

Whole of Community Engagement Initiative

Indigenous adult English language, literacy and numeracy in the NT: Workshop Report

9 November 2016

Convened by WCE - The Office of the Pro-Vice Chancellor of Indigenous Leadership - Charles Darwin University



Compiled by Allison Stewart



Whole of Community
Engagement
Initiative



Figure 1: WCE initiative logo

The WCE logo was created at the beginning of the initiative to represent unity and a shared vision. The design was created by Darwin based Indigenous artist Jessica Sariago, who has Djaru heritage from the WA Kimberley region.

The narrative, on which the design is based, is available on the WCE initiative website . The logo was co-developed by Dr. Lisa Watts and Ms. Donna Stephens in consultation with other WCE staff.

Go to: <https://remotengagetoedu.com.au/blog/the-story-behind-the-logo/>

Funding for this project provided by the Australian Government's Higher Education Participation and Partnerships Programme.

DISCLAIMER

This document reports on the 12 November 2017 pre-conference workshop on Indigenous adult English Language Literacy and Numeracy organised by the Whole of Community Engagement (WCE) initiative as part of the 2017 Indigenous Leaders Conference. The Report is drawn from records of the day, power-point presentations and video transcripts and is an approved record produced to support and further the aims of the Strategic Priority Project on Indigenous adult English LLN. The Report is a compilation and does not necessarily represent the views and opinions of the Whole of Community Engagement initiative or of the Office of the Pro-Vice Chancellor – Indigenous Leadership at Charles Darwin University as a whole.

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The workshop was organised by the *Consultative Group on Adult LLN*: Allison Stewart, WCE Strategic Priority Project Manager; Lorraine Sushames, Contracts Manager CDU VET Business Development and Wendy Kennedy, Adult Literacy and Numeracy Team Leader with intensive assistance from Melissa Royle, OPVCIL Events, Communications and Special Projects Coordinator.

We would like to thank the following presenters and supporters who contributed to the success of the day:

- WCE community-based staff : Valda Shannon, Djwalpi Marika, Elizabeth Katarindja and via video: Dr Llawurpa Maypilama, Rosemary Gundjarranbuy, Jimmy Langdon and Simon Fisher
- Jenni Anderson, President Australian Council on Adult Literacy (ACAL), member of the Reading Writing Hotline Steering Committee and National Foundation Skills Professional Standards Framework National Project Reference Group
- Ros Bauer, Consultant to the Walpiri Education and Training Trust (Jaru Learning Centre) Yuendumu, with Enid Nangala Gallagher, Board Member of Walpiri Youth Development Aboriginal Corporation (WYDAC) and Senior Mentor
- Associate Professor Bob Boughton, University of New England, independent Evaluator the 'Yes I Can' community Literacy Campaigns, Western NSW and East Timor
- Wendy Brooks Arnhem Land Progress Aboriginal Corporation (ALPA)
- Deborah Durnan, National Campaign Coordinator, Literacy for Life Foundation
- Tannia Edwards, Community Campaign Coordinator Literacy for Life Foundation and CEO of the Murrawari Local Aboriginal Land Council, NSW
- Mel Finestone Manager WA Skills Office, Australian Government Department of Employment or Susan Briggs, Manager NT Skills Office, Commonwealth Department of Education and Training
- Vanessa Forrest, The Reading and Writing Hotline supported by RWH Steering Committee members Jenni Anderson and Anita Planchon
- Kim Hawkins, Head of School Community and Family services, CDU
- Ruby Lonsdale, Senior Contracts Manager (Job-Active): Australian Government Department of Employment
- Anita Planchon, Manager Literacy Services, LINC (26TEN program) Tasmania
- Christine Robertson, Pro-Vice Chancellor VET, CDU
- Valda Napurrula Shannon Wandaparrri, WCE Tennant Creek , researcher, facilitator and senior mentor
- Anja Tait, Assistant Director, Libraries and Learning (NT department of Arts and Museums)
- Yalu Marggithinyaraw Indigenous Corporation, Galiwin'ku: Rosemaru Gundjarundbuy (Director – via video) Yvonne Mitjarrandi (Senior Mentor) and Dr Elaine Llawurpa Maypilama (via video), Margaret Miller, Teacher and WCE mentor.

Thanks also to: *Aunty Bilawara Lee who welcomed us to Larakia country *A/Pro-Vice Chancellor for Indigenous Leadership, Wendy Ludwig, who set the tone for the day in her opening remarks. *The small-group facilitators: Mel Finestone, Dr Terry Moore, Wendy Kennedy, Victoria Marwick-Smith, Ros Bauer, Lorraine Sushames, Anja Tait, Dr Bob Boughton, Deb Durnan and Anita Planchon. * WCE staff, Cat Street and Dr Terry Moore and Keresi

Motonicocoka who assisted in so many ways, and * Last but not least, Schubert's (fantastic) Catering service —and Mel, who delivers the food, makes us feel calmer under pressure, and is always on time.



Executive Summary

For the last 3 years the Whole of Community Engagement (WCE) initiative has been working with 6 NT remote communities – Yirrkala, Galiwin'ku Gunbalunya, Tennant Creek, Yuendumu and Maningrida—to:

- Build and recognise Indigenous aspiration and experience of higher education
- Increase Indigenous understanding of educational pathways, and build capacity to participate in further education

The WCE initiative has received a clear message from Indigenous leaders and six remote NT communities. Being able to speak, read, write, learn and communicate in English and to apply these skills in life and on-line is viewed as essential by those who have educational aspirations for self, family and community. English Language, literacy and numeracy has emerged as a major theme and has been the primary focus of a *Strategic Priority Project (SPP)* which has been underway during 2016. The action- research undertaken through the SPP on Indigenous adult LLN has pointed directly to the challenges, but also to sectoral willingness to be involved in creating a more enabling environment for Indigenous adult English LLN policy and programs in the NT. The positive contribution of workshop participants and their willingness to be part of an ongoing process affirmed this view.

Low levels of adult English LLN in remote (and urban) areas of the NT is limiting: participation and progression in education; interaction with mainstream society; social capital development and economic opportunity. At present it is extremely difficult for an Indigenous person with an ACSF score at pre-level, level 1 or 2 (or in some cases 3) to gain access to the type and level of LLN support required to enter and progress in VET or higher education.

In order to identify and secure broad-based stakeholder support, share positive ideas the Consultative Group on LLN organised a full-day workshop at CDU on the 9 November 2016 and a Panel Discussion in the main university Auditorium on the 10th as part of the national *Indigenous Leaders Conference: Engagement and the Power of Choice*. This HEPPP funded workshop was attended by approximately 80 people from 28 non-government organisations and government agencies, Commonwealth and Territory. Thirty five percent of participants were Indigenous. The events were the culmination of 9 months of SPP Consultative Group effort and resulted in a consensus *Action Statement* (Section D) to guide and progress positive change and improve access for Indigenous adults into higher education in the NT.

Whereas the Tasmanian Government has activated and funded the state-wide, long-term, 26TEN Strategy (delivered through the Department of Education). A few examples of successful (or partially successful) delivery models were presented at the workshop– but not discussed in depth.. There are much more evidence of models of potential - past and present - but those present agreed that there is little or no coordinated action around Indigenous adult LLN in the NT despite high levels of educational aspiration and low levels of literacy. it is widely acknowledged that current policy and mainstream programs are not meeting the needs of remote communities. The Australian Government have invited creative ideas since the Skills for Employment and Education (SEE) evaluation affirmed the need for innovative approaches to remote LLN delivery in the NT.

Broadly, workshop participants have suggested that there is a need to:

- a) Collect data on, implement and evaluate delivery models which appear to be successful and identify underlying elements of success (past and present);
- b) Form, site and consolidate a NT-wide broadly composed stakeholder network;
- c) Implement Indigenous-led and informed adult LLN policy and programs which build on and support local level capacity to deliver (within community) rather than relying on external delivery models, and
- d) Advocate for and work towards long-term strategic initiatives with designated resources founded on an *Adult and Family LLN Strategy* (policy or Framework) for the NT. (Refer to the *Action Statement* in section D)

The workshop has reinvigorated the NT Chapter of the Australian Council for Adult Literacy (ACAL) and has garnered support for, and interest in, the national ACAL Conference which will be held in Darwin 13-14 September 2017. It is also to be noted that the national theme for NAIDOC 2017 is “Our Languages Matter”. These events will give added momentum and opportunity to further the aims of the Strategic Priority Project on Indigenous adult English LLN.

For additional information on the Strategic Priority Project on Indigenous adult English LLN Click here ([insert web link](#))

Click here to watch the Video “Walpiri Research: a journey to Higher Education (edited version played at the workshop). Interviews with 10 community elders by WCE researchers Jimmy Japanangka Langdon, Simon Japanangka Fisher and Elizabeth Napaljarri Katakaniinja. Executive producers: Whole of Community Engagement initiative, Office of the PVC of Indigenous Leadership.



Section A: Workshop Overview

Workshop title: Indigenous adult English Language, Literacy and Numeracy: A time for action

Venue: ACIKE precinct, CDU Casuarina campus, building Blue 2A

Time: 9th November , 8.00 am for an 8.30 start, concluding at 4.30pm

The third Indigenous Leaders Conference (ILC) '**Engagement and the Power of Choice**' was held at Charles Darwin University on the 10-11 November 2016. The Whole of Community Engagement (WCE) initiative and the Language Literacy and Numeracy Consultative Group invited individuals and organisations with special interest, knowledge and experience of Indigenous Adult English Language Literacy and Numeracy to a pre-conference workshop. Places were limited to 60-70 and lunch was provided. Prior registration was essential. 80 people attended throughout the day.

Rationale: There is a continued and urgent need to consult on, and advocate for equitable, appropriate, English LLN solutions for Adult Territorians – especially Indigenous led solutions for those who live remotely and who may speak English as a second, third or fourth language. This workshop enabled a range of stakeholders to meet and share ideas and information.

Workshop Objectives

1. Enable a diverse group of interested individuals to consult, share knowledge and information, identify opportunities, and suggest next steps to support positive change
2. Showcase best practice examples of English LLN for Indigenous adults and explore underlying principles
3. Consider community literacy campaigns, holistic approaches and a social capital building approaches
4. Enable remote Indigenous leaders in education and governance to share views and ideas, guide and inform discussion
5. Explore the needs for, and benefits of, an Adult English LLN Strategy for the NT
6. Promote the re-formation of a NT Adult LLN network and increase membership of the NT Chapter of the Australian Council of Adult Literacy (NTCAL)



“You may have tangible wealth untold; caskets of jewels and coffers of gold. Richer than I you can never be. I had a mother who read to me.” Strickland Gillian



Workshop Program

8.00 - 8.30	Registration, tea and coffee	
8.30 -8.35	Welcome to country	Aunty Bilawara Lee
8.35 -8.45	Workshop opening	Wendy Ludwig, PVC of Indigenous Leadership CDU
8.45 –8.50	Shape of the day and housekeeping	Allison Stewart with Valda Napurrula Shannon Wandaparri (co-facilitators)
8.50 -9.00	Who is in the room? WCE – overview and Yuendumu video extract	Allison S.
THE NATIONAL ADULT INDIGENOUS LLN LANDSCAPE		
9.00 -9.30	Australian Government	Melanie Finestone: Australian Government Department of Education: Manager Skills Office: WA (and NT) Ruby Lonsdale: Senior Contract Manager (Job-Active) Australian Government Dept. of Employment Chrissy Jenner: Assistant Director, Department of the Prime Minister and Cabinet, NT
9.30 -9.40	Questions and discussion	
9.40 -9.50	<i>ACAL's view of the Australian LLN Landscape</i>	Jenni Anderson, Australian Council for Adult Literacy President
9.50 -10.00	<i>Calls For Help Reading and Writing Hotline</i>	Vanessa Forrest (with Jenni Anderson and Anita Planchon: Steering Committee members)
10.00 -10.10	Questions and discussion	
10:10-10.30	Morning Tea	
LLN SOCIAL-CAPACITY BUILDING INITIATIVES		
10.30 -11.15	<i>Literacy – Everyone's Right, Everyone's Business</i> Literacy for Life & the Cuban 'Yes, I Can!' adult literacy campaign in Western NSW	Deborah Durnan, Literacy for Life Foundation: National Campaign Coordinator Tannia Edwards, Community Campaign Coordinator Literacy for Life Foundation and CEO of the Murrawari Local Aboriginal Land Council, NSW Associate Professor Bob Boughton, University of New England, independent Evaluator Cuban literacy model, for East Timor and Western NSW



Wendy Ludwig



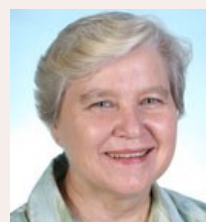
Bilawara Lee



Lorraine Sushames



Allison Stewart



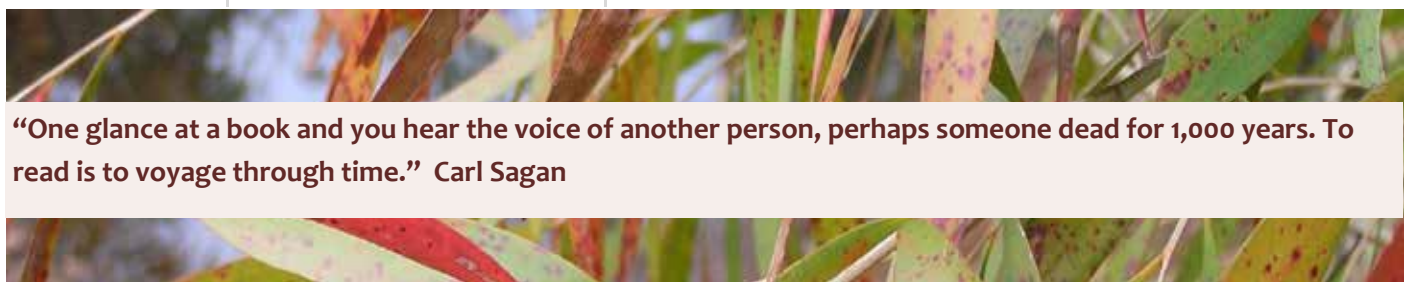
Wendy Kennedy



Valda Shannon

Workshop Program (cont.)

