Don't know
- Other (please specify)

29. Over the last THREE years, how many complete their LLN or employability course ?

- All, or almost all
- Most
- About half
- Less than half
- Don't know
- Other (please specify)

30. What do you think are the main reasons students drop out of LLN or employability courses?

- To take up work
- Logistical problems (travel, timing, difficulty finding childcare)
- Level of course content too advanced
- Level of course content too basic
- Too much assessment
- Fear of assessment
- Lack of interest
- Health reasons
- Don't know
- Other (please specify)

Social capital

Social capital is defined as 'the networks which facilitate cooperation with or amongst groups, with shared norms, values and understandings' (Australian Bureau of Statistics)

31. Have you noticed any changes in the way your LLN or employability students interact with people in their existing networks, or in the types and numbers of their networks since beginning their course?

- | | |
|--|---|
| <input type="checkbox"/> Yes, positive effects for SOME students | <input type="checkbox"/> Yes, negative effects for SOME students |
| <input type="checkbox"/> Yes, negative effects for MOST students | <input type="checkbox"/> Don't know/can't tell if there have been any changes |
| <input type="checkbox"/> Yes, positive effects for MOST students | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> No, have not seen any changes | |

Interaction from the perspective of developing social capital is defined as ongoing friendly verbal communication with new people, such as helping another to complete a task, explaining something to others, sharing views or having conversations which may or may not be related to the class.

32. What have you noticed as the main type(s) of interaction (if any) between learners of LLN and employability skills by the end of the course? (Tick UP TO 3 if applicable)

- I have not seen any interaction
- They already interacted well and/or spontaneously right from the start (ie didn't need encouragement)
- Most interaction occurs before or after the class
- Between the learners and the teacher DURING class
- Between the learners and the teacher OUTSIDE class
- Online class communication
- Discussion or exercises in pairs or small groups
- Mainly between learners who already knew each other as friends or relatives, or from the same language background
- Don't know
- Other (please specify)

33. Please indicate which (if any) of the following strategies you (or your organisation) ROUTINELY use in your LLN or employability skills teaching (tick all that apply)

- Providing information and direction to the class as a whole
- Being part of small discussion groups
- Encouraging learners to work at their own pace
- Facilitating or guiding small discussion groups (ie not as a participant)
- Answering questions DURING the class
- Connecting with learners by using humour, finding common ground and/or valuing the life experience that learners bring with them
- Answering questions BEFORE or AFTER the class
- Sharing relevant material from your own life
- Providing opportunities for peer learning (e.g. by sharing experiences, mentoring or buddy systems)
- Minimising teacher-directed pedagogy
- I/we use some or all of them, but not all the time
- None
- I/we use other strategies (please specify)

34. What do you think are the THREE main benefits for learners, apart from improving their LLN or employability skills?

- Improve personal wellbeing/confidence/dignity
- Participate in their community
- Discover/realise the options or pathways that are now available to them (e.g. formal study)
- Meet new people/make friends
- Improve independence
- Getting out of the house/break from daily routine
- Intellectual stimulation/enjoyment of learning

- Don't know
- Other (please specify)

Tracking outcomes

35. Do you track the outcomes for adults who have completed your LLN or employability courses?
- Yes
 - No
 - Don't know
 - Other (please specify)

Why not track outcomes?

36. Why don't you track outcomes for former students?
- Too time consuming
 - No way to do it
 - No benefit to us/don't know what to do with results if we had them
 - Never really thought about tracking outcomes
 - Other (please specify)

Tracking and outcomes

37. How do you track them? (tick all that apply)
- They enrol in other courses with us
 - We make follow-up phone calls to all completed students
 - We do annual surveys
 - Word of mouth/ social networks in small town
 - Referee for job or other education applications
 - Social media
 - Other (please specify)
38. About how many go on to further study in VET, other education or employment?
- Virtually all
 - Most
 - About half
 - A few
 - Virtually none
 - Don't know
 - Other comment (please specify)

Working with other agencies in different places

39. Do you adapt your LLN or employability courses to different places or communities?
- Yes
 - No, don't need to adapt anything
 - No, would prefer to adapt but don't have the necessary resources
 - Sometimes
 - Don't know
 - If 'yes' or 'sometimes', how do you do this?

40. Does your organisation work with other service providers and industry (eg employers, housing, education, childcare, health, transport) to support students and help them complete their LLN or employability course?

No Yes - if so, who do you work with?

41. How does your organisation work with other service providers or industry?

- Employers offer work experience placements
- Employers provide advice or guidance on employability skills to focus on
- Subsidised childcare places for children of students
- Sharing facilities
- Advertising/raise awareness of LLN and employability skills courses
- Other services refer potential students to you
- Other services assist with logistical issues like transport, computer access, interpreting
- Meet with case workers or other agencies to discuss individuals' progress, wellbeing and options
- Other (please specify)

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