



**Tasmanian
Small
Business
Council**

'Uniting Small Business'

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The Hon Paul Lennon MHA
Premier
Parliament House
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Dear Premier,

Illiteracy

Your recent statements and indicated action towards reversing the high levels of illiteracy in the Tasmanian compulsory education system are noted and applauded by the small business community.

The Tasmanian Small Business Council has received many reports of the unsatisfactory standard of literacy among job seekers. Our members concerns have also been expressed by other employer representatives both in Tasmania and nationally.

While past comments have been anecdotally based, the concern has now been confirmed by recently released survey results prepared by the Australian Bureau of Statistics ref. 4228.0 "Adult Literacy and Life Skills Survey"

I am writing to you on this matter because you have shown publically your preparedness to address this presently unsatisfactory situation.

With appropriate action it should be possible to arrive at the situation where never again will any young person be released from compulsory education while he or she remains illiterate.

The data demonstrates that a significant proportion of Australians have literacy levels below that which is considered necessary to effectively manage their lives.

Low levels of literacy mean that a person does not have the ability to gain adequate knowledge about any subject or matter and therefore they will always be deficient in performance in all aspects of their life. Clearly this inhibits their employability and creates occupational health and safety issues.

The burden of the deficiency will be felt not only by the individual, but also by their family, their community and eventually by the state.

It is doubtful if the total community cost of illiteracy has been calculated but clearly it would be many tens of millions each year in economic terms and equally costly in social terms.

While there will be many issues and opportunities around the subject of illiteracy there are two fundamental concerns:

- How to stem the tide i.e. ensuring that never again is any young person released from the compulsory education system while he or she is illiterate.
- Providing an opportunity for those who are presently illiterate to become literate.

It is interesting to note a relevant comment from Victorian educationalist Margaret Stewart in her presentation to the Southern Area Taskforce in the last fortnight “extremely low levels of literacy made it impossible for some young people to cope with the VCE” Later in the same presentation Margaret used the example of an action by the *Ballarat Courier* who found that “some young people could not read the advertisements in the paper” and thus they created a special page for employment advertisements written for and targeted to these people. Is this not a good enough example to demonstrate the validity of the concern expressed by my members?

While I am aware that significant strides are being made to address the symptom of illiteracy it seems only logical that the major effort should be focused in the school system so as to address the cause.

The question that my members ask is “How is it that a student can be allowed to progress to a higher grade without gaining the skills specified at the lower grade?”

If compulsory education was a product offered in the commercial world, and the results were as they presently are (“of those aged 15 to 19 years, 52% attained skill scores lower than Level 3 on the prose scale”) the trade Practices Commission and Consumer Affairs bodies would declare the product as not being of merchantable standard and allow the goods to be returned and demand that a full refund be issued.

Premier I appeal to you, as a business leader, a citizen and a parent, to place all the resources at your disposal towards addressing this problem at the source.

I hasten to inform you that this is not just an appeal to government without backing from the small business sector. As an example, the members of one of our member groups, collectively the largest employers of apprentices in Tasmania, is actively developing a project utilising the Australian Governments Workplace English Language and Literacy (WELL) program to engage full time teachers in the workplaces of their host employers and are seeking to complete a cooperative arrangement with Skills Tasmania to achieve this end.

The Tasmanian Small Business Council will be happy to support appropriate initiatives to assist where ever possible.

Yours sincerely,

Geoff Fader
Chairman
Tasmanian Small Business Council
3 March 2008

Enc: ABS Bulletin 4228.0 "Adult Literacy and Life Skills Survey"

Copy: Hon David Bartlett MHA, Minister for Education

Submission

To the Standing Committee on Employment, Education and Training

Inquiry into the importance of Adult Literacy and its Implementation

This submission is focused about Availability, Implementation and Effectiveness of Adult Literacy and Numeracy Programs. The submission has been prepared at a time when more than 100 submissions have been lodged and notes that most submissions focus on the topics of need, importance, and some measures of value to the Australian economy. Many submissions focus on the complexity of the issues and reasons why Australia is failing in this area.

I have read few suggestions about the activities that could be considered by the Committee to provide an action plan resolve the problem.

Addressing the vexing issue of poor adult literacy requires action.

There is ample evidence to suggest that there is a severe problem. Further, poor literacy comprehension and the accompanying poor understanding of numeracy concepts compounds the problem.

When desktop computers first became widely available it was said that “people now have access to virtually all the knowledge in the world” Access is only part of the story, an individual needs to be able to read and comprehend the words to gain benefit. The knowledge is the key to good health and productive living.

Australian Bureau of Statistics Data informs us that the around half the population of Australia is functionally illiterate*. We have known this for some years, and the situation is not improving.

Lack of improvement is demonstrated by the same ABS data set that informs us that “51% of 15 to 19 year-old individuals leaving compulsory education are functionally illiterate and 57% of the same cohort are functionally innumerate”. There is also anecdotal information that young people living on farms may have even lower attainment levels.

The impact of this shortcoming is visible throughout the community with high levels of unemployment, questionable health practices such as illicit drug use and high levels of alcohol consumption. These practices demonstrate a lack of understanding of personal wellbeing.

Discussion around the subject in recent years has led to various academic activities that are mostly centred on research. One very expensive major national project, about fifteen years ago suggested tweaking the measurement levels and giving them new names. The outcome

* UNESCO Definition attached

from this work meant that it became impossible to track data trends accurately as different measurement scales were subsequently applied.

Clearly, we know the problem. It is time for action.

There are a few clear cohorts of people where action can be taken. The first group can be identified by answering the question; How can an individual escape from Government mandated compulsory education while still functionally illiterate and innumerate? Where is the final year test to demonstrate that a student has qualified in these two skill areas that are vital to achieving their future wellbeing?

Schools should remain responsible for attainment until their students have these skills. Life Skills should be more than sex education. Why should a school be paid for the job it has to do if it cannot demonstrate the required outcome?

There must be a national literacy and numeracy comprehension test. Noting the results should be part of any final mark. Some may suggest that this is unfair on schools or the education system but both literacy and numeracy are core subjects in the basic education curriculum. Correcting this failure in schools will stem the flow for the future and thus it is the highest priority need.

The second big cohort comprises the people who are receiving benefits from the Government. Let us not judge these people but rather offer them a steppingstone to a better and more self-sufficient future. As an example, if it is a requirement for people on unemployment benefits to look for work it should equally be a requirement for them to at least achieve a basic level of literacy and numeracy, these skills will assist in acquiring employment. The results can be noted on their CV and will make them more employable. Suitable adult training activities can be included in Centrelink support packages.

The third large cohort comprises those people in further education as, for example a university or trade school. The data shows that a significant proportion lack numeracy and literacy skills. Given that they are in some form of educational institution the introduction of a suitable test and the requirement on the institution, like schools, to ensure that there is a requirement for their graduates to have literacy and numeracy comprehension skills. These results must be noted in their pass out documentation. These are practical and relevant activities that will improve employment opportunity.

Finally, there are those individuals not in the above categories that are citizens of their local communities. The closest link to these people will be the municipal administration in their area of residence. Local Government could be supported to offer local programs, perhaps like the successful Tasmanian "26 ten" model that are easily accessible and free.

The urgency of this situation could be compared with the current COVID-19 pandemic. If half the population of Australia were at risk of catching the disease or not being to achieve a degree of self-sufficiency and a reasonable lifestyle, should the Government act? I suggest that consensus opinion would be to answer yes.