11.15 –11.45	<i>26TEN: Tasmania’s response to the adult literacy challenge</i>	Anita Planchon, Manager Literacy Services, LINC -Tasmania’s 26TEN program
11.45 –12.15	Yuendumu (Jaru) Learning Centre	Ros Bauer, consultant on adult literacy/numeracy to Walpiri Youth Development Aboriginal Corporation (WYDAC) Yuendumu Learning Centre with Enid Nangala Gallagher (Walpiri Education and Training Trust (WETT) Advisory Committee) Extract of filmed Yuendumu interviews by WCE researchers– Jimmy Langdon and Simon Fisher
12.15-12.40	Questions and discussion	
12.40 – 1.20	Lunch	
THE NORTHERN TERRITORY LLN LANDSCAPE - glimpses		
1.20 – 1:30	After lunch activity	
1.30 -1.45	Yalu Marggithinyaraw Indigenous Corporation - Galiwin’ku – <i>community voices</i>	Rosemary Gundjarundbuy, Director. and Dr Elaine Llawurrpa Maypilama (via pre-recorded video) Margaret Miller, WCE cross cultural program) with
1:45 – 2.05	<i>Work-based Learning Model in CDU VET</i>	Christine Robertson, Pro-Vice Chancellor VET/CDU in conversation with
2.05 -2.10	Questions and discussion	
2.10 –2.35	Arnhem Land Progress Asso-	Wendy Brooks, LLN Project Officer (also showing two short films)
2:35 –2.50	<i>Libraries and Learning! The regional Indigenous libraries</i>	Anja Tait, Assistant Director Libraries and Learning, Northern Territory Library, NT Department of Tourism and Culture
2.50 –3.00	Questions and discussion	
2:40 -3.00	Afternoon tea	
3.00 –3.10	Small group organisation, movement and focus	
3.10 –3.50	Facilitated small group discussions	Best practice examples and principles and the way forward (presenters facilitating groups)
3.50 –4.20	Group feedback	General discussion, recommendations and actions
4.20 -4.30	Summary and close	
4:30 –5.00	Meet the presenters	Informal networking (for those who can stay longer)



“One glance at a book and you hear the voice of another person, perhaps someone dead for 1,000 years. To read is to voyage through time.” Carl Sagan

Workshop opening

Wendy Ludwig, A/PVC of Indigenous Leadership



Summary of opening remarks

Ms Ludwig welcomed all present on behalf of the Office of the Pro Vice Chancellor of Indigenous Leadership, and hoped that participants would be enthused but the topics, stories and experience and feel re-charged to “continue fighting the good fight.” She noted that it is a priority of the Office of the Pro Vice Chancellor of Indigenous Leadership to increase the Indigenous engagement, leadership and social in formal and informal education and between CDU staff and students and the wider community. Wendy explained that engagement was increased through events and forums such as this workshop.

With improved English literacy Indigenous people can “better understand their world, participate in conversations and make informed decisions about what their families are involved in – or want to be involved in – or don’t want to be involved in.” She pointed to the need for “access to consistent, guaranteed funding that allows and supports the long-term efforts to increase the skills needed to actively engage in the economy, the environment and the worlds were they operate.” She commented that it “has become very difficult since both governments now invest in foundation skills targeted at Certificate III and above since many people are still operating at Australian Core Skills Framework (ACSF) pre level / Level I or II”.

The 2010 *UNESCO Framework for Action on Literacy* affirms that literacy is “an inherent part of the right to education” and a “pre-requisite for the development of personal, social, economic and political empowerment and an essential means of building people’s capabilities to cope with the evolving challenges and complexities of life, culture, economy and society”. Ms Ludwig commented that recent UNESCO statements note that “changes in the economy, the nature of work, the role of media and digitalisation, as well as many other aspects of contemporary society” have “underscored the importance of literacy today”. Further, that increasing amounts of information - including that which is available on-line - and the need to select and use knowledge from a range of sources, poses a challenge for people with poor reading and writing skills. Wendy also said that “young people and adults who struggle with reading and writing and working with numbers are more vulnerable to poverty, social exclusion, unemployment, poor health, demographic displacement and migration and the impacts of manmade and natural disasters”.

The workshop was told that the day would be about sharing positive examples, good stories and ways of bringing about social change and highlight some of the programs where “people’s power to make informed decisions” is on the increase and the “ripple effects are bringing about change in people’s lives”. She referred specifically to the Literacy for Life’s “Yes I can” program in Western NSW, and the Tasmanian Governments’ 26TEN program.



I wish you well during the course of today, and over the next few days. In addition to sharing your stories, experiences and insights - that you also get strength from being around people that are committed to the same tasks and challenges that you are all signed up to. Recharge your batteries, get some good energy happening to meet the next level of challenge.

Wendy Ludwig, A/PVC Indigenous Leadership



Part B1 - The National Adult Indigenous LLN Landscape

Session 1: The Australian Government

Presenting team:



Mel Finestone (pictured) : Dept. of Education and Training (WA Skills Manager)

Ruby Lonsdale: Senior Contract Manager (Job-Active) Australian Government Dept. of Employment

Dept. of Prime Minister and Cabinet

Chrissy Jenner: Assistant Director, Department of the Prime Minister and Cabinet, NT

The team was accompanied by Susan Briggs (NT Skills Manager) and Desirae Young (DoE Program and Policy team in Canberra).

Note: Mel gave the presentation on behalf of the three departments. The talk had been prepared the day before at an inter-departmental meeting. Following is an edited version of the information presented by the Commonwealth.

Melanie Finestone acknowledged the expertise in the room. “We are part of the Commonwealth Government, we are not experts in this field, what we do is deliver programs”. She said “I would like to think that we do it reasonably well but we are up against many barriers. We would like to have a general conversation with you about that today... I am very privileged to be here today and to have this conversation. More though I am very interested to hear what you have to say.”

I’d like to acknowledge the traditional owners past and present and I’d like to acknowledge Indigenous people’s continuing contribution to the work that we are all doing today. I think that it is important that they have a voice in these conversations, if not the majority voice and we are interested to hear from people who use our programs to see what we can do better.

The Commonwealth context

“What we do, what we can bring and what we hope to receive from you today”. In terms of adult literacy, post-school literacy, the most relevant Department and program is the Department of Education and Training’s *Skills for Education and Employment Program*, commonly referred to as SEE. [https://www.education.gov.au/skills-](https://www.education.gov.au/skills-education-and-employment-program)

education-and-employment

It used to be known as LLNP (Language, Literacy and Numeracy Program) and has been around since 2002. SEE has had “small changes and wholesale changes over the years. I assume that most of you have worked with, had some connection with or have knowledge of the SEE program... Let’s have this as a two way conversation.”

Essentially the SEE program is designed to assist people to improve their skills in LLN. It is a free program to people who have been referred into it. SEE:

1. Assists job-seekers (clients) to address LLN barriers with the expectation that such improvements they will enable them to secure sustainable employment.
2. Is delivered nationally through contracted organisations. (In the NT there are a couple of organisations delivering on behalf of the Department. Those contracts expire on the 30 June 2017).

Mel noted that “*We are in a tender environment. So, we have approached the sector to put in tenders to deliver this program across the country, the NT and remote areas. We are in a probity period. Ordinarily we wouldn’t engage with a forum like this but this team thought it very important to hear your conversations and to engage with you but in the confines of a probity environment...I cannot talk about the current Tender, or talk about the Tender situation. I will let you know if I think I am crossing that line, so I apologise for that and ask you to respect that. I need to put that out there.*”

“I can talk with you about what is happening here and I acknowledge that we have STEPs here today who are contracted to provide that service and I can talk to you about some themes. In terms of our conversations I was hoping to get some really rich input from you today about how the SEE program can increase Indigenous engagement and how it might look in the future in remote.”

Mel acknowledged feedback that had have received from many of the people in the room, during several Gov. program reviews – “about why the program doesn’t work in remote communities and why it needs to be more flexible, what changes that need to happen.”

(continued over page)

Session 1: The Australian Government (cont.)

“Wendy [Ludwig], thank you for your words around Government funding and its’ limitations. Also, thank you for encouraging us to enthuse and to re-charge the batteries and fight the good fight. To be honest, when you are a Federal Government employee like myself, and you are out there on the ground implementing alongside with your providers you do see the challenges first hand, you understand the barriers... It is our job to go back to Canberra and let them know what those barriers are and how we can do things better and that’s what I am hoping to get from you today.”

“We haven’t quite hit the mark here [SEE] and that certainly is the case for engaging Aboriginal people in the Northern Territory”. “ We haven’t done that particularly well although... of the [SEE] caseload here over 90% of all participants in the program are people who identify as Aboriginal and Torres Strait Islander. Of that number, most of those people access on average 117 hours of the 800 hours that they are entitled to per referral period.... We can do better than that...”.

The current NT model: “In remote locations we have some services in some communities but not all, and some of that is market failure, and that may come back to the way that our program is designed and the fact that it is not so fitting for remote areas. So, we have some communities with no services, we have some communities with an in situ provider such as STEPS. We have some communities with a provision of service that is a bit of a revolving, it goes with blocks and might travel through a few different communities...” The Department of Education and Training context for you.

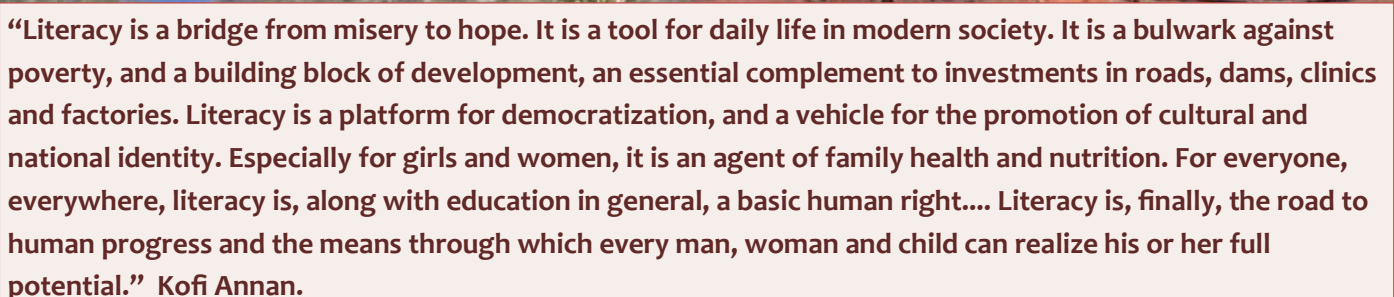
Mel commented that Chrissy (Jenner) is from Prime Minister and Cabinet and part of the bigger picture of government. “Ruby has come along because she is part

of the Department of Employment’s Job Active Program”. The Community Development Program (CDP) gets referrals from Job Actives funded through PM&C for referrals. Therefore SEE requires cooperation between Departments.

Mel acknowledged that “a limitation of this program is that it is not designed to be for everyone. It has an eligibility criteria. It is part of the Government’s agenda around those people who are on an income support payment”. How do they move off that? How do they move into the next pathway”. So, it’s not for everybody. But, it is for those that are on income support payments, or under 21 regardless of their income support payment eligibility.”

“Data tells us, and this data is quite loose because it depends on the referring agencies view of the person. Over 50% of people who are registered by either job active or CDP or disability employment providers require LLN assistance. They don’t all get referred though. We know that because our program is not full of people. They may not get referred, or they might get referred and our engagement doesn’t get them in the door. So, whatever engagement strategy our providers are using, or our contract allows for that doesn’t get them in the door. If they do get in the door only 17 % are likely to commence and continue on so we know there is some work to do. That is the context.”

“I would rather now have your feedback don’t hold back. I am a Territory girl, I grew up here, I went to St John’s College and I went to CDU – NTU as it was in the first iteration. So, anything you might say I think you should say it in the Territory way if you are from the Territory and for our interstate colleagues you don’t have to be so polite.



“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.” Kofi Annan.

Part B1 - The National Adult Indigenous LLN Landscape

Session 2: The Australian Council for Adult Literacy (ACAL)



Jenni Anderson, ACAL President

ACAL as formed in October, 1976 and ACAL is the peak body for Literacy and Numeracy in Australia and the link between the Literacy Councils of QLD, NSW, Victoria, SA, WA and Tasmania. Since there is no Council in the NT Jenni Anderson strongly

encouraged formation of an NT Chapter noting that “ACAL acts as a link between State Councils and also between individuals through advocacy and professional development”. The role of ACAL is to:

- Provide leadership in Australian debate on adult LLN policy and practice
- Build understanding of adult LLN issues
- Advocate on behalf of equitable adult LLN provision for all Australians
- Build links between people, organisations and systems; participants and stakeholders in the adult LLN field
- Work with other orgs. on issues of mutual concern

Jenni gave an overview of ACALs’ broadly composed membership which includes teachers, tutors, education managers, policy officers, teacher-educators, researchers and volunteers. These members represent a wide range of sectors who deliver across multiple entry points to enable adults to develop LLN knowledge and skills. This includes sectors such as: employment, management, training, learning, volunteer, community services, financial and health literacy.

At present ACAL’s efforts are particularly focused on:

- Adult literacy and numeracy *policy* for more robust provision across education and within community, noting that “today funding goes towards getting people into work or in work, there are big gaps;”
- Increasing the delivery capacity within community and workforce given the “limited workforce which tends to be specific to certain areas, and it is not broad enough.”

The federally funded programs for adults are the Australian Migrant English Program (AMEP) and the Skills for Education and Employment (SEE) which are “valuable and are getting some results but they don’t fit everywhere”. Also, there is some “limited and restricted” Industry Skills funding and the Reading and Writing Hotline which is a “valuable resource.” Jenni commented briefly on the loss of the Workplace English Language and Literacy (WELL) program, and made a number of observations:

- “We don’t have a cohesive national policy. There are programs for unemployed people and huge gaps that we aren’t addressing”
- “The Australian Governments’ National Foundation Skills Strategy for Adults Policy is a great strategy. Although it is quite often used in VET it actually applies across the country in any context” however “not a lot is happening out of that document and there are not a lot of dollars to go with it”
- “State funding for LLN varies considerably. There have been a lot of funding changes and funding for TAFE’s varies considerably. There are a couple of states that are doing it well, for example Tasmania.”



Australian Council for Adult Literacy 2017 National Conference Celebrating ACAL's 40th year

Traders, Neighbours and Intruders: Points of Contact

Darwin



■ Pre-Conference Forum: 12th September ■ Conference: 13th and 14th September 2017 ■ Research Forum: 15th September

Session 2: The Australian Council for Adult Literacy (ACAL) cont.

ACAL - suggestions for participants

1. ACAL would be interested to hear whether you want to set up a NT Chapter of ACAL, and would be happy to provide some funding for an initial meeting
2. The 2017 ACAL Conference will be held here in Darwin between 12-14 September. Find out more at: <http://www.acal.edu.au/conference/>
3. The *National Foundation Skill Professional Standards Framework* is underway (based out of South Australia). I would encourage you to really get involved in that and talk with them about the context and the type of professionals you would like in the NT. See <http://www.statedevelopment.sa.gov.au/skills/national-foundation-skills-strategy-project>
4. The *Foundation Skills Assessment Tool Trial* is happening. Please get involved in that trial and give feedback. It will need contextualisation [for the NT] to be used up here. See <http://awpn.com.au/foundation-skills-assessment-tool-fsat-trials/>
5. Price Waterhouse Coopers are conducting a review of the Foundation Skills Training Package and work is progressing. See <https://www.skillsforaustralia.com/2016/08/04/training-product-review-and-activity-plan-proposed-by-the-education-irc-public-consultation/>
6. Take a look at the bio-dialectical work happening in WA, and the Tasmanian government's 26TEN program
7. Look also at the websites of the Councils of other states:

Western Australian Adult Literacy Council at: <http://www.waalc.org.au/>

NSW Adult Literacy and Numeracy Council at: <http://www.nswalnc.org.au/>

Victorian Adult Literacy Council at: <http://www.victorialiteracycouncil.org/>

Queensland Council for Adult Literacy at: <http://www.qcal.org.au/>

Tasmanian Council for Adult Literacy at: <http://tcal.org.au/>

South Australian Council for Adult Literacy: <http://sacal.sa.edu.au/>

8. Resilience: Stories of Adult Learning:

Download or purchase ACAL's new book *Resilience: Stories of Adult Learning: An abridged learner voice co-production*, Edited by Tara Furlong and Keiko Yasukawa (Abridged editions published simultaneously in Australia [and England] in 2016 by ACAL, PO Box 2283, Canberra ACT 2601 <http://acal.edu.au/>)

Read about the project at: <http://acal.edu.au/rapal-stories-project.htm>

Purchase the book at: <http://www.acal.edu.au/>

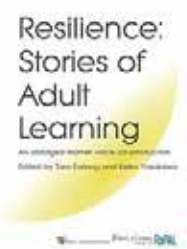
Download a free copy at: <http://www.acal.edu.au/resilience/index.htm>

"Learner stories were collected from across Australia and the United Kingdom, and include voices spanning much of the earth. The anthology originated in two national adult literacies organisations whose members wanted told the stories of the resilience of learners and the value of developing literacies through lifelong and lifewide learning. This is the latest collection in a tradition of learner narratives and publications. The contributors were keen to inspire and reassure peers into participation, and to thank the tutors and institutions who helped change their lives, who travelled and supported them during their learning journeys." (pg.3)

Resilience: Stories of Adult Learning

This anthology of adult learner stories is testimony to the resilience of human lives, the critical role of lifelong learning, and how adult literacies weave through our journeys, visibly and invisibly.

A project of RaPAL, ACAL and Festival of Learning



Part B1 - The National Adult Indigenous LLN Landscape

Session 3: Calls for help: The Reading and Writing Hotline



Presenter: Vanessa Forrest

The Reading Writing Hotline provides a national service for adults seeking English language, literacy and numeracy (LLN) information, advice and support which was established in 1994. It is the only national referral service for adults wanting to improve their LLN. It is funded by the

Dept. of Education and training, managed by TAFE NSW, Sydney Institute and directed by a national Steering Committee with representatives from each State.

“What typically happens is that people hear the song, they may have been hearing it for 10 years, or they may have heard it recently, people get prompted to ring for some reason and they ask for help. We talk to that person, talk through their needs and advise of the options available and we check the database to see what is around in the community or where they are living and what works for them. They are encouraged and supported. People often have very low self-esteem when they ring up. Teachers can refer them to courses and resources as needed.”

The Hotline maintains a national database of accredited and non-accredited courses, details of volunteer and private tutors, and provides information to callers on:

- Adult reading, writing and numeracy classes held locally across Australia or via correspondence
- Becoming a literacy volunteer
- Adult LLN teaching and learning resources
- Adult English as an Additional Language or Dialect (EAL/D) resources customised to Aboriginal and Torres Strait Islander Learners
- Aust. Gov. funded programs for Centrelink clients
- Aust. Gov. funded English as a second language programs for migrants
- Literacy and numeracy in the workplace for employers

Vanessa noted that over the last year there have been some significant changes to the Hotline. In the past it was staffed by customer service officers. Now, a team of professional LLN experts have been brought in to work with the callers. She emphasised that “A successful referral service depends on having a range of appropriate high quality options available to people who call. Whilst the database is extensive, it doesn’t have details every provider across the country. We have an active process of finding out about where delivery is happening and always trying hard to improve. But, a successful referral service is also dependent on these options being accessible...It can be really difficult for people to navigate the system...”

“While there are many successful outcomes, patterns of caller experience confirm that the majority of Aboriginal and Torres Strait Islander callers are not literate in their first languages and there is a lack of appropriate face to face provision in many locations, particularly in remote communities. It is difficult for callers to get clear and consistent information about eligibility and availability of LLN services. The Hotline teachers make phone calls to Centrelink, providers and others on behalf of the caller to assist and to navigate the system and we explain how it works, remembering that many Indigenous callers are trying to do this, in either Aboriginal English, or Yumplatok, or by code switching, dealing with often confusing information. For a successful referral, we have to make several calls. Often without this support and negotiation these barriers are insurmountable for a lot of Indigenous people.

See the Hotline Report on Indigenous callers (next page)

Reading Writing Hotline
1300 6 555 06

It's never too late to learn and it's easier than you think!

The Reading and Writing Hotline

This is a key starting point to find out what courses might be available near you.

Ph 1300 6555 06

www.readingwritinghotline.edu.au

When you ring the Hotline a consultant will talk to you about your reading, writing, spelling or maths needs and give you details of the adult literacy and numeracy classes available in your local area. If there are no suitable classes available locally the Hotline consultant will give you details of how you can get support by distance delivery. The Hotline consultant can also help you:

- Get support with your learning if you are a trainee or an apprentice
- Get information about workplace language and literacy programs

If you would like to help others with literacy, the Hotline can give you information on how to become an adult literacy volunteer tutor.

Website: <http://www.readingwritinghotline.edu.au/>

A Report on Indigenous Australian callers to the Hotline

The main issues that have been identified for Aboriginal and Torres Strait Islander callers are:

1. Lack of suitable service provision—service providers, paid and voluntary tutors
2. There are many barriers when people are trying to access services
3. People receive conflicting information when they contact service providers. For example, what is being provided, who is eligible and the ‘rules’ which apply
4. Callers are most often at Australian Core Skills Framework (ACSF) pre-level and level 1 (lowest level)

Vanessa commented that “it can be really difficult for people to navigate the system. We have a lot of success in helping people and it’s a work in progress. With new providers and constantly changing course provision and funding arrangements we are continuously trying to find out what is available, and where it is available. While there are many successful outcomes, patterns of caller experience confirms that with the majority of Aboriginal and Torres Strait Islander clients not literate in their first languages, there is a lack of appropriate face to face provision in many locations, particularly in remote communities. It is difficult for callers to get clear and consistent information about eligibility and availability. We certainly make the phone calls to assist and to navigate the system, remembering that Indigenous callers are trying to do this, in either Aboriginal English or Yumplatok or by code switching, dealing with often confusing information. For a successful referral, we have to make several calls. Often without that support and negotiation these barriers are insurmountable for a lot of people.”

Table 1: Aboriginal and Torres Strait Islander caller statistics

	2014/15			2015/16			Proportion of total pop. that are ATSI
	No. ATSI callers	All Callers to Hotline	% Callers that identified as ATSI	No. ATSI callers	All Callers to Hotline	% Callers that identified as ATSI	
All	31	3326	0.9%	131	4013	3.3%	2.5%
NT	6	64	9.4%	27	103	26.2%	26.8%
NSW	11	1032	1.1%	27	1330	2.0%	2.5%
QLD	8	849	0.9%	47	948	5.0%	3.6%
WA	3	352	0.9%	17	364	4.7%	3.1%
SA	1	187	0.5%	3	176	1.7%	1.9%
VIC	2	692	0.3%	8	698	1.1%	0.7%
TAS*	0	38	0.0%	0	50	0.0%	4.0%
ACT	0	50	0.0%	0	64	0.0%	1.5%

Note: *Tasmanian callers are referred to 26TEN

Over the past two years the hotline has recorded a noticeable increase in the number of Indigenous callers.

- A year ago nationally there was less than 1% of people identifying as ATSI. That has increased to 3.3%.
- In 2014-15 9.4% of NT callers identified as ATSI in 2015-16 . This increased to 26.2% in the last year.

It is to be noted that some callers call on behalf of large groups such as those signed up for the Community Development Program. In response, the Hotline has been “improving the access and reach to Aboriginal Torres Strait Islander communities, pulling together a small collection of resources, web and print-based materials, that are appropriate for ATSI learners. Some of these will be available at no cost to people who call up from remote communities needing something extra, and also to people who call up on behalf of groups who have limited resources.”


Request to readers: Call the hotline if you can assist with any hard copy worksheets or units of work for ATSI callers.

See the next page for de-identified caller case studies

The Reading and Writing Hotline: Indigenous Case studies


Case study 1: Mary

“Will you talk to them to teach me properly please? I really want to learn English. Teach me to read and write.” Mary was 64 and from a major NT town. She had been forbidden from speaking her first languages, her parents’ languages and of course, didn’t learn to read or write in them. A course was available, but when the Hotline teacher rang to check it out, she was told she was not eligible, because Mary had dialysis appointments which conflicted with the time of the course. The teacher was advised that if Mary missed courses, or did not attend for 15 hours per week, she would also lose her Centrelink benefits. The Provider advised that other students, who had not notified of their absence when they went home to country for cultural purposes had lost their benefits. Calls were made to locate another provider but without a positive result. Eventually the Hotline teacher called the initial provider and was told this time **“Yes, we can negotiate around learner needs.”** After a follow up call from the Hotline Mary reported that she was happy, learning to read and write for the first time and said, **“Will you talk to them to teach me properly please? I really want to learn English”**.



Case study 2: Josie


Josie is a young speaker of a First Nations language from a remote NT community. She is not literate in her first language. She phoned saying, **“I want to get my life back on track. I want to learn to read and write”**. Initially there was no provider listed on the Hotline database in her town, and no tutors - voluntary or otherwise. The Hotline teacher made some phone calls and found a highly appropriate course with a very helpful provider. Josie was really keen to attend. Despite having a supportive provider, highly motivated caller and very helpful Hotline teacher assisting to facilitate Josie starting the course, many barriers were faced by Josie. **“We made about 18 calls back and forth, helping a young woman to get into a reading and writing course even when there was a very supportive provider right there.”** The barriers faced by Josie included receiving incorrect information, accessing transport to get to the course, changing a Job Active Provider to one closer to the course, accessing the course via the Centrelink system and filling out forms”. The provider expressed the view that from lengthy experience, if she did follow the correct process – going to Centrelink first - she may never make it into the course.



Calls on behalf of groups: CDP, Employers, Trainers, job agencies, teachers, community organisations

Case study 3: Ticky CDP trainer

“There are lots of young ones. One of them has to travel 100 km round trips to study in the nearest town. He’s just about to complete Year 10”. Ticky worked with a CDP provider in several NT and Northern Queensland communities and rang the Hotline looking for providers in these communities. Ticky was very concerned about the digital divide and the need for LLN skills. She had clients who were mainly young men who had disengaged from school and left in Year 9 but now were wanting to do Year 9 or Cert III courses. Many of them were only able to sign their name, many of them were only 16 and on Youth Allowance. She said that **“no-one will employ them because they don’t have Year 10”**. She said while the CDP trainer goes to some communities there are many gaps. So she was desperately looking for any courses or service available to where they could improve their literacy. There are no options available in this area.



Case study 4: Dan

“A job agency charged with getting clients job ready is concerned that their literacy levels are at primary school Year 2 or 3 levels. The job agency has computers available but no expertise in teaching literacy and numeracy and rang the Hotline looking for online literacy resources for clients to use.

Other examples of group requests:

- * LLN skills for Indigenous environmental health workers - regional, WA
- * A Work For The Dole contractor in community 250 km from nearest town asking how to support clients with resources
- * An Aboriginal community organisation on island asking for help for families.

B2 LLN Social-Capacity Building Initiatives

Session 4: Literacy—Everyone’s Right, Everyone’s Business



Tannia Edwards



Deb Durnan

Presenters:

- *Deborah Durnan*, National Campaign Coordinator, Literacy for Life Foundation
- *Tannia Edwards*, Community Campaign Coordinator, (W. NSW) Literacy for Life Foundation
- *Bob Boughton*, Associate Professor, University of New England, independent Evaluator the ‘Yes I Can’ community Literacy Campaigns, Western NSW and East Timor



Bob Boughton

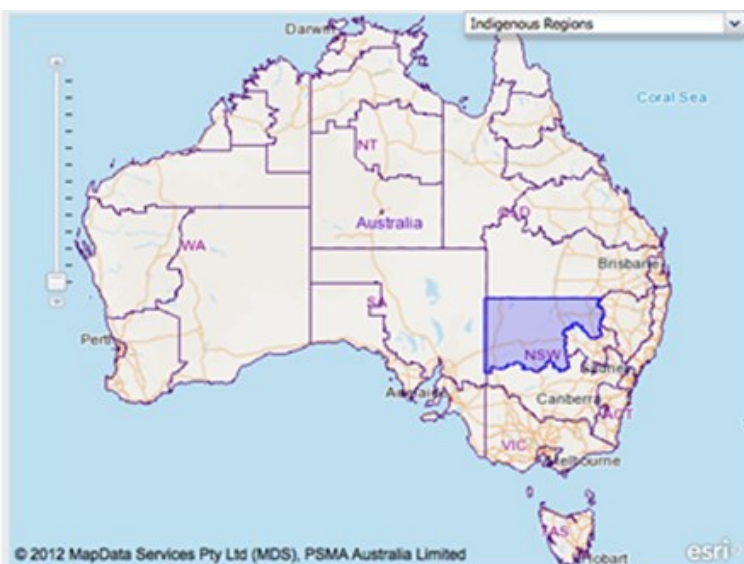


Tannia Edwards opened by acknowledging the Larrikea people, the traditional owners of the country and introduced herself as an Kunye woman from Enngonia in Western NSW as well as a Literacy for Life Foundation (LLF) Coordinator. She explained that LLF is an organisation set up to run the campaign in communities across Australia. Jack Beetson, a Ngemba man leads the Foundation. The Foundation works in partnership with Multiplex, a global construction company and the Lowitja Institute.

Purpose of the Presentation:

The purpose was to begin to introduce participants to the Cuban model for doing mass literacy work in Aboriginal Communities and other countries around the globe.

Presentation: (a) Description of the campaign model: why it is different in Australia, and it’s 3 phases (Deborah) (b) The way it works and its impact on the community (Tannia) (c) The independent evaluation, and (d) a video of one of the students talking about the program



Pictured left:

Geographical focus in Western NSW is with the: Bakinji, Murrawarri, Ngemba, Wonkamarra and other peoples.

- Total area: 285895.4 sq Kms
- Total Aboriginal adult (15+ years) population no longer in school is 4,780

A slideshow of the work at Brewarrina was shown to the music of ‘*Cannot Buy my Soul*’ Written and sung by Kev Carmody.

Click [here](#) to see the presentation slideshow

Deborah Durnan

Why is a community campaign model different from other literacy interventions?



A campaign literacy model is a specific approach to address low levels of adult literacy and an approach that has been used around the globe, particularly in the global South, for many decades. The particular method that we are using is called the Cuban “Yes I Can’ campaign

model is currently being used in 30 nations in the world.

A campaign model is usually used where a large proportion of the adult population is not literate in the official language of the country. The campaign model seeks to involve all segments of society – children, grandparents, all adults, all agencies, government, the private sector as well as the public sector etc. The idea is that it becomes a priority in each community where it is operating, and that people join together to address these low levels of literacy within a specific timeframe. It usually goes hand in hand with policies to address/overcome poverty through a mass mobilisation approach.