There are numerous precedents for Government funded support. Sight and hearing are two examples. Medicare provides funding for procedures or appliances to enable access to sight and hearing, but like computers, just having access falls short of the skills to comprehend the information to advantage.

Many of the submissions to this enquiry confirm need, benefits, and urgency. This submission presents a proposal for action. It is clearly important to stem the tide of illiteracy, and this can be achieved by starting in the schools and through the education and training systems. Having stopped the flow, the focus can be upon support for those previously let down to enable all Australians the opportunity to achieve their full potential.

Submitted for consideration.

Geoff Fader

Chair, Tasmanian Small Business Council

5 July 2021

Geoff Fader has a working career spanning 65 years. For almost forty of those year he was involved, in a voluntary capacity, in employing some two million young people in apprenticeships and helping them to achieve employment with skilled trade qualifications. During this time, he developed and implemented numerous programs to assist and support people with poor learning to improve their skills. These programmes achieved more than 80% employment outcomes.

Geoff is presently Chair of the Tasmanian Small Business Council and Emeritus Chair of Rural Business Tasmania which delivers Rural Financial Counselling Services in Tasmania. He is also Chair of the national RFCS Network and past chair of the Council or Small Business of Australia and the National Apprentice Employment Network, formally Group Training Australia, which currently employs 70,000 apprentices across Australia.

Lifting literacy Lifting Tasmania

TSBC Submission March 2022

The Tasmanian Small Business Council (TSBC) notes the establishment and goals of the Literacy Advisory Panel and is pleased to be able to offer input to the development of a community-wide framework to achieve a literate Tasmania.

Poor literacy and numeracy should be counted as one of the major deterrents to enjoying a realistic income and a happy and healthful life. The available data suggests that at the least our system of compulsory education is failing badly as we continue to stagnate against long term nationally and internationally recognized measurements.

Delivering programs to address these failures - the symptoms, will never replace the need to address the causes.

This submission is provided against the background of (ABS) data that informs us that "51% of 15- to 19-year-old students are leaving compulsory education functionally illiterate and 57% are functionally innumerate".

The Tasmanian Small Business Council is the representative body of the small business sector. A total of 39,745 small businesses were operating in Tasmania on 30 June 2020 being 97% of all businesses in the state. With collective employment of more than 100,000 people small businesses have a significant stake in the outcome of the work of the Literacy Advisory Panel. Indeed, as the Tasmanian Minister for Small Business, the Hon Jane Howlett MLC noted in the recently released Small Business Growth Strategy, small businesses are "the engine room of our economy and the backbone of so many of our regional communities"

Business needs employable people with the ability to comprehend both written and oral communications, and to meet the legal obligation of providing a safe workplace. These employees can then be productive thus earning income and achieving the ability to provide for themselves and loved ones while enjoying a state of mental wellbeing.

In 2007 the TSBC raised with the Tasmanian Government its concerns about paucity of literacy and numeracy attainment. Copies of a media release and subsequent open letter to the Education Minister accompany this submission.

Unfortunately, very little has changed.

Advice received from TSBC member, Group Training Australia – Tasmania, informed us that the greatest cause of non-completions in apprenticeship training – possibly up to 50% - was poor literacy and numeracy skills. Further anecdotal information provided by individual Group Training Organizations (GTO's) indicated the around 26% of applicants for apprenticeship employment were unemployable due to their lack of proficient literacy and numeracy skills and if employed could be a danger to themselves and others in the workplace.

Group Training Australia Tasmania – now Apprenticeship Employment Network Tasmania, initiated several successful projects to help address the impacts of poor literacy and numeracy. Information on these projects is included with this submission and may be useful to help devise a way forward.

It is unfortunate that despite demonstrated success and extensive co funding by group training organizations that further support for these proven successful activities was not provided.

There is no simple solution to the very complex problem but one outstanding shortfall in all the activities that have become known to TSBC is the apparent lack of a responsibility for their success. It is hard to find any such information in the “Setting the Scene” paper. In the wider world it seems that schools, higher education providers, social support services or community leadership organizations are spending time and money on literacy support but fail to accept responsibility for the outcomes of their work.

A paper prepared by the TSBC was submitted to the 2021 enquiry of the Federal Parliament Standing Committee on Employment, Education and Training Enquiry into the importance of Adult Literacy and its Implementation. A copy of this paper is attached.

A major step forward will be made if the Literacy Advisory Panel can bring together the numerous disparate activities that are presently operating and achieve a coordinated outcome to the betterment of all Tasmanians.



Geoff Fader

Chair, Tasmanian Small Business Council

February 2022

Attachments:

Media Release, Dec 2007 “Tasmanian Small Business Council calls on Education Minister to act urgently on literacy crisis”

Open letter to Education Minister “illiteracy”

Group Training initiatives:

April 2008 “Success Pathways” initiatives

September 2013 “Getting There” proposal

July 2021 Submission to Standing Committee on Employment, Education and Training Inquiry into the importance of Adult Literacy and its implementation.



Group Training Australia

Tasmania

Apprenticeships made easier

'Getting There' Proposal

to Skills Tasmania

September 2013

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I. Our organisation.

Our organisation is Group Training Association – Tasmania (GTA - Tas.), comprising seven not-for-profit Group Training Organisations (GTOs) who collectively employ the largest number of young apprentices and trainees in the state. This number was approximately 935 people at end June 2013. GTA - Tas. is a not-for-profit organisation whose mandate is to support apprentices and trainees to maximise their employment capacity.

GTOs have been the largest employers of apprentices and trainees in Tasmania for the past 25 years and operate state-wide. As a result of data collected via interviews and applications, it is confirmed that on average, 2 out of every 3 applicants for an apprenticeship are unemployable due to limitations in their language, literacy or numeracy (LLN) skills. For every posted employment opportunity, member companies interview approximately 10 applicants. Approximately 4 applicants are shortlisted for each position. A significant number of otherwise suitable applicants are not shortlisted due to limitations with their LLN skills.

In addition to employing apprentices and trainees a number of GTOs attract jobseekers in other ways. For example, trainees currently participating in the Australian Apprenticeship Access programs are seeking work in aged care, children's services, hospitality and a range of other companies including Southern Water (customer contact), Shiploads (retail. 4 x courses), Bridport Surf Life Saving Club (building and construction), Tasmanian Quality Meats (meatworks). A successful outcome for job-seekers in these Access courses is the attainment of secure employment and accessing further, accredited training.

The drivers for GTOs are: to provide pathways for apprentices and trainees; to provide mentoring and support; to provide added security of completion for apprentices and trainees and; to offer flexibility of employment for small to medium businesses.

Through the Getting There program, GTA - Tas. is also focussed on growing and building community links with other organisations including Huonville Trade Training Centre, Dorset Trade Training Centre, TasTAFE, Toolmix, Huonville Linc, New Norfolk Linc, Kingston Linc, Scottsdale Linc, Disability Awareness Working Group etc. Getting There staff have also made presentations to Linc Literacy Coordinators state wide at their professional development sessions, presentation at the RTO and Employment Service Provider Forum etc. They have also participated in ACSF moderation and validation sessions held by Skills Tasmania and have contributed to the development of the Skills Tasmania: Exploration project on reporting Literacy and Numeracy outcomes using finer graduations of the ACSF. GTA – Tas. is also an active member of the 26TEN initiative. GTA – Tas. LLN staff are members of the Tasmanian Council of Adult Literacy and the Southern Adult Literacy Provider Network.