The aim of a campaign is to build a culture of literacy and learning in participating communities. It is about building strong communities to address people’s citizenship rights, their Indigenous rights in our case. What makes it distinctive from other approaches that address adult low levels of literacy is that it is what is called a population based approach. We focus on the whole community, not on individuals. Hence our slogan is “Literacy, everyone’s right, everyone’s business”. What we mean is that the model works to raise everyone’s level of literacy and it is our responsibility, the responsibility of the literate people to make sure that those without the same literacy, without the same opportunities - that we address this together.

Another distinguishing feature is that before classes

open we have an intensive period of community mobilisation and socialisation, which is a community development approach. This approach continues through the duration of the program in any one community.


Another distinguishing feature relevant to this morning’s discussion is that the teachers are local people, not trained educators. They get the training on the job and throughout the duration of the campaign. I need to be clear that this is a non-formal, non-accredited approach, what we call it a “popular education approach”. The Literacy for Life Foundation is not a Registered Training Organisation (RTO) and we do not receive money under the SEE program.

Why did the Literacy for Life Foundation choose to adopt the Cuban model?


“Jack [Beetson], Bob Boughton and I were all working in Timor-Leste when they introduced their adult Literacy campaign in partnership with the Cuban government. We were invited by the Ministry of Education to evaluate the campaign in Timor – which we worked on for several years. Jack in his wisdom decided to give it a go here “we may have to adapt it a bit but I think it can work”. So, in partnership with the Lowitja Institute – we met in Alice Springs – with over a dozen leaders in Education and Health and they discussed whether it was possible to have it here in Australia.

We got some seed funding from the Lowitja Institute, and then we got funding through a previous literacy program called WELL. We piloted in Wilcannia in Western NSW (18 months) then Bourke and Enngonia. We got very good results. The Commonwealth Government (not under WELL) gave us some more money through the Indigenous Advancement Strategy since then we have run the campaign in Brewarrina, Weilmoringle and we are about to start in Toomelah and Boggabilla

To date we have had 117 graduates in the 5 communities where we have been working. That is, people who have completed the whole six months. Our target group is all adults including young adults who have dropped out of school, young and old, men and women. That is, anyone who wants to try to improve their literacy. (continued next page)



“When you look back through history you begin to realise how important literacy is... We continually have strategies, policies and programs that are all coming under this badge of Closing the Gap but the one gap that is an absolute necessity as a prerequisite to closing any other gap is literacy... Those of us who can read and write, we take it for granted... The shame of illiteracy belongs to us. Those of us who sit back and do nothing about people who have low literacy levels we need to bear that shame.” (Prof. Jack Beetson, 2016)



Deborah Durnan (cont.)

How the model works

Any campaign model, including the model that we are using, consists of three phases:

Phase one: mobilisation and socialisation

Duration: at least 3 months

It is a critical phase which runs for the duration of the campaign in any one community. It is critical to success because it is in this phase that we engage with the community, those people who want to learn and those who are literate. We work with Indigenous and non-Indigenous organisations, the Shires, the schools, police. *We try to get as many people as possible on board and we usually get people on board.*

During this phase we do a household survey. We door knock every Aboriginal house and the purpose is to tell people we are here, what we are doing, ask what they think about literacy, how relevant it is to them, whether anyone in that household would like to join in on the campaign. We find out what peoples' aspirations are. That can take 6 weeks. We train people to do this door-knocking work and they go out and do it.

We also recruit staff, at least one [community] coordinator and two facilitators for the classroom. I don't think that any of these people had schooling beyond Year 9 High School. We train people in the 'model' and in community development approach. They train us about how to work in their community. We spend a lot of time together contextualising the "Yes I can" campaign to the needs of that specific community. We also do all our other work as well like setting up an office and the classroom at that time.

Phase two: The Lessons

Duration: 3 months—depending on the students)

This entails 64 audio-visual lessons. The real teacher is on the DVD. The facilitators are in the classroom to help the students. Each lesson has a positive message which is a sentence expressing one of the values of the campaign. That becomes the subject of discussion and engagement with the students. After students finish the 64 lessons – some students take longer and we do it until they finish - we start phase 3.

Phase 3: Post-literacy

Duration: 2-3 months (depending on the community)

This phase is geared to the students' aspirations and the availability of resources in that community. It is about Literacy for Life collaborating with existing Aboriginal and non-Aboriginal agencies, service providers. We do things such as local and family histories, computing, work experience and so on. That is my time. Thank you.

Tannia Edwards: Why does the model work?



I have worked in three communities since 2013 as a Facilitator and a Coordinator.

I now want share with you my opinions on why the Campaign has been such a success in our communities:

- ⇒ The facilitators have been our own mob who are family to the students, family teaching family and we are trained and supported to deliver the campaign
- ⇒ The community wants it, they run it, and they take ownership of it. Our people trust us to do the right thing because it is locally owned and run
- ⇒ The model is flexible and can respond to community needs, for example, we close for sorry business
- ⇒ We have a local committee to overlook how the classes are being run and to resolve any problems that arise.

I see things differently now. It has built my own confidence. I would not have had the confidence to stand here today and talk with you fellas. I didn't even know how to apply for a job and now all I want to do is help people.

What is the impact on the community?

Tannia talked briefly about the impact of the campaign on myself and on the students.

I never thought that I had the brains to do anything like this but today I am coordinating Weilmoringle and I work with Debra to train the staff in other communities. "As for the students, we have students who have got their [drivers] license and have gone on to enrol in TAFE courses. We got a traineeship for a student at the Land Council. Now people get more involved in local community meetings and decision-making."

A big change is that more parents are involved in the school and getting involved in their kids reading and learning. But the thing that I think is most important is that students believe in themselves, and they just want more. These may seem like little things for people who went to school and who have jobs, but for people who can't read and write this means an enormous step for themselves and their families.

Thank you.

Bob Boughton: Campaign Evaluation



“If only 50 people of a 1,000 people become literate who are they becoming literate with? Literacy is not just a skill, it is a way to work with each other, it is a form of social practice. So, if you only get 50 out of 1,000 you haven’t really got a literate community. It has to be the community that becomes literate

so the individuals can exercise their literacy.” That is the first thing, that is why it is a population model. You go in and teach everyone who needs it. In Timor-Leste the literacy campaign reached over 200,000 people across 450 local government areas. In our evaluation we were able to observe classes, interview staff, interview students in most of the 13 districts where it was running.”

On that basis we have to say:

- People improved their literacy either in Tetun or in Portuguese (the two languages it ran in)
- It had many positive benefits for students. Just one example is that on an Island off the coast of Dilli the women who took part in the literacy campaign went on to set up a successful income generating project making little dolls and things to sell to tourists.

Since the program began in Australia we’ve been able to look much more closely. We have observed every community in all stages, we have analysed the data from the household surveys, the attendance, the completion data. We’ve looked at examples of student work, we’ve conducted over 50 interviews, with participants, teachers and stakeholders, and so we have a pretty strong evidence base. These are the things we want to say:

The Campaign enjoys incredibly wide support in the community. Often community leaders say “this is the best thing that has ever come along”, “we’ve never seen anything have this kind of effect”

There is a definite substantial improvement in literacy levels. People move from around pre-level on the Australian Core Skills Framework (ACSF) to the top of level 1 or the bottom of level 2. Everybody who completes it gets that far.

The locally trained staff develop extraordinary capacity to become advocates for their people. A new generation of community leaders who know exactly know what the people who need most representation need because they are the people they work with. Tannia is a classic example but there are a dozen other people like her now in Western NSW who have been trained that way.

	Population	Starters	Graduates	Retention
Wilcannia 1	279	13	10	76.9%
Wilcannia 2		11	6	54.5%
Wilcannia 3		16	7	43.8%
Bourke 1	550	16	11	68.8%
Bourke 2		22	15	68.2%
Bourke 3		18	17	94.4%
Bourke 4		13	8	61.5%
Enngonia	52	21	15	71.4%
Brewarrina 1	415	19	14	73.7%
Brewarrina 2		18	8	44.4%
Weilmoringle	40	7	6	85.7%
Total	1986	174	117	67.2%

Retention rates are 4-5 times higher than the retention rates in Cert. I and II courses in the VET system. The proportion of people in the community who are functioning at a higher level of literacy has started to increase and so in small communities like Enngonia where Tannia comes from this campaign is having a really significant effect on the life of those communities. In the larger communities we still have work to do. We are not seeing the same community-wide effect, but the benefit on individuals and agencies in the community are dramatic. I will just give a few examples:

- Local Land Councils gain new members, more people are attending meetings and participating in speaking up
- Health services say that people are coming to see them more often when they need to and are managing chronic illness better.
- Many people themselves report that their drug and alcohol intake goes down as the result of doing the campaign
- The police are reporting that people who were coming to their notice quite regularly are doing so less and one reason is that people get a drivers license so they don’t get picked up for unlicensed driving all the time. This is one of the main reasons why people get incarcerated in Western NSW.
- People have taken up work experience with local organisations and local employers and some have taken jobs.
- Some people become Facilitators in the next stage of the campaign and they are fantastic teachers because they have done it themselves.
- A significant number of participants enrol in further courses through TAFE and VET
- Schools report that grandparents and parents who participate in the campaign get more involved with their children and grandchildren’s schooling

The impact of adult literacy on development



“We still have a long way to go. As you saw from the previous map there are thousands of people just in that Western NSW region who have low or very low levels of literacy. There are thousands more around Australia. At the moment, as we saw in the last session, there is no policy framework. There is no policy to address this problem and the way it undermines almost every other effort to solve almost any other problem Jack Beetson says “ *You are not serious about close the gap if you don’t close the Literacy Gap*” because how else are people going to engage with the agencies meant to assist them in all those other areas?”

“So, this is the game changer. This is the deal breaker. This is the one that makes a difference so the community themselves can solve the problem instead of being dependent on an army of professionals, and people and agencies who are going to help them to solve it. This allows people to solve it for themselves.”

In 1990 the Royal Commission into Aboriginal Deaths in Custody said that Aboriginal community controlled adult education was a key to overcoming the high rates of incarceration. Twenty five years later incarceration rates have gone up significantly. It is time that those recommendations were taken seriously.

Thank you. Bob Boughton.

Literacy for Life Foundation website: <http://www.lflf.org.au>



B2 LLN Social-Capacity Building Initiatives

26TEN: Tasmania's response to the adult literacy challenge



Presenter: Anita Planchon, Manager
Literacy Services, LINC (26TEN program)
Tasmania

Following is an almost direct transcript of Anita's presentation together with extracts from her power-point presentation.



Initiated as a collaboration between government and the community, the 26TEN Strategy is making a difference to the lives of Tasmanians across the state.

26TEN represents the 26 letters of the alphabet and the ten digits - the tools we need for work and life. 26TEN is Tasmania's campaign for adult literacy and numeracy - an Australian first. Its' vision is that all adult Tasmanians have the literacy and numeracy skills they need to participate fully in society.

The 2011-12 Program for the International Assessment of Adult Competencies (PIAAC) survey found 49.8% of adult Tasmanians had adequate literacy skills for work and life, compared with 53.5% of Australians. Across Australia, all States and Territories face a similar challenge. What sets Tasmania apart is that it has a long term strategy for change.

The Tasmanian Adult Literacy Plan 2010-2015 established a strong framework and started to achieve success. The *26TEN Tasmania: Tasmania's strategy for adult literacy and numeracy 2016-2025* builds on these initial foundations. The strategy which, recognises that the issue requires long-term commitment was launched by the Minister for Education and Training, Jeremy Rockliff MP on 24th October 2015.

The 26 TEN Program

26TEN is managed and coordinated from within the Department of Education by LINC Tasmania. LINC Tasmania is a statewide network that provides Tasmanians with access to library and information services, community learning programs, adult literacy support and the State's archives and documentary heritage collections. 26TEN works closely with the LINC Tasmania literacy network and a range of trainers to give them the tools to deliver quality literacy and numeracy support across the state.

The Strategy is ground-breaking. It draws on global best

practice examples of collective impact initiatives, and uses international research from the Organisation for Economic Cooperation and Development (OECD) to set its benchmarks. It is cutting edge in its focus on building partnerships and networks to support adult literacy through action by business, community and government.

The Strategy is supported by the 26TEN Coalition, a voluntary group of Tasmanian leaders committed to motivating a broad range of community sectors in Tasmania to join the effort. A new and expanded membership was announced at the program launch. Coalition members consult widely to develop *26TEN action plans* for the legal, health, education, local and state government, media and building and construction sectors. A new long term Strategy means a refreshed communications strategy, focusing on building collective action amongst the community, business and individuals to address adult literacy and numeracy levels as Governments alone cannot address the problem.

Anita said she "hoped that the NT can draw on what is happening in Tasmania and find that there are bits of the model that might be able to be used" and said "we are very happy to be sharing. All of the resources that we have are not branded as such but they are under creative commons license. We are very happy to make them available. It is great to have this partnership."

26TEN Tasmania: Tasmania's strategy for adult literacy and numeracy 2016-2025



So that all Tasmanians have the literacy and numeracy skills they need for work and life.

1. **Everyone knows**
2. **Everyone is supported**
3. **Everyone communicates clearly**



Anita Planchon's presentation (slightly edited)

"Our context is really different from the NT but, putting those things that you've heard from Literacy for Life together with some of the things that you have heard from 26TEN, and things other people have said I know that there is a model in there for the NT."

I'm going to tell you a little bit about where we have come from and what led to action in Tasmania.

Forty nine percent of the Tasmanian adult population lack the LLN skills that they need for life and work. For numeracy it is more than 50%. For those of you here who are familiar with the Australian Core Skills Framework (ACSF) we are talking about people who have skills below Level 3. What that means is that they are not able to read, write and use mathematical concepts well enough to be able to apply those to life and work in the modern world. People have trouble filling in an online form, texting, using an ATM as well as all the non-digital things such as reading a bus timetable, reading the back of a Panadol packet, reading safety instructions or nutritional advice. That is even before engaging with each other, participating, expressing opinions, those kinds of things. This problem is not unique to Tasmania or the NT. It is a national problem and an international problem, with similar stats across the developed world.

I don't know how many of you saw the SBS Insight program "Reading between the lines" recently http://www.sbs.com.au/news/insight/tvepisode/reading-between-lines_26_August_2016. Jack Beetson spoke, among other people. It was a really good glimpse into what it means for an adult with low literacy where people are literate around you, the kind of coping mechanisms people create for themselves, and the way that they hide that strategy. So, one of the key features of our approach is breaking down the stigma around having low literacy as an adult and giving the people the

courage to come forward and seek help.

When the results of the **2006 Adult Literacy and Life Skills Survey (ALLS)**.

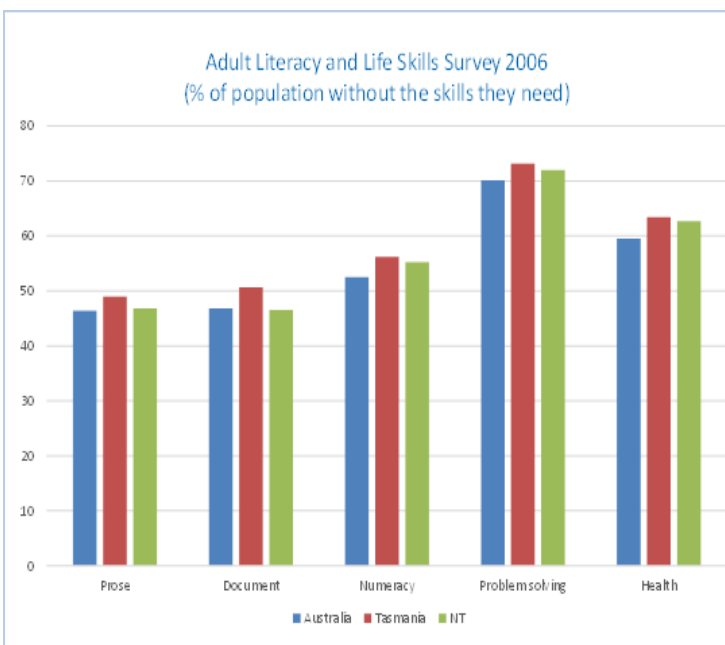
[\[http://www.abs.gov.au/ausstats/abs@.nsf/Previousproducts/4228.0Main%20Features22006%20\(Reissue\)?opendocument\]](http://www.abs.gov.au/ausstats/abs@.nsf/Previousproducts/4228.0Main%20Features22006%20(Reissue)?opendocument) came out in Tasmania they were a really big wake-up call for my state. They showed that we were behind the rest of the country in all of the five measures of literacy - prose, documents, numeracy, problem solving and health.

In the chart (below) Australia is the blue column, Tassie is red and the NT in as green. Tasmania was the worst across all of those indicators. Although it may not look like there is much difference it is important to remember two key things:

- We have less diversity in Tasmania, fewer people from a migrant background with English as a second language and, the
- Tasmanian Aboriginal population speak English as their first language.

So, we are dealing with the challenge of people who speak English not having the skills in that language. Also, there had been no improvements in literacy levels in Tasmania since they had been last measured in 1996. That was a real wake up call. Our response was to do something about it, acknowledge that there was a problem and try to fix it.

In 2010 the State Government (labour) with tri-partisan support, (liberals and the greens) launched and funded an Adult Literacy Plan. We now have a liberal government in Tasmania but the tri-partisan support has been tested and shown to be true. We have had a commitment now for 10 years. We have a ten year plan with \$4.5m per year. We know we are really lucky to have that but I am also going to show you that the funding is fantastic and crucial in some ways but there are a lot of things you can do without it.



The first Plan was the **Tasmanian Literacy Action Plan 2010- 2015** which had two approaches:

1. A *state-wide network of literacy support* where people could get help no matter what their eligibility. You didn't have any eligibility bars. You didn't have to be a job-seeker. You didn't have to be enrolled in anything in particular. We wanted to make it possible for people to come forward and to get help.
2. A *community workplace network* which said the government cannot do this alone. We need everyone to be involved and that is very much like the Literacy for Life approach. It has to be the whole state and there is something that everyone can do to help whether you are the person needing to raise their literacy skills or the person who has better literacy.

Click [here](#) for the **26TEN Strategy 2016-2025**

Tasmania's 26TEN (cont.)

The work to build a service across the state to build literacy support was done through LINC, Tasmania's network of libraries. We are very lucky that in Tasmania we have as state-wide network delivered at about 60 locations around the State. We are not run by each individual local council. It is a state library service. Our population is geographically dispersed. We have about 500,000 people about 140,000 of those are in Hobart, about 90,000 in Launceston and then the population is quite evenly spread across the rest of the island. Having to spend an hour driving is a real barrier to people in Tasmania.

Volunteers and staffing

What we did was to set up the network for flexible literacy support. This work had 23 Literacy Coordinators based in 17 LINC locations around the state and also in prisons and two places in the community corrections environment. These Coordinators are not necessarily teacher trained - and that was pretty controversial when we set up the network. This is really important for us because some of us have really good qualifications – but they come from a whole range of backgrounds with expertise in different things like community development, disability support, employment support, English as a second language, management. Some of them have real life experience of having had low literacy. They have incredible enthusiasm and commitment to the task and they bring the ability to connect with the learners who are coming forward. That is really important because what we are trying to do is provide individual support that is going to meet their needs. We have a huge team of volunteer tutors and we have had over 1,200 people come forward to volunteer their time and they have been given the opportunity to do a TAFE Certificate Level IV to become adult literacy tutors.

In any given year around 600 of those have been engaged to be literacy supporters. Those volunteers come from all different walks of life and that is a very important part of the community engagement and it connects with the needs of individual learners. We worked really hard to keep building the skills of Coordinators and the Volunteer Tutors. We also have a lot of cross-support within the network if people have a particular skill. For example, working with dyslexia - we

run workshops and we try to keep building that – working with speech pathologists. The approach is very flexible and it is constantly evolving.

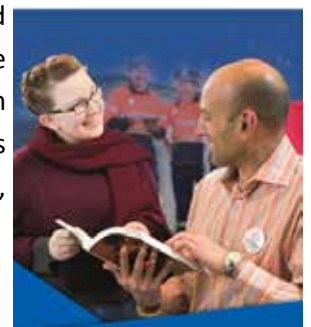
Each location has one or two Literacy Coordinators and a team of volunteers. People needing literacy support can drop in to any LINC location and be introduced to the nearest Literacy Coordinator. Their Coordinator sits down and talks to them and works out what it is they are struggling with and what is going to be the best way to help them.

Individual Learning Plans

Literacy Coordinators develop and individual Learning Plan with participants outlining what they want to learn and achieve. Programs are tailored for each person with one on one support with a literacy tutor. That was the original model but we have found that that is not everyone's ideal, everyone's cup of tea. Some people are much more comfortable in a small group situation, others are often much more comfortable if their literacy and numeracy is embedded in something. So, it may be something like studying for a construction white card or a drivers licence, or boat building.

Sometimes people who are participating in these projects go on for one on one tutoring, sometimes they do other group work. Sometimes they go away and come back later. Sometimes they get what they need from the initial project. The key thing is that we try to develop projects and approaches that are particularly going to work for a particular person or a particular group of people, for example young mothers.

One of the amazing things about our program is that we don't have to get people to meet a particular standard. It doesn't affect our funding if they only make a very small improvement on that occasion. We know from the only real longitudinal study of adult literacy that has been done by a U.S. academic called Steve Reder [http://tcal.org.au/wp-content/uploads/2016/06/Longitudinal-Study-CFLRsrbrief_Chllngng_Assmptns.pdf]. He looked at the fact that people go in and out of literacy support as adults over time and it takes at least six years before you really start to see an improvement, and it often takes lots of different entry points, people coming and going.



We've built the flexibility into 26TEN to be able to support people even if they are not going to be able to stick with it at that particular point in time. That is really important. We are talking about adults who have lots of different things going on in their lives. It is great if you can get a community to decide that literacy is going to be the thing that they are all going to focus on at one key moment in time. We have got that happening in places. But, overall we have got a lot of people who are coming and going, dealing with the things that they have to deal with and we have to be flexible enough to support that.

Making progress

The network has been up and running for 6 years now and we have helped over 2,000 Tasmanians. We measure within LINC against the Australian Core Skills Framework (ACSF) for people's skills improvement but we also measure people's improvements in confidence, whether they meet their own objectives in their Learning Plan – which can be quite small. We find measurable improvements that make them feel good about what they are doing.

Stories as a performance measure

It is difficult to get people to speak openly about their literacy experience but the more people who are speaking up the more people who come forward.

This morning we've had a discussion about the [current] focus on jobs and work. People do sometimes come to our network with jobs and work as an objective, or they might have found that they need to do a CV because their old employment has finished. But, a lot of the time the feedback that they give us is that they have suddenly found enough confidence to read to their kids or help with their schoolwork. They are feeling confident enough to go in to speak directly with their GPs without someone to go with them. They can answer the phone. You know, all of these things that we know are concrete outcomes for literacy support. We hear those stories so we are trying to spread the word about that so people understand what it means.

That is an approach which I hope you can think about. Literacy teachers are a really key part of what we are doing in 26TEN but we also think that every person in the community and

in society can support other people to learn and to improve their skills. We need to provide a framework, a mechanism to let them be able to come forward. That is something that is really important.

Community and Business Support

The second part of the Plan was the network of community and business support for adult literacy and that is what became 26TEN. 26 stands for the 26 letters of the alphabet that we use for reading and writing in English and ten, the 10 digits we use for counting. We usually have to explain that to everyone but people like it once they understand it so we're sticking with it.

LINC Tasmania, the library network, is the host of 26TEN and the LINC literacy network that I have just described to you is a key part of 26TEN. But, we're aware that a whole of community effort is needed to really make a difference to adult literacy and numeracy levels. So, 26TEN is Tasmania's approach to bringing together community, business, government and individuals and making sure that we are using every possible mechanism available to us to raise literacy levels. (Cont, next page)

"We use statistics and stories to find out how well we are doing as a community"

Statistics: We want more Tasmanians to be aware of the challenge of adult literacy and numeracy and more individuals and organisations to do something about it. We want more Tasmanian adults to have the literacy and numeracy skills they need to be full participants in a modern, technological world. We want more organisations to commit to using plain English. Our targets are ambitious, but if we all work together, we can succeed.

Stories: Through the 26TEN website, we want to collect real stories from real people and organisations about what better literacy and numeracy and clearer communication has meant for them, their families and their communities. Together, these stories will show what these efforts mean for Tasmania in a way that numbers cannot. (26TEN website)



The problem

1 in 2

Tasmanian adults have low literacy and numeracy



The response

- Commitment from Government and opposition
- Funding
 - \$17m over 5 yrs
 - \$4.5m per year from 2016
- A plan



“Tasmania’s strategy for adult literacy and numeracy 2016-2025”

In October last year on 26TEN’s third birthday we got a really strong political vote of confidence. As I said the Minister of Education and training’s launch of a new 10 year Strategy. The “Tasmania’s strategy for adult literacy and numeracy 2016-2025”. You will see that we are mentioning “work” but we are also mentioning “life.”

Our vision: all Tasmanians have the literacy and numeracy skills they need for work and life.

26TEN aims to change this. We want a state where:

- *Everyone knows about adult literacy and numeracy (“and understand the statistics and what it really means”*
- *Everyone is supported to both improve their skills and to help others*
- *Everyone communicates clearly (“to reduce the barriers that people with low literacy face – that are made worse by com-*

How are these goals supported?

We support these goals in lots of different ways. We have a coalition of key influential volunteers who work with specific sectors such as the legal sector the construction sector, the education sector, health sector, media, local government, community services. Their role is to get businesses and organisations in those sectors involved, to get them on board as members of 26TEN with an Action Plan identifying what it is that *they* can do to help. So, for businesses this [Action Plan] can include things like improving the clarity of their procedures, using more plain English, identifying staff who need support and giving them time on the job to do that literacy training. We have a Grants program to provide funding to employ literacy teachers to do that on the job. We’ve given about a 100 grants over the life span of 26TEN.

Community grants

We’ve also got community grants which are helping communities to come together to support literacy and raise literacy awareness and get people talking about what it means. Then there are Action Plans in the government sector, especially health where there has been huge acknowledgement that basic reading and writing and numeracy are fundamental to health literacy. They have established a health literacy network within 2610 which is engaging GPs and

dentists and others in the effort. In a GP waiting room for example the receptionist can recognise low literacy if someone says: “I’ve forgotten my glasses” or “Can I take this form home and fill it in?” They can help that person.

The 1300 hotline

Recently we had our first referral to our 1300 hotline from a GP who rang up on behalf of one of their patients so that kind of thing is really important. We really want to give very direct warm referrals to people to take someone who had had the courage to ring and do exactly what the Reading Writing hotline is now doing. “Find an answer for them and send them to the right place”.

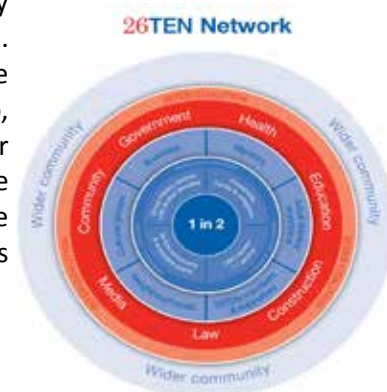
Tools and workshops

We have a whole lot of tools, Plain English workshops about literacy which explain this to the 50% who are literate, who don’t believe these stats, and don’t really know what it means. For example we have a 26TEN “Communicate Clearly: a guide to plain English”. <https://26ten.tas.gov.au/PublishingImages/Tools/26TEN-Communicate-Clearly-2016.pdf#search=Guide>

We have a big focus on social awareness raising. We have a media campaign, work with traditional media, a website and a 1300 number

The “ideal” model

The person with who has low literacy (50% of Tasmanians) sits in the middle of this model. They get support to raise their skills from a whole lot of different places depending on what is going to work for them, from immediate support to support through a sector or through the community. What we do is go out and build connections with a particular sector or regional area, or a group of people trying to work out how 26TEN is going to be best able to support the people within that group to raise their skills. It may be a particular guide, or checklist, or program run through LINC – and start developing that. Sometimes this is most effective through central organisation like the school Principal Association who are working really well to spread the word through schools about the challenges some parents may face when engaging with their children’s learning because they may have low levels of literacy. That has been a really good channel for us. More often it is at the very local level. So, working with a particular child and family centre or a community centre and working out how it is going to work. (cont.)



Within the Australian Aboriginal community we have around 6-7% of our literacy clients in the LINC service, one on one identifying as Aboriginal, which is higher than the assessments across the state which is around 4%. We know that that is meeting the needs of some people who are working with some specific groups like the Southern Tasmanian Aboriginal Corporation or the women's on the East Coast where we are looking at programs that are going to meet that particular need.

26 TEN Impact

26TEN is having an impact in Tasmania. Since the launch of the first Plan we have supported about 9,000 adults to begin improving their skills, and I say begin because as I said before, it doesn't happen overnight. But, within the LINC network we have seen improvements in learners reading, writing, maths, oral communication and learning skills. We've seen increases in confidence, engagement and

participation. We have some learners who have become volunteers in our network and that is great to see. We have many, many stories and people have told us how much it means to them, be able to read to their kids, get a qualification...

The 26TEN network is growing. We have over 80 organisational members. Thirty of those having joined in the last year. There is a real snowball effect happening, and almost 400 individual supporters. We just celebrated 26TEN week which we do around the 26th of October. We've started to have a real groundswell of enthusiasm and understanding with the media picking up on events without us having to prod and explain why it was important. That was really exciting.