GTA – Tas. not only enhances the employability of apprentices and trainees and Access participants through the provision of much needed LLN services. It is also respected by other organisations in the wider Tasmanian community as a source of expertise for literacy, numeracy, assessment, employment, employer expectations, employability skills and knowledge of apprenticeships and traineeships.

2. Project description:

This project, titled 'Getting There', aims to provide LLN training and support for jobseekers. The term 'Jobseekers' is defined as those applicants identified via the job application process, who are not short listed for possible employment. This includes applicants for apprenticeships / traineeships and participants in the Australian Apprenticeship Access programs. The intended vocational outcomes are to assist these jobseekers to develop LLN skills sufficient for them to more fully participate in further education and training and/or employment. No other program or support activity is available to such persons.

The selection process as seen by GTOs, for apprenticeships and traineeships is described below:

- Each GTO currently uses a written application, an aptitude test and an interview. The identification of candidates for this program will occur at this stage. Applicants with LLN scores that fall short of employer's expectations will not be presented to potential employers. Rather, they are encouraged to undertake additional LLN coaching. Coaching/training takes place on a one-to-one basis in response to individual training needs.
- For example, an applicant may wish to apply for an apprenticeship in the construction field but may lack the required numeracy skills. It is not uncommon in such situations, for applicants to be turned away from their first choice rather than receive encouragement to improve their numeracy skills thereby enabling them to re-apply for construction positions.
- A further and not uncommon example applies to trainee applicants who apply for positions as business trainees but who are not shortlisted due to inadequacies in their LLN skills.

In situations, where applicants cannot be referred to positions less demanding of their LLN skills, the absence of a program such as Getting There means that they are simply turned away without assistance.

In the open employment market it also means that they are rarely, if ever, informed as to why they were not short listed for an interview.

The selection process for Australian Apprenticeship Access program applicants is described below:

- There is a LLN component in the pre-selection test undertaken by all applicants prior to confirmation of the place in Access courses. The identification of candidates for this Getting There program will occur following analysis of the results of these written tests. Further evidence may be gained from feedback from trainers regarding tasks carried out in class.
- Potential candidates will then be approached individually and offered the opportunity to participate in the program. Upon agreement to proceed with the project, each participant will negotiate a training plan with the Getting There Co-ordinators. This training plan will articulate tangible and attainable LLN goals intended to enhance employability.
- Coaching/training will take place on a one-to-one basis in response to individual training needs. Where a number of participants have a shared need training will take place in small groups.

Individual training will be based on the specific applicant's LLN needs in relation to their chosen field of employment. It may for example, involve the training of numeracy associated with construction industry or it may involve developing oral communication skills for business trainee applicants. The specific objective/s of the coaching /training will be documented with individual training plans. Improvements in LLN skills will be measured against the Australian Core Skills Framework (ACSF). Where possible, participants will be groomed for further employment positions either within the GTOs or within the wider community.

One-to-one coaching/training sessions will take place for approximately one hour duration at a time. These will take place either in the offices of the GTOs or at an independent location for example the training room of The Tasmanian Small Business Council.

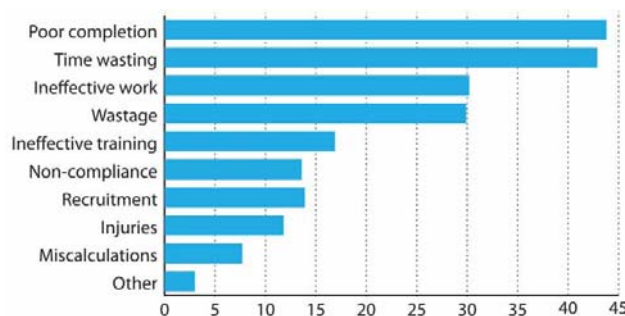
The demand for LLN training from employers perspectives is described below.

Employers (host businesses) expect employees to have certain levels of LLN in order to be valuable workers. Acceptable levels of LLN are also essential to mitigate WH&S risk. Additionally, employers are looking for employees who are able to undertake their qualifications independent of extra assistance that the employer themselves may otherwise have to stop work to provide or be unable to provide themselves. Employers expect employees to ‘hit the ground running’. They want their employees to demonstrate appropriate communication skills, basic writing, basic reading, basic numeracy without drawing on the resources of other existing staff.

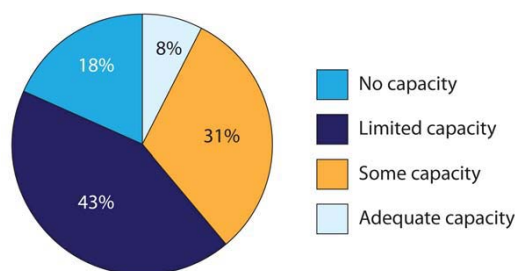
Research conducted in 2012 by DIISRTE entitled ‘Strengthening Foundation Skills in the Workplace’ cited the more common reasons presented by employers for utilizing WELL training. They were: improving communication in the workplace (which ranked the highest, 32%), followed by the need for general skill development (26%), then OH&S requirements (22%).

Productivity efficiencies are another important benefit of LLN projects. As quoted in a WELL brochure “If Dartbrook can save half the time that is lost because of ineffective reports, the mine can conservatively save \$1 million a year”, Maintenance Manager, Dartbrook Coal.

This graph, from The National Workforce Literacy Project by the Australian Industry Group 2010, shows the types of issues faced by businesses as a result of low literacy and numeracy.



When businesses were asked their capacity to assist with the improvement of employee literacy and numeracy skills from within their business, as shown below, most indicated limited capacity to assist. This graph was also sourced from The National Workforce Literacy Project by the Australian Industry Group 2010.



The following table shows 2011-2012 PIAAC literacy data from the ABS. Tasmania has significantly higher ratios of people at the lowest two levels of literacy (15% + 33.5% = 48.5%) compared with Australia as a whole (14.1% + 30.3% = 44.4%). Employees at these levels may have more difficulty understanding workplace signs, communicating with employers, communicating with customers, working out measurements, costings, timelines etc. It is notable that Tasmania has the lowest percentage of all the states and territory of people at levels 4/5.

	SKILL LEVEL				Total
	Level 1	Level 2	Level 3	Level 4/5	
LITERACY					
State and Territory					
NSW	13.4	29.9	39.5	17.2	100.0
Vic.	15.5	30.8	38.2	15.5	100.0
Qld	13.7	28.6	40.1	17.6	100.0
SA	13.1	34.1	37.2	15.6	100.0
WA	15.0	31.8	38.6	14.6	100.0
Tas.	15.0	33.5	36.9	14.5	100.0
NT	13.9	31.6	36.5	17.9	100.0
ACT	8.0	23.1	42.5	26.5	100.0
Aust.	14.1	30.3	39.0	16.6	100.0

It has been recently noted by Michael Taylor, Policy and Project Manager of Australian Industry Group, that more needs to be done to gather evidence for employer demand for LLN or for the current benefits of LLN training in Australia. However, the Australian Bureau of Statistics 2006 Adult Literacy and Life Skills Survey (23) found that around half of the Tasmanian population aged 15-74 lacked the literacy skills to cope with the demands of everyday life and work in a knowledge-based economy. These findings are born out with multiple anecdotal examples from employers.

LLN solutions are not short term. As evident in the PIAAC 2011 – 2012 literacy data there has not been a demonstrable improvement in the LLN levels since the ABS literacy results in 2006. This project has been designed in response to the ongoing identified demand from GTOs and from employers for LLN in support of employment.