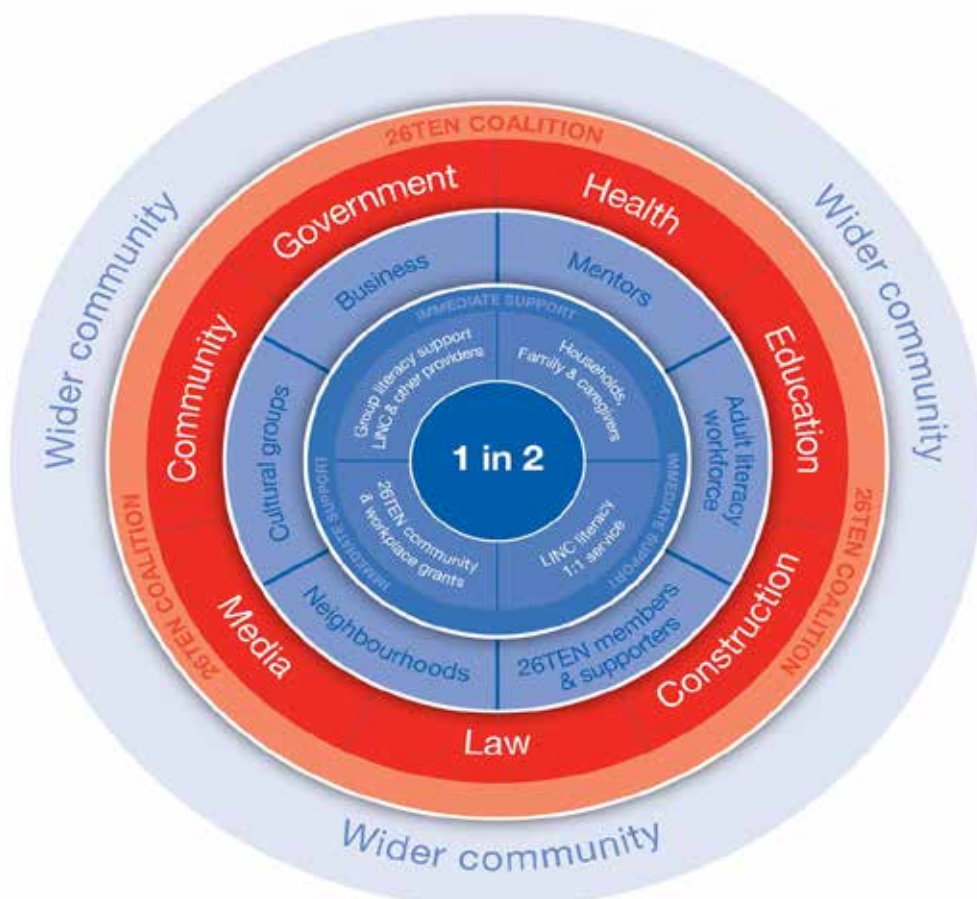
We know that we are really lucky to have the support from government that we do in Tasmania but also about the community getting on board. In small places like Circular

Head in the North-West of Tasmania there is a really supportive Mayor who has engaged his community in the importance of learning and they have really come together in running a lot of events. It is different in every place and this is the thing about this model. The thing that is going to work for the particular group of people.. They also feel that they are part of something bigger, the idea that this is the State-wide approach and we are all in it together. That is really important.

So, we hope that you can draw on what is happening in Tasmania and find that there are bits of it that you might be able to use. We are very happy to be sharing. All of the resources that we have are not branded as such but they are under creative commons license. We are very happy to make them available. It is great to have this partnership and happy to answer your questions.

Anita Planchon, LINC Manager

26TEN Network





26TEN Sharing the stories : Building literacy skills and confidence to get online

Angela had no confidence and used to cry about her problems with reading and writing.

"I felt terrified about people knowing because I didn't want them thinking I was dumb," she said. Angela was referred to Glenorchy LINC and started working one-on-one with a tutor.

"I didn't think it was going to help but it is, although I wish I could make even faster progress. I'm working really hard." Since working with her tutor, Angela has built her skills and taken computer courses with plans to do more.

"At Glenorchy LINC I did a four week basic computing course. I was terrified at first. After a couple of weeks I started to like it a lot. Then I did 'First Steps' and 'Prepare for Computing.' Angela's confidence has grown. "Before I was terrified of doing lots of things that other people take for granted, like catching a bus and buying a Greencard."

A Greencard is how many Tasmanians pay for bus travel and get a discount on the fare. There is an online application form that Angela was able to fill out herself.

"I got a Greencard by myself recently and this was a very big deal for me," said Angela.

Ask for help - *"You've got to do it"*

Angela's advice to others is to get some help. *"You've got to do it! It will help you with other things in life. I was stuck in a bubble. Now I'm doing lots of things and I have made new friends."*

It's never too late to learn to read, write, count - online

Literacy Coordinator at Glenorchy LINC, Andrea McMahon emphasises that it is never too late to learn.

"It's great to see people like Angela develop their confidence. It shows that we are all capable of learning new skills, including getting online."

Get in touch with your local LINC or call 1300 00 2610.

There are also free literacy and numeracy resources available online such as www.bbc.co.uk/skillswise. And for help with digital literacy visit www.godigi.org.au/guides.



Anita Planchon, Manager Literacy Services, LINC Tasmania
anita.planchon@education.tas.gov.au

For more information:

www.26ten.tas.gov.au



26TEN - Tasmania's campaign for adult literacy



Department of Education



B2 LLN Social-Capacity Building Initiatives

Session 6: The Jaru Learning Centre, Yuendumu



Presenters:

Enid Nangala Gallagher: Walpiri Education and Training Trust (WETT)



Ros Bauer:

Consultant to WETT and previous Jaru Centre Manager



Above: The Walpiri Education and Training Story

Enid Nangala Gallagher began by paying respects to the Larrakia people and other Indigenous people in the room and others as well.

My story is the WETT story (Walpiri Education and Training Trust). The WETT money comes from royalty income from mining. Traditional Owners (TOs) make funding decisions and meet with the WETT Advisory Committee to discuss what we are going to use the funds for.

Some examples of what WETT program money funds:

1. To help school students to go on interstate excursions, country visits, bush trips and cultural days. On all of those activities we have elders who are paid for by WETT money
2. We bought school buses for the 4 Walpiri communities - Willowra, Lajamanu, Yuendumu and Nyirripi. Troopies (troop carriers) and trailers as well
3. The Walpiri Youth Development Corporation (WYDAC) with youth and media programs in all four Walpiri communities
4. Early Childhood programs
5. WETT committee development and training workshops
6. Boarding school and secondary schools. For example: we pay for escorts to go and take their kids to that school. It also supports the
7. Bilingual resource development unit which makes books in Walpiri language, also
8. Learning Centres which are funded in each of the four Walpiri communities, Lajamanu, Nyirripi, Willowra and Yuendumu



WETT Advisory Committee meeting with Kurra Traditional Owner's



The Bilingual Resource Development Unit or BRDU is a centre of Warlpiri language learning. BRDU is a part of Yuendumu School, providing Warlpiri language materials and support for pre-school and early childhood, and school levels one to twelve. Nangala Gallagher gives Literacy worker lessons in Yuendumu and travels to Nyrripi to do support the language program there. Outside of school hours, the centre gets involved in Culture Night held every second Tuesday. Activities on Culture Night have included painting Jukurrpa, visiting Jukurrpa sites and country, seed collecting and grinding, and making traditional Warlpiri toys. BRDU also functions as a printery, and translation service for the community. Printing and translating its own resource publications, as well as items for the school and community, such as posters, booklets etc on request. One of BRDU's Warlpiri Language resources is the magazine Junga – Yimi. Translated as 'True Story', Junga – Yimi is a colourful bilingual publication full of images from the community. It reports on what's happening in the community, and in the various organisations of Yuendumu. Content is from the whole community. BRDU is also a local bilingual book publisher.

Jaru Learning Centre at Yuendumu (cont.)

The learning centres were set up to be a space for learning for the whole community. The Centres have been run in partnership with WETT and Batchelor college and WYDAC. The goals for the learning centres are:

1. Delivery of Certificate training
2. Informal training
3. Walpiri language and culture
4. Computer and internet access and training,
5. Support for individual learning pathways, and
6. Support and training for Yapa [non-Indigenous] staff

Examples of training at the Yuendumu Learning Centre:

1. The young women's group - I was there with them last week. The group is supported by local elders and the clinic staff. The young women come to the learning centre instead of the clinic. They talk about their health and the problems. Young women ask questions and they feel safe. They are learning new words as the clinic staff are talking to them.
2. The young men's group
3. The Walpiri Literacy program. Young people can access Walpiri books and texts at the learning centre. We have Books in local languages with local stories and photos. Young people learn to read them – reading in Walpiri. We are sharing "true stories". Young adults who aren't going to school aren't missing out on their Walpiri literacy.



Thank you

The Learning Centre at Yuendumu (cont.)

Ros Bauer

I'd like to acknowledge the traditional owners of where we meet today and acknowledge the elders past and present and thank Allison and her team for inviting us to take part in today's seminar. The learning centre in Yuendumu will be managed next year by the Walpiri Youth Development Aboriginal Corporation (WYDAC). I was really happy to hear Bob [Boughton] talking about "education belonging to community". WETT have obviously placed a great deal of trust in the Walpiri Youth Development Aboriginal Corporation to manage the Learning Centre in 2017. To a large extent it may not look that different from the outside, and the outcomes will be the same as the other Learning Centres. Nangala talked about those six main outcome areas. There four focus areas:

1. accredited training
2. non-formal education
3. informal learning, and
4. Walpiri language and literacy



What might look different when the Learning Centre is managed locally by WYDAC?

We've heard a lot about social practice literacy today – which I've been really, really pleased about. We might be able to manage the demands of that human capital approach and also the social capital approach in a different way. We can still focus on skills that people need and accredited qualifications by actually partnering with a range of organisations that can provide that service in the way that the community or learners want. *We think that we can take the 'Business' out of the centre of our model and put the 'learner' back into the middle – or the community.*

I was particularly interested in the 26 TEN model in that last slide. I saw that as the learner being central to the way we want to work next year, the learner is at the centre. We can still work with providers around the accredited training—that is important for people. That makes up the industry of Yuendumu – community services, education support, sport and recreation, first-aid. But, by buying in, those services or brokering the training it frees up the people who will manage that space together – The Kardiya and the Yapa - to focus on the informal learning that people say that they want.



Non-formal, community-based education

Buying in training will free up the space to run some of those things like for example - 'people's rights around voting' and what that means when there is an election. We had two elections this year and people were really disempowered by not being able to understand how important their vote is. To be able to run community education around that kind of thing and how to get people registered is really important.

Other examples of that non-formal community-based education could include cyber safety, driver education, nutrition. All those kinds of things that give people a greater understanding and awareness to engage in those spaces. I think that Bob [Boughton] mentioned the enormous impacts of not having a drivers' licence. It is an incredible barrier to not have a license and then end up in the court system, and then not be able to read your court notice, and then miss out on court and then incur a whole lot of financial penalties. Once people are in that cycle it is very hard to get out of it.

Nangala also mentioned Walpiri literacy. I guess my disclaimer clause – my own personal, professional viewpoint is that – we are talking about English language, literacy and numeracy but it is in a very two-way environment and that is never at the expense of first language. This value-adds to the incredible, multiple literacies that people already have who I work with in community.

The other value with making sure that we can flesh out the Walpiri literacy in that space is for young people who become disengaged with school or who only attend school spasmodically - they can pick up some of that literacy in the learning centre. We know that it is really important to develop literacy in first language so that you can pick up some of the literacy in your second or third languages.



Jaru Learning Centre (cont.)

Informal learning opportunities

One of the things that the Learning Centres have been crucial for is **informal learning** (this is different from non-formal learning). Informal learning is opportunistic engagement. For example, when people come in and need help to fill out a form or register on MyGov, be able to understand how to read a letter from the court, or a letter about their tenancy, their housing or rent. There are a lot of informal opportunities for learning in those spaces. I can see Richard over there who has worked at the learning centre and sees that very high level of engagement at the Learning Centre with people who need immediate help around literacy. We want to assist people to be able to fully participate in the other aspects of their lives, not just the parts of their lives.

Building local capacity to assist

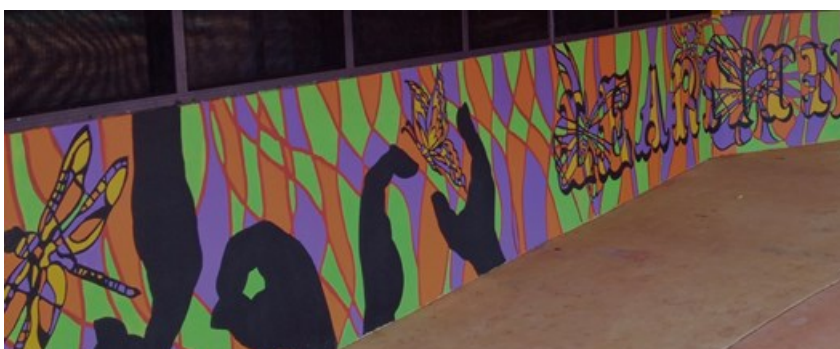
One of the things under the model for next year under WYDAC is that we know that there isn't an adult literacy teacher hanging around every community or workspace in Australia. In small regional towns. We know that there is a shortage of literacy teachers. I guess our approach is that literacy is everybody's business. We've heard that mentioned by previous speakers today. One of the things that we need to fill in with the gaps in this model with the 4 areas (that we've just talked about) is how we can spread the capacity of literacy practitioners across the community. Everybody is a teacher. We're not talking about teachers in a classroom – it is important that these people are employed by TAFE or the Department of Education. We're talking about people in the workplace who then give support to other people. People in the Shire office, people who work at the school and other people who come into the school and need some help. So, I've listened with interest today with the Literacy for Life model and also with interest to 26TEN model in Tasmania. We have an advantage and are in a unique situation with the Walpiri Education and Training Trust. We have an income stream that is enabling this to happen in remote communities which I haven't seen in other spaces in quite the same way. We are able to be a bit more flexible around how we actually do things. One of the things that we could actually do as part of my role next year when I visit four times. Is how to support the adult LLN aspect of the Learning Centre. Walpiri language and

culture is obviously looked after by the experts in the field. We will have somebody to look after the Learning Centre. But, my advice is around the

literacy and the learning centre. My advice is to do a 26TEN in this bubble of a space to be able to provide professional development or literacy awareness with all people in community Kapa and Kardiya who are providing support on an either ad hoc or regular basis to other people in community to support literacy. So, they don't necessarily need to have a teaching degree. They need to have relationships already developed in the community and I recall listening to a radio interview when I was down south recently. There was a young man in the community who was doing a media project. He said there was a relationship with the person that you are working with and there is the task. From a Kardiya perspective we focus on the task and from my experience working in Yuendumu, it is very much based on relationship. So, if you already have people in the community who have good relationships with the people then the way we can build capacity in the model is by providing those people with some strategies to support other people in the community. I am just imagining a contour map of the learning centre with the four main areas. If we pour some water onto the contour map then this is building literacy capacity of these helpers or mentors or whichever name you want to use to those people in the community can only strengthen the current model.

When Wendy Ludwig stood up at the beginning of today she talked about literacy for understanding the world and to have conversations and to be able to take part in decision-making. It is a privileged position to be supporting people with literacy. It is often we need to build those kind of personal literacies that lead to the more work skills-based literacies – which I realise is the agenda of the Government. Within the model in Yuendumu we are trying to build all of those areas.

What has impressed me about literacy for life and 216 TEN is that it is taking into account the whole person, not just a piece of the person. Thank you.

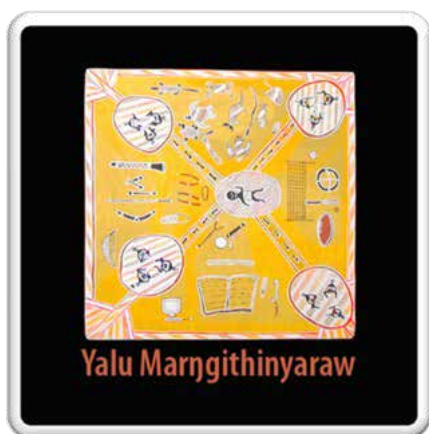


B3 - The Northern Territory LLN Landscape - glimpses

Session 7: Yalu Marggithinyaraw Indigenous Corporation - Galiwin'ku

Background on Yalu Marggithinyaraw and WCE

Yalu is a Yolŋu word meaning "bird's nest." In this case, Yalu is a metaphor for the learning or nurturing place. It was established to support the community by providing education related workshops and conducting research on education, health and wellbeing. Yalu Marggithinyaraw began in April 2000, when Elaine Lăwurrpa Maypilama was contracted by the Aboriginal Tropical Health Unit in Darwin to explore connections between health and education in the community. It was a trial project of six months. Many ideas were generated as a consequence of the research and community consultations, and plan of action emerged. Since then Yalu has become stronger and gained the respect and appreciation of the community. Yalu's philosophy is simple, in the words of Dorothy Bebuka (depicted by Yalu's logo below):



The egg in the nest is about to hatch and the mother nurtures the young chick so it can learn to fly. Then she hands it over to the men, for the next stage in his life, where he will grow and develop. That is why we call ourselves Yalu, because it is the women who are nurturing the egg.

For the last 16 years, Yalu has delivered a variety of workshops and education sessions and worked alongside Charles Darwin University (CDU), as well as other universities and organisations on a number of research projects. As a result of these collaborations, a large amount of resources (videos, photos, educational material) have been produced and used to enhance the capacity of the local Yolŋu community.

Galiwin'ku was one of the six preferred communities agreed by the WCE Steering Group. Community consultation commenced in October 2014 with key community members from Galiwin'ku about what the scope of WCE could be. Regular attendance at meetings with community leaders, school principals and staff, and community events underpinned the engagement

process in Galiwin'ku. Importantly, early engagement included the proposed establishment of a 'backbone' committee to provide guidance about project priorities and activities.

WCE staff worked closely with the manager of Yalu Marggithinyaraw, Rosemary Gundjarranbuy and Elaine Lăwurrpa Maypilama (Yolŋu researcher and a founder of the Yalu). Others involved in WCE are Dorothy Bebuka, Evonne Mitjarrandi (Senior Mentor and researcher - presenting), Mirrimirryun Beulah Munyarryun (a Junior Mentor); Delvine Munyarryun (Junior Mentor), Shelley Houghton (organisational Mentor for Yalu), Magaret Miller (teacher, translator and LLN specialist) and Noella Hall (bilingual coordinator).

Initial themes identified during the early community engagement process with the WCE initiative were:

1. High concern about the current education pathways in Galiwin'ku
2. High concern that employment pathways are very limited due to the low mainstream education levels of Yolŋu people
3. Bi-lingual education needs to be valued and strengthened
4. Adult learners need more training options linked to academic levels and qualifications that will lead to lead to a higher employment status
5. There is a need to develop a stronger engagement process between community and schools so Yolŋu feel comfortable in talking to teachers
6. Structured pathway learning 'from aspirations to reality' should be explored

The WCE in Galiwin'ku has supported a range of education-related activities within the community. This workshop session was included to bring in some Indigenous perspectives around language in the early years, the need for cross cultural mentoring, and close cooperation between cultures within a school.

During WCE research many have talked much about the need for early establishment of mother-tongue language literacy which is seen as essential to the continuing vitality of culture and heritage. Early establishment of first language develops the skills and understanding for development of English LLN competency. Cultural heritage and English language are viewed as equally critical and mutually supportive.

The majority of Yalu staff have expressed the need for assistance with English LLN. At the end of 2016 all but two staff and managers were ACSF assessed by CDU in preparation for individual work which will take place during 2017.

B3 - The Northern Territory LLN Landscape - glimpses

Session 7: Yalu Marggithinyaraw (cont.)



Presenters: (left to right)

Mitja Mittrandi with Margaret Miller

[CLICK HERE](#) for a Rosemary Gundjarranbuy (Director) and Elaine L awurrpa Maypilama (Founding member) talking about English Literacy

Mentoring Students and Staff at Sheperdson College

Yalu have had a Service Level Agreement with WCE to do research and projects in Galiwin'ku. One of the projects they have been doing is the student mentoring program - a "a good way to help students who are having problems at school."

Why do students have problems?

Students have difficulties in learning and understanding the teacher, Also, the materials are difficult for them to learn from and sometimes they carry stress from things happening at home. Always when students are sent to me by the teachers for misbehaving in the classroom, after a while I've been mentoring them they would calm down and start to learn and behave better.

Why do we think that these students are misbehaving and struggling in the classroom and not learning?

A lot of the students that come to me to have poor attendance, and that's how they feel left behind and sometimes Yolngu teacher aids aren't supporting them much because they have their own struggles in the classroom. Bullying is a problem in school, kids get upset easily because they stay away too long from school. When they return, they feel that they are falling behind. Mentoring is crucial in schools and should be run daily. This helps them learn more, have more interest in learning and achieve better results.



Mentoring Yolngu Teachers

Mentoring teachers is a good way help Yolngu teachers understand the importance of explaining activities to students in a way so they can understand what the Balanda teacher is trying to teach them. Yolngu teachers need to be clearer in their communication with Yolngu students, because they do not always follow what the teacher is explaining in the classroom. They need to help the students to understand the meaning of the words used by the teacher in their own language Yolngu Matha, so learning becomes easier.



"At Shepherdson College Yolngu and Balanda teachers work together in planning programs for the students. This is important because it helps Yolngu keep our language strong – in writing and speaking. In supporting Yolngu Teachers we also discuss the importance of having a good relationship between balanda and Yolngu teachers in the classroom, so everyone benefits, the teachers and the students."

Cultural Awareness Training

Cultural awareness training is delivered to all teaching staff at Shepherdson College.

In the training I explain about Gurrutu to the balanda staff and the family structure in our kinship system. So with that understanding the teachers can introduce themselves to the Yolngu students, and they can all understand the connections they have. Many students will realise they are family for the balanda teacher. So students will straight away realise the balanda teacher's relationship with them.

This understanding can bring more respect in the classroom environment. If the balanda teacher learns about Gurrutu, then they incorporate the Yolngu culture and are better able to relate to the students. Their attitude towards the students is calmer and in turn the students put their hearts more into learning. Thank you. (Mitja Mittrandi)



B3 - The Northern Territory LLN Landscape - glimpses

Session 8: CDU VET Work based learning models—a conversation



Edited transcript of a “coffee table talk” between Christine Robertson, Kim Hawkins and some VET Adult LLN field staff.

Christine Robertson: Pro-Vice Chancellor of VET:



We want this to be an opportunity to have a conversation, and to recognise the people in the room and to acknowledge the traditional owners, the Larrakia people and the elders past and present, and our Indigenous colleagues who are engaging with us in this forum for your wisdom and input. We really do value it.

I was drawn to CDU by a great opportunity to build on the work I had been doing for many years in Victoria and before that in Queensland. My background is in community development...my experience is allowing people in community to engage at the point that they wish to engage and through education and through training be able to grow, and prosper and succeed and contribute.

There are quite a few CDU VET staff here today and it just shows you the commitment that we have to empowering this community to be part of Northern Australia and making a contribution to Indigenous growth and development throughout the Territory.. We were asked today to talk about the way we apply the knowledge that we’ve got, and how we apply this to the communities we work with, how we partner, and how we build skills and capability for work and social prosperity generally. It is a complex topic. We are the university for the whole Territory and deliver over 160 qualifications. We’ve got staff who travel to over 150 communities across the Territory to meet the learning and development needs of individuals and families. We have about 3,000 students at present going through VET programs and have 11 Indigenous staff in our VET faculty. We train for example in Health and Community

Services, trades, conservation and land management, hospitality, business, personal services, tourism and IT.

We thought that we would talk specifically about two programs. These programs sit within Children and Community Services, and are Kim’s responsibility. We are excited and proud about the achievements and results we are seeing around those programs, particularly around preparing Indigenous people in communities for work – the jobs that they want to contribute through. I also want to acknowledge Judith Mackay – the Industry Skills Advisory Council. One of the programs – our community night patrol is one of Judith’s babies that she has given birth to and nurtured. You have been a terrific partner with CDU in growing and strengthening that program. It is great that you can be with us today.

Kim Hawkins : Manager CDU School of Children and Community Services



I have been with CDU for a short time managing Children and Community Services and recently the Adult Literacy and Numeracy team have moved within the School. We are working on different models that will take us forward within this space.

What makes the night patrol a successful program?

I have heard the word a lot today – “partnership”. It is really key that we have a relationship with the community. With night patrol we have a group of people who are already working so we are building their capacity through training. The way we do this is that we have the “content expert” – not always easy to find within this space. Then we embed the LLN within the program in the classroom. That model has been very successful for us.

Session 8: CDU VET Work based learning models—a conversation (cont.)

We are working on a more integrated model as we move forward. We have also talked about the importance of the team and passion within the team. Part of team teaching is valuing each others' strengths and what you bring to the training.

One of our trainers travelled overseas to look at Night patrol programs in Indigenous communities in Alaska and Canada – part of getting to know how the Night Patrol works over there. We have a bunch of trainers who know the importance of relationships with Industry, employers and the students themselves. The model that we use for night patrol is bringing people together outside of their community – using our Katherine rural campus facility primarily. People develop a whole range of competencies in that environment and then go back to their communities. **Christine:** Kim while you are committed to quality and to achieving results – in your experience what are the challenges around that model? Have you thought about other ways perhaps to help people succeed?

Kim: Having staff with the right qualifications and experience to deliver that specific training – right across the board. Other challenges include:

- * Finding people who like that team teaching approach in the classroom given that there is another trainer in the room.
- * Funding for us is a challenge. There are never enough dollars. That is a bit of a given
- * Managing expectations for employers. For example in the Home and Community Care program sometimes we go to the community and staff can't be released for the training. Staff don't get time off.
- * We need adaptable staff. You might for example go to one community and you might teach some Cert. II units, some Cert III and something quite different. So, being adaptable whilst also meeting compliance. Those who are in the RTO space know what I mean there.

Seeing the value of LLN is important. LLN isn't a tack-on or an add-on. In some areas it can be seen as "okay I have administered the assessment" and "come in and fix it in a month"... it isn't like that...

CDU VET staff comments:

Comment Richard (ALN team Central Australia): There are challenges but it is enjoyable. In Alice Springs we bring students very successfully from different communities into Alice Springs for training. We have 3 or 4 different languages in the class and I am lucky because I work in learner support for the host lecturer who is the expert. But we are developing this team teaching model – which is the key going forward. But, we are aware that we are not going to upskill their LLN per se. through that particular model – getting people from pre-level one up to level 3. These courses develop a relationship with students but going forward we need to develop a more integrated model where we introduce the pure LLN teaching. There are also huge challenges but it is also hugely rewarding.

Rose (ALN team central Australia): The example I will give is Santa Teresa. RJCP delivers literacy. There are six discrete projects that the trainer is working across. Trainers need a long lead in time to prepare the community to embrace the training. Non- accredited training is ideal. Things have changed since now we have to deliver accredited training. We have to go through the accredited courses and match to the needs of the project. This is hard to do when there are 6 projects. I have switched to doing numeracy first... To get by in life people have to work with money.. we have tied the training to for example - in selling things in the nursery or in the community.

Polly (Nhulunbuy campus Manager)

.. materials are very much focused on reading and writing in delivery. The trainers are familiar with how to deliver their training through reading and writing. I have been considering that Indigenous people have been teaching and learning orally and aurally for thousands of years. When we think about literacy this is also oral communication and it is a hugely unacknowledged avenue for teaching and learning.

Kim – LLN needs to be factored into quotes and grants and we need to raise the profile of LLN – not just learner support. We are excited about where we are heading. Thank you.



B3 - The Northern Territory LLN Landscape - glimpses

Arnhem Land Progress Association (ALPA)



Presented by:

Wendy Brooks

ALPA Remote Training Officer

[Click here for the ALPA organisational video](#)

The Arnhem Land Progress Aboriginal Corporation, or ALPA, was established in 1972 as a co-operative of community stores in Arnhem Land. ALPA is now the largest Aboriginal Corporation in Australia and operates in 27 remote locations across the NT and Queensland. ALPA has a vision of “unity through enterprise.” ALPA also recognises the need for action in relation to improved English LLN.



Above: The ALPA Board 2016

ALPA contributes to the development of local economies and indigenous business. These activities include: accommodation and hospitality in partnership with local families; training and employment services through the Community Development Program (CDP), construction, mechanical workshops and homelands service delivery.

Ready 4 Djama - Ready for Work—transition to work

The program was piloted through the ALPA CDP program with a group of 8 women at Ramingining. With a practical focus on cooking, the program helped participants to develop some basic ready-for-work skills including: work health and safety; communicating in the workplace; and numeracy for work (including measurement skills). Ready 4 Djama helps people to

overcome barriers to gaining and staying in a job and is now delivered more broadly within the ALPA footprint.

Training Resources

ALPA is committed to training in order to improve people’s capacity to do their jobs well. For example they have a range of teaching resources available on their website at the: Go to the: ‘ALPA Retail training Wiki’. Also, ALPA encourages managers and supervisors to participate in accredited training to increase their in-house support for on-the-job training delivery.



Above : ALPA’s commitment to training was recognised in the NT Training Awards 2015 and 2016 where ALPA was awarded Employer of the Year.

ALPA was also one of three finalists in the Australian Training Awards Employer of the year for 2015 and 2016.

For information about ALPA retail training go to:

<http://www.alpa.asw.au/service/retail-training/> (insert link)

B3 - The Northern Territory LLN Landscape - NT Libraries

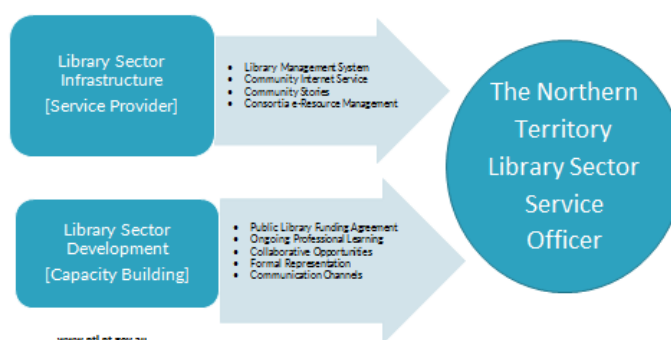
Session 10: Libraries and Learning: Regional and remote Indigenous library services

Presenter: Anja Tait

Northern Territory Library (NTL) is a contemporary library and learning institution. It is more than a physical location, and can provide access to programs, print and online resources, for information, research, creative expression and recreational purposes. Learning and literacy is embedded in all these activities.