3. Funding.

The following table summarizes funds allocated for LLN programs both within Tasmania and Australia. The Getting There program has a LLN focus on progressing participants into apprenticeships and traineeships and/or further training. None of the funding streams listed below have that focus. They are overwhelmingly targeted towards the school sector or towards those already employed. There is also a dedicated focus on Aboriginal and Torres Strait Islander LLN programs.

Getting There presents as a unique LLN program in Australia and exists only through the support of Skills Tasmania. The table below points to an absence of funding alternatives and confirms that this valuable program would not exist without the backing of Skills Tasmania.

Provider	Name of funding program	Term / type of funding	Funding amount	Applicable to Getting There
Australian Government – Job Services Australia	Literacy, Numeracy and Special Learning Needs Program	Funding is directed to schools with the most educationally disadvantaged school students who are at risk of not reaching the national minimum standard of literacy or numeracy and need extra help.	Funding is targeted to schools.	No because funding is not targeted at out of school job seekers.
Australian Government – Job Services Australia	Closing the Gap - Expansion of intensive literacy and numeracy programs	Funding is targeted at teaching and learning literacy and numeracy for Aboriginal and Torres Strait Islander students.	Funding is targeted to Aboriginal or Torres Strait Islander students	No because the Getting There program does not specifically target Aboriginal or Torres Strait Islander students. It is available to all jobseekers.
Australian Government – Job Services Australia	<ul style="list-style-type: none"> Literacy and Numeracy in Schools Smarter Schools National Partnerships National Assessment Program - Literacy and Numeracy (NAPLAN) Children and Family Centres My School Supplementary Recurrent Assistance Indigenous Schooling 	Funding is targeted at teaching and learning literacy and numeracy for school based students and schools.	Funding is targeted to primary and secondary school students.	No because Getting There is focused on employment and VET training not on primary and secondary education.
DEEWR	Employment Assistance Fund	This funding is aimed at people with disabilities looking to gain employment.	Range of funding amounts as associated with making workplace modifications.	No . Getting There is open to all applicants not just to those with disabilities. It provides LLN training and is not limited to workplace modifications.
DEEWR	Local Employment Coordinator Flexible Funding Pool	Until June 30, 2013 ⇒ closed	\$10K	No because it was not literacy specific and not within the priority employment area.
DEEWR	WELL	Employment related LLN.	50% employer contribution	No because WELL funding is dependent upon a 50 % contribution from an employer for existing employees. The Getting There program is targeted at jobseekers and does not attract employer funding.
Mission	Skills for Work (LLNP)	Accredited literacy training for job seekers. Classroom, group based literacy program. Minimum 15 hours per week in the classroom for a total of 800 hours. Focus on long term unemployed.	n/a	No because participants are all referred by Centrelink. Getting There assists jobseekers whether they are on Centrelink benefits or not. It provides one-on-one as well as classroom according to identified interventions.
State Government of Tasmania	Linc	Literacy Support Service	Funding is only available for use by Linc to help Tasmanians develop the literacy skills they need to meet the demands of everyday life.	No because unlike Linc Getting There is a program focused on assisting people with LLN skills to gain employment and/or training.
State Government of Tasmania	Trade Training Centres	Direct Pathway Qualifications	Funding is not externally available.	No because the main focus of Trade Training Centres is vocational training and not LLN support. The scope of each Trade Training Centre is

				limited. Getting There is not limited.
State Government of Tasmania	Employer Pledge Funding	Employment related LLN.	\$50K cap + in kind contribution from employers.	No because Employer Pledge has a \$50K cap and is targeted to existing workers. Getting There is targeted to all jobseekers.
TasTAFE	Literacy and Numeracy Support	Cannot apply for funding. Aim of courses is to support TAFE students and those wishing to enter TAFE.	n/a	No because Getting There participants are seeking employment and not TAFE
TasTAFE	<ul style="list-style-type: none"> Migrant Education Aboriginal Training Program 	Cannot apply for funding. Classroom based courses	n/a	No because Getting There provides LLN assistance for jobseekers aiming to gain employment in an apprenticeship or traineeship.
TasTAFE	Skills for Work & Training Programs <ul style="list-style-type: none"> Skills for Working in the Community in Sorell Skills for Working in the Community in West Moonah Skills for Working in the Community in Hobart Pathways to TAFE and Work 	Cannot apply for funding. Classroom based courses	n/a	No because these programs are part time, ten week programs in limited locations. Getting There is provided at a time and location that suits the jobseeker. Getting There training is flexible and is aligned to the immediate LLN needs of the jobseeker.
TasTAFE	Youth Programs	Cannot apply for funding. Participation is by referral only.	n/a	No because Getting There is open to all applicants not just 16-19 year olds.
TasTAFE	Work pathways Program	Cannot apply for funding. Aimed at year 12 leavers who have a disability	n/a	No because Getting There is open to all applicants, not just to those with disabilities.

4. Objective:

To further develop the vocational LLN skills of young jobseekers thereby enabling them to gain employment or access to educational opportunities.

5. Outcomes (benefits)

Outcomes achieved in 2012 – 2013.

- Support for at risk participants seeking to gain admission into accredited training through external programs including the one offered by Mission Australia and courses offered by TasTAFE.
- Support for at risk participants undertaking accredited training through Access courses i.e. there are a number of 'at risk' participants in the Access courses who would, without Getting There assistance, be unlikely to complete due to inadequate LLN skills. Access participants are an equity group in themselves in that they are return-to-work job seekers, first time jobseekers, long-term-unemployed and/or from non-English speaking backgrounds. (Getting There Access participants in 2012 – 2013 numbered 293. Of these 100 have gone on to employment and 13 have secured apprenticeships.)

- Getting There assistance on a 'one-to-one' basis has resulted in pathways into vocational and accredited training. (Getting There one-to-one participants in 2012 – 2013 numbered 187. Of these 49 have gone on to further accredited study. Of the 49, 35 have also gained employment. 8 participants have returned to school with the intent of completing their Certificates I and II. This is a total of 57 Getting There participants who have demonstrated concrete employment and accredited training outcomes.)

Future outcomes.

- Improved LLN skills in 'Getting There' applicants as measured by the ACSF.
Achievement: Training interventions will be defined at the outset via Individual Training Plans. Skills will be measured pre and post intervention.
- Acceptance and participation in LLN mentoring by referred 'Getting There' applicants.
Achievement: The rate of participation will be tracked against the number of those referred for this program.
- Increased number of 'Getting There' applicants identified by GTOs shortlisted for interview.
Achievement: The % of applicants for positions prior to the commencement of the project will be compared against the % of applicants shortlisted for interview. This will occur at 3 monthly intervals throughout the 12 months.
The % of Access graduates gaining employment following courses prior to support provided by the Getting There program will be compared to the % gaining employment with the support of this program. Anecdotal evidence will also play an important part in the measurement of outcomes here.
- Utilization of further training opportunities by 'Getting There' participants including Skills Tasmania programs such as voluntary literacy tuition available through LINC network, pre-employment courses offered by the TasTAFE and LLNP currently being offered by Mission Australia.
Achievement: The number of participants in these programs who have also participated in the 'Getting There' program will be tracked.
- Employment of 'Getting There' participants.
Achievement: The number of 'Getting There' participants who gain employment will be tracked.
- Return to school – re-engagement with the education system.
Achievement: Tracking of 'Getting There' participants in the education system.

6. Outputs

These categories best describe the Getting There project:

- New skills development activities, training or learning programs with integrated literacy support.
- Literacy support for Tasmanian adults who are already participating in skills development activities, training or learning programs where literacy support is currently unavailable.
- General literacy skills development

7. How the literacy support will take place through this project.

Potential applicants will be initially identified by administration staff, trainers (in the Access program) and field officers at each GTO following their interview process and/or following their completion of an application test for the Access program.

The Getting There Co-ordinators will then conduct an initial meeting with each applicant to discuss their goals, the results of their job application and their own appraisal of their training needs.

Information relating to the participants core skills, pathway goals, employability skills and barriers will be recorded using a pre-training assessment tool and a training plan to address specific skills that will assist the participant to achieve their vocational goals will be developed. The ACSF will be used to describe and map the participant's current skill level and to provide a benchmark for improvements.

The Adult Literacy Support Officer will write individual training plans for participants which document the training goals and describe the skills to be developed. The individual training plan forms the basis for each specific LLN 'intervention'.

An intervention is defined as a training outcome and may be achieved in one visit or may take several visits to achieve with the Getting There Co-ordinators. It is estimated that an intervention will take four visits on average.

The Getting There Co-ordinators will provide the training/coaching/mentoring to develop specific vocational LLN skills of selected participants. Literacy skills training will be provided one-to-one at a time and location that is convenient to participants. There will be multiple training sessions on an as-needs basis. Training sessions will be of approximately one hour in duration. Training will be provided at either the location of the GTO or at an independent, centrally located office.

The Getting There Co-ordinators will also be responsible for literacy assessment, tracking, recording and reporting of the project.

8. The role of the Getting There Co-ordinators in this project.

The Getting There Coordinators will liaise directly with the GTOs. The Getting There Co-ordinators will conduct meetings with the managers of each company to establish systems for the capture of data relating to the number and skills of applicants. This will enable the identification of potential 'Getting There' participants.

The Getting There Co-ordinators will interact directly with field officers, trainers and administration staff from the member companies to provide training. The purpose and structure of the 'Getting There' program will be explained as will the potential benefits to the member companies i.e. assisting young people and increasing the number of potentially employable applicants.

It is usual that administration staff/trainers perform the duty of communicating to the applicant that they have not been short listed. Those accepted as course participants in Access are also confirmed. At this time, the opportunity for involvement in the 'Getting There' program will be raised.

The Getting There Co-ordinators will conduct an initial meeting with each applicant to discuss their goals, the results of their job application and their own appraisal of their training needs.

It is important that the Getting There Co-ordinators makes sure that the initial interview is not a threatening or negative experience for the participant. Information relating to the participants core skills, pathway goals, employability skills and barriers will be documented by the Getting There Co-ordinators. This information will be recorded using a pre-training assessment tool and the information provided through the interview will be mapped to the ACSF by the Getting There Co-ordinators; this is to confirm that the participant's literacy skills are at or below level 3 of the ACSF.

The interview will also provide an opportunity for the Getting There Co-ordinators to develop a training plan to address specific skills that will assist the participant to achieve their vocational goals. The ACSF will be used to describe and map the participant's current skill level; this information will provide a benchmark for measuring improvements over time.

The Getting There Co-ordinators will write individual training plans for participants which document the training goals and describe the skills to be developed. The individual training plan forms the basis for each specific LLN 'intervention'.

An intervention is defined as a training outcome and may be achieved in one visit or may take several visits to achieve. It is estimated that an intervention will take four visits on average.

The Getting There Co-ordinators will provide the training/coaching/mentoring to develop specific vocational LLN skills of selected participants and will be responsible for literacy assessment, tracking, recording and reporting.

The Getting There Co-ordinators will formally report to the project reference group every 3 months. Reports prepared by the Getting There Co-ordinators will include an update on literacy skills training delivered and the achievements of the project according to the objectives and outcomes. The project reference group meets 4 times each year and includes the 7 managers of GTA - Tas member companies.

9. Identification of the need for literacy support. The number of people who will receive literacy support under this project.

All GTOs have an application process that includes the fundamental assessment of LLN skills. This process is also applied to the selection of Access participants. As a result of tracking these, it is possible to identify the requirement for literacy support for every application. On average there are at least 50 applicants per advertised vacancy. Experience points to approximately 2/3 of this number presenting with a shortfall in LLN skills.

It has been demonstrated that 1/3 of apprenticeship and traineeship applicants through GTOs are likely to participate in the 'Getting There' program. This will be combined with LLN support to Access participants who are typically long term unemployed, have English as a second language and/or have limited educational experiences. The two Tasmanian companies with Access courses are Work & Training and Findstaff.biz/O-Group. The combined cohort of apprenticeship / traineeship applicants and Access participants captures a sizeable group of jobseekers with LLN needs.

10. Budget:

Funding is sought from Skills Tasmania for the Getting There program in support of employment, training and organizational development for jobseekers. Getting There assists jobseekers to gain employment in an apprenticeship or traineeship, move into further VET courses and/or to plan their own career pathway for workforce participation.

There is an ongoing need for Getting There assistance therefore two funding options are proposed.

Option 1. The details for annual funding of this program are itemized below.

This budget is predicated on the employment of two Getting There Co-ordinators who will provide LLN support services throughout the state.

Once established, the Getting There Co-ordinators will each be able to reach a caseload of 25 visits per week or 100 visits per month. On the basis that an intervention will take 4 visits per participant, the Getting There Co-ordinators will achieve 50 interventions per month. Over a 12 month period the Getting There Co-ordinators will achieve $50 \times 12 =$ (up to) 600 interventions or participants. In other words, the anticipated need for this program is significant.

Option 1.

Cost component	Requested amount (GST inclusive)	In-kind/other contribution (GST inclusive)
Indirect teaching hours <ul style="list-style-type: none">- Introduction to GTOs- Meetings with CEOs of GTOs- Regular liaison with Administration staff, Access trainers and Field Officers- Reporting	\$64,754	Initial identification and referral of potential candidates by GTOs \$79,233
Direct teaching hours <ul style="list-style-type: none">- Training / briefing for Administration staff and Field Officers- Initial meeting with participant to develop Training Plan- Training/mentoring/coaching delivery	\$111,831	\$6112 (GTOs will allow their staff paid time to attend training)
Management and administration <ul style="list-style-type: none">- Monitoring and management of Getting There Co-ordinators (GTA Tas will appoint a managing RTO to advertise, interview, reference check, police check, appoint and brief the Getting There Co-ordinators should there be a need for recruitment. The	\$6,450	-

RTO will also provide management guidance throughout the appointment) - Office facilities and administration support (The appointed RTO will provide an office, computer and phone to the Adult Literacy Support Officer)	-	\$47,540
Reference Group - The 'Getting There' project reference group consists of GTA Tasmania member managers. Managers from each GTO convene 4 times each year.		\$4,400
Transport - Vehicle	\$16,978	-
Accommodation - The Getting There Co-ordinators will travel statewide and will require accommodation. -	\$6,791	-
Venue - GTOs will provide their own training meeting venue whenever possible.	-	\$26,035
Total	\$206,804	\$163,320

This proposal provides excellent cost efficiency at a rate of \$206,804/600 interventions = \$345 per participant. This is further supported by \$272 per participant (44%) by way of in kind contributions from GTOs in Tasmania.

Option 2.

As demonstrated in the data above, there is an ongoing need for the Getting There program. It is therefore requested that consideration be given to systemic, structural funding for the ongoing delivery of this program across Tasmania.

11. Risks

Risk Register				
Description of risk(s)	Likelihood: low, high, medium	Seriousness: low, high, medium	Mitigation actions	Person responsible
Not able to secure a suitable Getting There Co-ordinators	Low <i>(Experienced Getting There literacy teachers have been employed for the 2012 – 2013 program.)</i>	High	Seek reference from Skills Tasmania e.g. database of qualified literacy teachers. Advertise widely.	Joanna Orr/ Geoff Fader
Identified participants elect not to partake of project	Low <i>(Participation in the program in 2012 -2013 has been very high. 97% of those referred <u>do</u> opt to participate.)</i>	High	Utilise the skills and experience of the Project Reference group and GTO field officers to encourage participation	Getting There Co-ordinators
Lack of co-operation and participation in project by GTOs.	Low <i>(GTOs have all demonstrated their emphatic support for the program as demonstrated by their high level of referrals during 2012 -2013. See Appendices.)</i>	Medium		

Appendices

Performance Getting There Year 2

1 October 2012 – 1 September 2013

Participant Details

2012-2013 Getting There program was provided for jobseekers aiming to gain an apprentice or traineeship, as well as for participants in the Australian Apprenticeship Access Program (Access). Training was delivered one-to-one and in groups providing support for Access participants engaged in accredited training. Getting There was provided to participants according to individual training plans identifying specific LLN needs.

Candidates for the Getting There program were identified by member GTOs State-wide and entry into the program was by referral.

Year 2 One-to-One Training Outcomes

- 192 Candidates referred for one-to- one training from member GTOs
- 187 Participants received one-to-one training
- 97 Participants shortlisted for Interview
- 56 Participants gained employment
- 49 Participants enrolled in accredited courses
- 8 Participants returned to school

Summary of participants

	Year 2 total participants	Total hours delivered one-to-one and in groups	Total number of training plans
One-to-one	187	459	400
Access course	293	414	176
Total	480	873	576

Performance Getting There Year 1

18 July 2011 - 30 September 2012

Participant Details

2011-2012 Getting There program was provided for jobseekers aiming to gain an apprentice or traineeship. Training was delivered one-to-one and in small groups according to individual training plans identifying specific LLN needs of participants.

Candidates for the Getting There program were identified by member GTOs in Hobart and entry into the program was by referral.

Year 1 One-to-One Training Outcomes

- 116 Candidates referred to the program from member GTOs
- 82 Participants trained one-to-one
- 30 Participants shortlisted For Interview
- 25 Participants gained employment
- 20 Participants enrolled in accredited courses
- 2 Participants returned to school

Summary of participants

	Year 1 Total participants	Total hours delivered one-to-one and in groups	Total number of training plans
Total	82	536	270

Testimonials

1. Access Class participants - card.
2. Campbell Page. April Bradford and Cecilia Jordan
3. O Group. 22nd Jan. Christine Caudwell
4. O Group. 9th Sept. Craig Riley
5. One-to-one participant feedback – phone text.
6. 370Degree Group. 9th Sept. Steve Mutton
7. Work & Training. 9th Sept. Andrew Medling
8. Work & Training. 7th May. John Lojek
9. Work & Training. 9th Sept. Ann Briggs

Cheers Mate

Thank you
Amanda.

Sam C

To Tim

Thank for laughing
for all the jokes and
Mick G. support!

Thank you for your help and
support - PIP

Thank for your help

It's been an
awesome help

Thank you!!
Bonnie

Cheers Rowell

To Tim, thank you
for your time and help
during the training.

Anita @

Thanks for the help. Michael

Love the
the papers

THANKS FOR your support tim
your awesome!!! from Sam G

Thanks heaps for
the help
BRENTON

Thank you Tim
for all the
help. I was most helpful.
Best wishes to always. David

Thank you.
Melissa.

Thank you for all
your help
hope!!
Cheers Mate

Love from JENOME
call me xo

Thanks Tim for
all your help.

Thank you for
support. I was most helpful.
Best wishes to always. David
to Tim
Thank you for
all year help
from
MARK

Steve

To Whom It May Concern

GETTING THERE PROGRAM

We have had the privilege of working collaboratively with Tim Polegaj throughout both our recent ACCESS programs for the Certificate III of Children's Services courses.

Tim's assistance through the literacy support program has been invaluable as we had many student with literacy needs and many students with English as a second language.

Tim supported our program from the start, assisting us as Trainers, by providing additional support for our students, from the initial enrolment paperwork through to resume writing and practicum placement support.

Though Tim's assistance and support many of our students gain the valuable confidence needed to apply for employment opportunities with successful outcomes.

We would like to thank Tim for the support he provided through the Getting There Program to our students. We appreciate the time and effort spent on assisting us as trainers in the classroom and on study days.

Kind regards,

April Bradford and Cecilia Jordan
(Children's Services Trainers and Assessors)





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9 September 2013

Testimonial

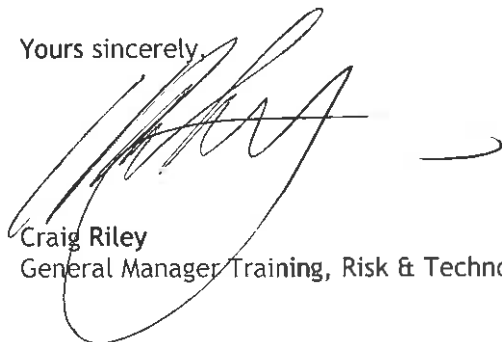
Our work with **Group Training Australia** in Tasmania has immensely benefited our Australian Apprenticeship Access Program participants and has positively influenced our ACCESS program outcomes at large.

We have been impressed with the "Getting There Program" and how the involvement of the coordinators Joe Crantock, North/North West, and Tim Polegai, South, contributed to the ACCESS program participant's skill level in areas such as literacy & numeracy, job search skills, CV and interview preparation, communication and confidence building.

Some of the more vulnerable job seekers can face barriers to skilled employment in those areas, but the targeted assistance through the "Getting There Program" and their coordinators in the form of group, and also individualised training, ensured a more targeted and focused approach in increasing and maximising their skills needed for securing ongoing employment in the future. The coordinator's attitude is one of high flexibility and their ability to relate and properly assess the participants in their needs proved to be invaluable to the Australian Apprenticeship Access program outcome.

Please do not hesitate to contact us for further information on the benefits we have gained in our partnership with Group Training Australia's "Getting There" program.

Yours sincerely,



Craig Riley
General Manager Training, Risk & Technology



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22 January 2013

Dear Tim

I am writing to provide support for the 'Getting There' Program currently being delivered by GTA Tasmania to participants in the Australian Apprenticeship ACCESS Courses offered by NGT.

As a GTA member company, NGT has benefited from the Getting There program which has provided literacy support to enable ACCESS participants with the literacy requirements needed within the course, on work placement and to obtain employment. Getting There has assisted participants to understand and complete the Certificate III course work, provided an avenue for participants to overcome difficulties in understanding course work, both in the classroom and in one on one literacy support after hours for a number of participants. This has provided valuable support to both participants and our lead trainer, Nic Stephens, from State Enterprise Training.

The feedback I have received from participants and the trainer has been very positive. Getting There is a valuable part of the ACCESS course and adds to its success. I would like to thank Tim Polegaj in his efforts in this regard.

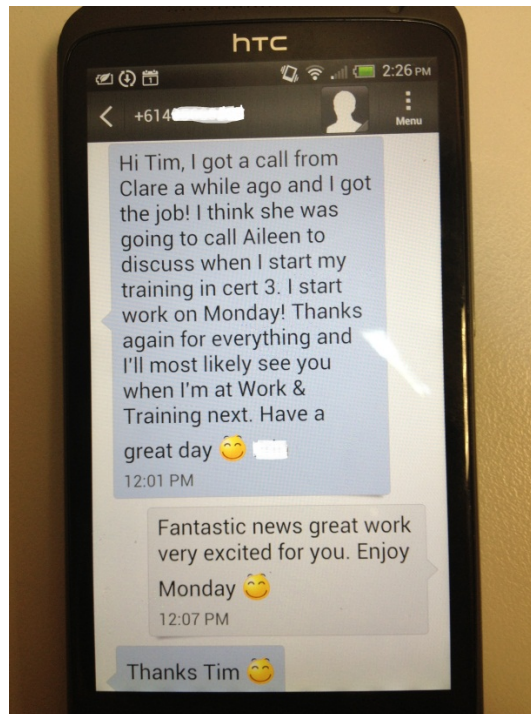
NGT along look forward to continued support from the Getting There program in 2013.

Kind regards

Christine Caudwell
ACCESS Coordinator
NGT

One-To-One Participant Feedback

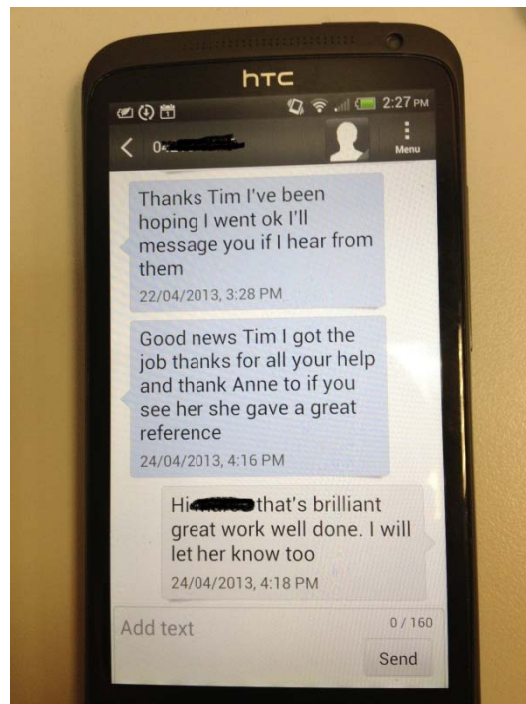
Participant 63



Participant 54



Participant 56



Participant 51

From:
Sent: Monday, 18 March 2013 3:26 PM
To: Tim Polegaj
Subject: Re: Resume and cover letter fix up

I got the job! I just found out then.
Thankyou heaps.
Wouldn't have been able to without your help. :)

Okay I'll forward her your details.
She is based in Claremont area.

Thanks again,

Sent from my iPhone

9th September 2013

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370° group

- NECA Apprenticeships
- NECA Skills Centre
- 370° traineeships
- tastec group training

To whom it may concern

Please accept this letter of commendation from 370 Degrees Group Training for the outstanding work that the "Getting There" program has done and continues to do for job seekers throughout Tasmania.

As an employer of a large number of apprentices and Trainees we get to view hundreds of resumes each year. Consequently we get to see the very best and the very worst applications and without the services of the Getting There program many of these individuals would stand little or no chance of securing jobs into the future.

In the past resumes and cover letters which contained poor literacy and poor lay out would simply be met with an email informing them that they were unsuccessful. It has been refreshing to know that these applicants now have another chance of securing employment with the services of the Getting There program.

Not only does Tim Polegaj provide an as needed service to our organisation in the South, I recently called on Tim to deliver a talk to a group of TasTAFE students who were about to start applying for apprenticeships. Tim was enthusiastic to help (as always) and offered some wonderful advice to these young people. He was also able to answer all of their questions in regards to resumes and offer some enlightening tips to assist them with their interviews. At the end of the session Tim also left his card offering the entire class an opportunity to have their resumes and cover letters viewed by a professional in the field prior to sending them out to potential employers.

The 370 Degrees Group sincerely hopes that the Getting There program will continue to gain funding to enable them to pursue their outstanding work assisting so many Tasmanians gain employment.

If you have any queries or can be of any other assistance please feel free to call me anytime 0418137068.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Steven Mutton', with a long horizontal flourish extending to the right.

Steven Mutton

Monday, September 09, 2013

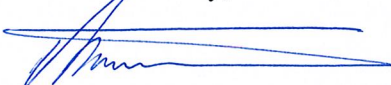
To Whom it may Concern

Please accept this letter of commendation concerning Jo Crantock and the vital role that the Getting There program provides in assisting young job seekers to enter employment.

Jo has worked with a number of apprentices and trainees that I have referred through the Getting there program. The help Jo provided has assisted these job seekers to improve their resumes and applications in order for them to have the greatest chance of future employment. These young jobseekers have benefitted from having one on one help to fine tune resume and application letters as well as gaining insights into interview and job seeking skills.

The Getting There program provided by Group Training Australia is a valuable addition to the services we can offer and assists me in my Field Officer role in ensuring that candidates are presented in the best possible light to future employers. It is my hope that this valuable service will continue in order to benefit our job seekers in the North West of the State.

Yours Sincerely,



Andrew Medling

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Fax: (03) 6336 0750

14a Industrial Drive
PO Box 222
Ulverstone Tas 7315
Ph: (03) 6490 8400
Fax: (03) 6425 5252

7 May 2013

To Whom It May Concern

The Getting There program is providing an invaluable service in assisting young people in trying to get an apprenticeship.

Tim has worked with a number of candidates I have refereed and is having a very positive impact. Two candidates in particular benefited greatly from the Getting There program and would not be in their current mechanical apprenticeships without the assistance.

The two candidates were refereed to Getting There as their Resumes, Cover Letters and Interview skills would not have enabled them to be put forward to the host business they are now working for. They had a sound knowledge of the mechanics, had experienced past training in the area and undertaken work placements but were not able to express what they had done effectively through written and verbal communication. Tim worked with them and was able to assist them to develop a resume and cover letter that demonstrated their skills. He then conducted mock interviews and interview preparation training with them. Both participants presented with confidence and composure when I met with them again and were prepared and confident when interviewed by the host.

Getting There assisted these candidates and many others and is a very valued service provided by Group Training Australia. It also provides assistance to me in my role as a Field Officer in presenting the best candidates to employers.

Kind regards



John Lojek

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9 September 2013

To Whom it May Concern

Working with Tim Polegaj of Group Training Australia-Tasmania has been extremely beneficial to the participant of our Australian Apprenticeship Access Program. The participant's level of literacy is often very low and with out the additional support of "The Getting There Program" many would fail to complete the program.

Participants frequently comment on Tim's non-threatening and professional approach which has made them feel comfortable to approach him for assistance. We have received comments such as "nothing is too much for him", "he never makes me feel dumb".

Tim's approach to the literacy needs of our participants has allowed them to build confidence in their own abilities and has led to many undertaking further accredited studies and for many long term unemployed to find work.

He is highly flexible and his ability to relate to people and assess their individual needs has shown an obvious improvement in overall outcomes for many vulnerable job seekers including many CALD and ATSI participants. The Access Course would be less successful without the "Getting There Program"

Please don't hesitate contact me should you require any additional information regarding this partnership with Group Training Australia-Tasmania, "Getting There Program"

Yours Sincerely



Ann Briggs
Training & Assessment Consultant
Community Services Facilitator

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Success Pathways



Success Pathways provides free literacy and numeracy skills training for apprentices and trainees employed by Group Training Australia companies.

Literacy skill training is provided according to the individual needs of the apprentice / trainee in the following areas-

- Numeracy
- Reading
- Writing
- Learning strategies
- Oral Communication
- Information Technology

Success Pathways is aimed at developing the skills required for the workplace and to achieve success with training.

Training is provided at a time and location that is convenient to host businesses.

Success Pathways is an innovative Work & Training Ltd project provided in conjunction with Group Training Australia – Tasmania Ltd.

For further information contact:

Harry Atkinson coordinator
Moonah 6214 5177

Gary Hosking
Launceston 6336 0764

Success Pathways has been made possible through funding provided by the Commonwealth Government and by Skills Tasmania.

©2010 Commonwealth of Australia.

Funded under the Workplace English language and Literacy Program by the Commonwealth through the Department of Education, Employment and Workplace Relations.



Group Training Australia
Tasmania

Apprenticeships made easier

Success Pathways

Workplace literacy and numeracy skills training of apprentices and trainees employed by member companies of Group Training Australia - Tasmania (GTA – Tas)

- Purpose - To improve apprentice and trainee retention, increase workplace performance and develop skills required to succeed with training.
- Duration - 3 year project runs from 17th November 2008 to 17th November 2011.
- RTO - The training provider is Work & Training Ltd in conjunction with GTA - Tas.
- Funding - Workplace English Language and Literacy (WELL) program administered by the Department of Employment, Education and Workplace Relations (DEEWR). The employer contribution of approximately 50% has been made by Skills Tasmania.
- Outcomes - In the first 24 months, 117 apprentices and trainees throughout Tasmania have increased targeted workplace literacy and numeracy skills.

What is the extent of poor workplace literacy and numeracy?

Literacy is the ability to read and use written information as well as to write appropriately, at home, at work and in the community. Numeracy - the knowledge and skills required to effectively manage the mathematical demands of diverse situations

- The ABS reported 40% of the Australian workforce is affected by low level document literacy skills, 44% of the workforce is affected by low level numeracy skills.¹
- The Australian Industry Group (AIG) survey of 338 companies representing 56,000 employees indicated the extent to which low levels of literacy and numeracy were affecting business. 75% of respondents reported that their business was affected by low levels of literacy and numeracy.²
- The AIG survey indicated the major impacts on business are time wasting due to repeated work, materials wastage, ineffective training and poor completion of workplace documents.

¹ Australian Bureau of Statistics, 4228.0 Adult Literacy and Life Skills Survey, Summary Results, Australia, 2006

² Australian Industry Group, National Workforce Literacy Project, Report on Employers Views on Workplace Literacy and Numeracy Skills, Australia, 2010

Workplace literacy skills – the cost to business

Example 1

A Certificate III Business trainee employed by a child care centre to assist with administration tasks. The following shows the cost to business during the first 3 months when errors occurred during the calculation and documentation of casual employer wages.

Trainee	\$560
Time wasting through miscalculation	
Error checking and repeated work	
5 hours per week	
Supervisor and other staff	\$1014
Assisting with administration duties	
Error checking	
3 hours per week	
Group Training Company	\$495
Meetings with host business and trainee	
6 extra meetings at \$55/hour	
Financial cost to host business	not quantified
Miscalculation in pay leading to underpayments and overpayments	
Poor completion of documentation on time	
Cost incurred by business after 3 months	\$2894

The cost of hand-back and replacement of Cert III Business trainee

Non completion of training cost	\$425
User Choice, 3 months of Cert III, Business qualification	
Group Training company	\$1500
Advertising, aptitude testing, interviewing, Recommendations, OHS, Induction	
Host business	\$500
Interviews, selection and induction	
Apprenticeship Centre signup	\$800
Labor hire for administration duties	\$2400
2 weeks labor hire during transitional period	
Supervision costs	\$5720
8 hours per week for 3 months	
Cost to business	\$10920

Workplace literacy skills training for 5 weeks resulted in the trainee completing required tasks efficiently and accurately leading to a saving of \$10,920.

Workplace literacy skills – the cost to business

Example 2

1st year Engineering apprentice employed by a business in Hobart to manufacture and install sheet metal components utilised in commercial electrical equipment. The following shows the costs for the manufacture and installation of an electrical power box.

Apprentice - construction of electrical power box Labor 24 hours at \$14/hour	\$336
Spray painting 4 hours at \$55/hour	\$220
Installation of switch boards and Circuit breakers 16 hours at \$ 65/hour	\$1040
Materials	\$2420
Delivery and Installation 2 people, 12 hours at \$55/hour	\$660
Total cost	\$4676

Measurement mistakes made during the construction of the electrical power box resulted in the electrical power box not achieving standards set out within the design specifications. The company rebuilt and installed the electrical power box using contract labour. Due to time constraints this work was carried out on the weekend.

Manufacture and install replacement electrical power box

Removal of initial electrical power box 2 people, 4 hours at \$55/hour	\$440
Construction of new switchboard box 12 hours at \$65/hour x double time	\$1560
Spray painting 4 hours at \$55/hour x double time	\$440
Installation of switch boards and circuit breakers 16 hours at \$ 65/hour x double time	\$2080
Materials	\$2420
Delivery and Installation on site 12 hours at \$65/hour x double time	\$1560
Total Cost of replacement electrical power box	\$8500
Total cost of electrical power box	\$13176

The following shows the costs associated with the hand-back and replacement of a Cert 3 Engineering apprentice due to mistakes caused by poor numeracy skills.

Non completion of training User Choice, 1 year of Cert III, Engineering qualification	\$570
Group Training company Advertising, aptitude testing, interviewing, Recommendations OHS, Induction	\$1500
Host business Interviews, selection and induction	\$500
Apprenticeship Centre signup	\$800
Supervision costs 2 hours per week for one year	\$5720
Total	\$9090

Business - cost of mistakes caused by poor numeracy

The unforeseen cost of replacement and installation of an electrical power box due to measurement and calculation mistakes	\$8500
--	--------

Societal Costs

Unemployment benefits - 1 year	\$12,220
Further education - Courses, Job search Training, LLNP	not quantified
Potential health, legal expenses due to unemployment	not quantified
Total Cost	\$29,810

The host employer recognised that the measurement mistake was a numeracy problem and chose to implement workplace numeracy skills training to improve the skills of the apprentice. Training was provided for 1 hour, once a week for 16 weeks.

Workplace literacy skills training provided once a week for 16 weeks resulted in the apprentice completing measurement and calculations accurately and continuing into his second year of apprenticeship leading to the potential saving of \$29,665.



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

WELL *Workplace English Language and Literacy Program (WELL)*

The WELL program funds Registered Training Organisations to deliver specialist language, literacy and numeracy training in the workplace.

Projects are developed in consultation with employers, and are tailored to their needs. Trainers with vocational and literacy expertise will work with the company's training manager to ensure that training becomes part of the normal workplace environment.

The WELL program supports the delivery of quality training in the workplace by:

- building a training culture within enterprises;
- encouraging the development of strong training partnerships between enterprises and RTOs;
- identifying and addressing language, literacy and numeracy barriers to efficient work practices;
- encouraging employees to undertake further vocational training;
- supporting skills development in all industry areas for existing workers, including some trainees and apprentices; and
- developing core skills – such as communication, learning and computer skills – that support ongoing learning and development.

In 2006, 96% of participating employers and RTOs agreed that the WELL program had been valuable, with a further 91% indicating that the program had delivered value for money

Funding is available from the Department of Education, Employment and Workplace Relations (DEEWR) to help workers meet their employment and training needs.

For the WELL Guidelines and Application Form visit the WELL website at <http://www.deewr.gov.au/well>, or call 133 873.