Anja Tait



Territory Libraries supports and provides resources to 32 library services throughout the Territory, 11 of those are municipal: E.g. Darwin, Palmerston, Katherine, Tennant Creek and Alice Springs. 22 library services are in remote communities.

Library services in remote areas use a collaborative approach, characterised by local community involvement. By involvement we mean a sense of ownership and shared valuing of what we each bring to the project (Tait & Threlfall, 2012).

NTL has identified five elements to this approach:

1. we do our best to find out about library programs and other community services in the past, the present and people's aspirations for the future - what's gone before, what's happening now, and what next
2. Learning materials are developed onsite where possible
3. our process is transparent
4. there is local ownership of content
5. local employment

Our process is transparent. With all collaborating partners we

- harness local skills and identify inspired and inspiring individuals
- value local languages and culture
- acknowledge time limitations for all involved

- articulate the possibilities and limitations of funding agreements
- Identify the benefits to all parties
- negotiate clear parameters for anticipated products e.g. early years language and literacy programs
- engage in positive conversations around children's early learning, amidst the complexities of daily life; and

Remote Territory libraries

"The Australian Library and Information Association provides Guidelines, Standards and outcome measures for what makes a quality library service ... The role of NTL is to listen to people out in community, and from any collaborating organisations and agencies, about what they want a library to be."

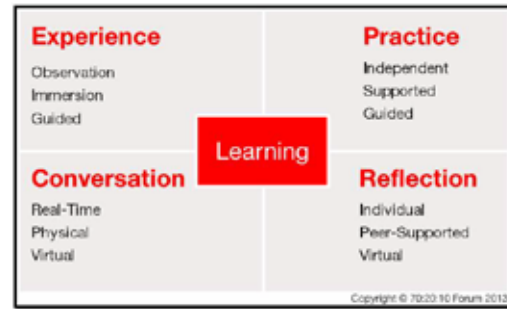
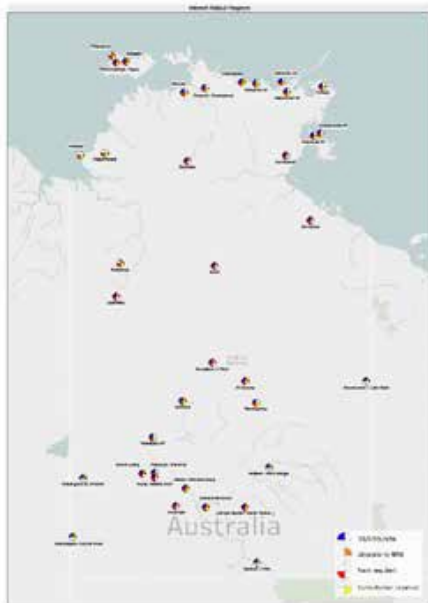
"So, we don't have to create libraries that look like traditional libraries ... these conversations have begun ... Lawurrpa talked about "keeping the door open". This is an opportunity to open the door, step back and invite community library officers and their managers, employed by the local councils, to re-envision their library services and re-present them to their community."

Remote internet access

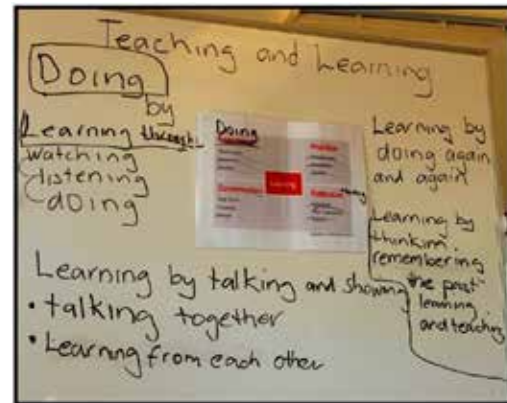
Northern Territory Library delivered the Commonwealth grant-funded Remote Indigenous Public Internet Access (RIPIA) program in the NT between 2010 and 2015.

The project provided internet access and digital literacy skills training to people in 40 remote Indigenous communities.

NTL now has ongoing funding from the NT Government to support free public WIFI hotspots in 46 remote locations. This is recognition from government that internet access is a core library service and human right. *See the map below.*



We unpack it and take a look at it



then pack it up in a different picture.



Community Stories

Community Stories is a digital keeping place hosted by NTL. It is an access point for culture and languages of today and from times passed.

“This is how our colleagues from Groote Eylandt described to me how they relate to the library:

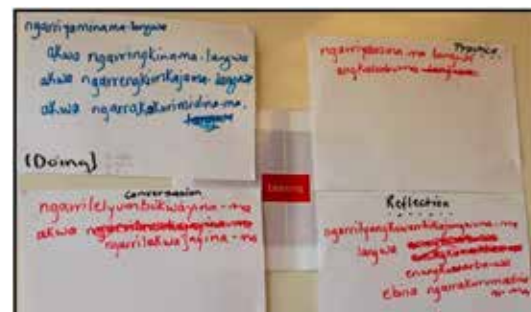
The library is like a bank, a bank of knowledge... The community has an account, and the community deposits the currency. The currency is community knowledge and history. The community deposits the knowledge and history for safe keeping. The community decides who has access to the account.

Access is the key to the account. Families learning together—old to young, and young to old”.

Learning together

“We learn together with our community colleagues, looking together at what is meant by each of these words: Experience, Practice, Conversation and Reflection.”

Then, put it in language, but not a translation of the words ... it is a translation of an understanding of the concepts. [The understanding of those having the conversation]”



For further information please contact Anja Tait Assistant Director Libraries and Learning Northern Territory Library Tel 08 89220796 anja.tait@nt.gov.au

SECTION C: THE WAY FORWARD

Action Statement on Indigenous adult LLN in the NT

Literacy is a fundamental human right, and in today's society in Australia essential to social inclusion and peoples' ability to fully develop their knowledge and potential. English language, literacy and numeracy (LLN) capability enables progression along educational and career pathways and is essential for full participation in society, business and the economy and interaction with internet and social networking. Current adult LLN policy is not meeting the needs of Indigenous people in the NT and has been identified as a major issue by leaders in the six communities where WCE has been operating. Current policy and programs are not enabling significant progression from lower levels of the Australian Core Skills framework (ACSF) to higher levels. Improved English LLN capacity in adults has proven flow on effects for children, families, and society as a whole. We believe that everyone - including government, non-government, business and the community, have a responsibility to work collectively to ensure that appropriate delivery and learning models are available. A long-term, Territory-wide, multi-partisan policy commitment is essential to improved English in urban, regional and remote areas of the NT.

In November 2016 the eighty one individuals (36% Indigenous) from twenty-eight organisations and agencies who attended this workshop at CDU verified significant support for positive change and agreed to be part of a network. Ten groups developed consensus statements which formed the foundation of the *Action Statement on Indigenous adult English Language, Literacy and Numeracy* which was put together by a working group who volunteered at the Workshop.

It is hoped that this *Action Statement*, will make a positive contribution to the essential foundational work required to guide and enable improved Indigenous adult LLN in the NT. It is a start. The Statement calls for the development of a targeted policy framework, clarification of responsibility, coordinated action and a more robust research evidence base.

The LLN Network welcomes the opportunity to continue to work closely with all tiers of Government and other stakeholders on this critical issue.

To download a copy of the *Action Statement of Indigenous adult English LLN in the NT* [click here](#)



SECTION D: ATTACHMENTS

Attachment 1: Australian Government presentation Q&A (edited)

Participant 1, question (remote LLN educator): The delivery of SEE online from Sydney for individuals living remotely does not seem to be working and no tutors were provided. If online models continue would funding for tutors be possible?

Commonwealth response (MF): “Great observation, the contract does have a national contract for online delivery where there is no local service provider in situ, or where that is the most appropriate delivery for that person. It is unlikely that it is going to be the most appropriate solution for delivery in remote communities but unfortunately sometimes it is the only option”. The program relies heavily on cooperation and coordination with other Commonwealth or Territory service deliveries and NGOs. What I would expect is that the local referring agency- most likely was CDP in that instance - work with that person and provide some mentoring. That is that whole of government aspiration that most public servants have on the ground and probably you all do to. You want those organisations to work together so that different funding stream seamlessly help that person. The reality is that doesn’t happen because all these government provider contracts have different KPIs and different requirements. Sometimes this does get in the way of the cooperation that is required. We have a very small project in Warburton where the service is being provided by OTEN – it is online and the CDP provider has provided the participant with a mentor to help him engage with the literacy program online. The OTEN person makes a call to the CDP office once a week and that is how they engage and keep it going. That is because there is no provider in Warburton... At the moment OTEN is the only answer.

Thank you that is good feedback, we will take it back, As I said, I have Desirae Young with me today, who is from Canberra, and Des will take back quite a bit of information from today as we look at some of that blue sky thinking, particularly how we could do things better in remote.

Participant 2 (HE academic and educator) question: Could we talk about the qualification requirements, the benchmark requirements for delivering these programs given that it is an education and training service? What are the qualifications that are required to be part of the support for people?

Commonwealth response (MF): Delivering the program? We have had lots of feedback...We have received a fairly consistent message that qualifications are expected... The feedback has been that it is sometimes quite hard to find the type of people that are required under the Commonwealth. You have to be an RTO to deliver and staff must meet the qualification requirements of the Commonwealth. At the moment this is an undergraduate degree and some other LLN qualifications as well. For the next contract there has been a little bit of relaxing of that, but not too much because the Commonwealth is insistent that this is a quality program. For remote we often get waiver requests because of the fact that it is very hard to find qualified teachers but even when we do a waiver we ask the provider to put a strategy in place to get to that qualification level. The current [requirement] one is that you have to have an undergraduate degree, 100 hours of LLN provision and a qualification in Cert IV in TAE. You also have to have the qualification for whatever you are delivering on your scope...Do you have a comment about the qualifications? Do you want to take it further? Do you think that they are not right?

Participant 2 response: I suppose I have been saying for 30 years is that something so fundamental to Australia’s (productivity?) seems to suffer from an incredibly low benchmark, and at the same time there is a project orientation to qualifications – that is, short-term funding. If we were working in the school sector this would never be allowed to happen. So, I am quite interested in how we can... [gain] a long term commitment. I have heard the term “flexibility” this morning but to be a bit provocative, I am wondering whether we should be less flexible –set a benchmark and say “this is just incredibly important for adults”.

Participant 3 (remote LLN delivery specialist/manager) response: We did that in the last Commonwealth tender. Qualifications got strengthened in the last contact round. The bar was lifted.

Commonwealth response (MF): If we lift it too far though.. **Participant 3, response:** It costs money

AG response: Yes

Attachment 1: Australian Government Q&A cont. (page 2 of 3)

Participant 4 (SEE Provider– STEPS) response: In terms of the qualifications. I exceed the minimum qualifications now by quite a long way...if you start to increase the qualification benchmark – you can't compare this kind of training to what you do in the school environment... the quality standards are important but you just wouldn't get staff. When you are employing for those environments – yes – you need the qualifications but you need so many other skills.... This is the hardest job I have done in my life.. psychological skills...intercultural skills... interpersonal skills...I watch my company try to recruit people and they are really sincere about service provision but it is so hard to get people and to live in those environments... extraordinary sacrifices to deliver successfully. We work extraordinary hours (as most people in this room probably do). To again increase that qualification and the benchmark? I think that flexibility is required. You won't get staff and you won't retain them.

Participant 5 Jenni Anderson, response: *I've got two hats on, I am the president of ACAL and I work with Mission Australia, a SEE provider.* I think that that the qualifications in SEE have really pushed the benchmarks lately. So, we have a lot more people now who have completed the Graduate Diplomas [e.g in Applied LLN delivery] and that has been absolutely great. But, we still can't reach that... With SEE at the moment is that there is no room in it for us to mentor people, to get them to the qualification. I think that is important and that might be really useful. There are lots of gaps around the program but I think that as much as providers can work with communities, work with CDP providers that if we can add in that really strong mentoring focus and to really support people to progress their own skills. I don't think that everyone needs a graduate diploma...We do need people at that high level but I also think that we need people at the beginning level too and that is missing at the moment. We don't have people in the community with those early mentoring skills to help people out in remote communities with their literacy and numeracy and I think that's an important thing that we need to address.



Djwalpi Marika (WCE) My name is Djwalpi, I am from Yirrkala ..I am inspired with your presentation today. We talk about language. Language is a power, a journey from our culture to western culture. Because of the remote isolation the funding is critical, unlikely to meet the requirements. Also because of how the government designed the program. Something that in our preparation Indigenous people, we want to design, we want to bring our voice, our perspectives about what are our children are to learn. [How are you going to meet our requirements?] Because English is a second language and we need to read so that we read and have to walk and understand in the two worlds. Thank you.



Commonwealth response (MF): I think that you raise a fundamental issue with program design...Most public servants that I know want to get right ...the community designing the program and the government listening to that and it becoming implemented. That was an aspiration for RJCP for those of you who were around at that point, the Remote Jobs and Community Program. The foundation of that was that it was supposed to be community up. Every activity would be vetted, or 'dreamed' by the community.

We know that blue sky thinking would be something that came from the community in terms of its' delivery, what sort of activity it wraps around. We know that you can't just walk in there with your books, get people to sit down, that doesn't work, so why try to do that. We know that, so why try to do that? We have to do some consultation and it's got to be some real consultation.

Commonwealth response (RL):... *Job Active* works in the urban space in Darwin and Alice Springs. It is a bit different from CDP but we are very close given that people travel in and out anyway. We have definitely seen that the best engagement is through the project base and from the ground up. When we are talking about bridging that gap into employment where we can contextualise the learning, not so much in a class or textbook environment but where it is practical so the participants are doing things and people are floating around [to support]. Everyone has different levels of comprehension so the group can therefore also support each other, that is probably the best results we have seen.

Bob Boughton (Independent evaluator) comment: Bob Boughton, University of New England. I want to go back to Wendy's [Ludwig's] [example of] 1000 people. You can be very remote in Palmerston in Palmerston or in Redfern. That remoteness is not necessarily geographical. Of those 1000 people only about half of those will be job-seekers who are eligible for the SEE program and of those half you say you get half. That's 250. Of those 250 you get about 17% through so you are talking about around 50 people out of the 1000. I am wondering where the program is for the other 950?

Attachment 1: Australian Government Q&A (cont. page 3 of 3)

I am also wondering what the cost is per graduate compared with the cost per person enrolled because it seems to me that if the cost per person enrolled is only \$5,000 then the cost per graduate is around \$25,000 and perhaps if that was spent differently it might achieve more graduates than what we currently are getting. I think that the core question is – What about the other 950 people who are struggling with English language, literacy? How are they to get to take control of things in their communities when there appears to be no program to assist them to do it?

Commonwealth response (MF): I do acknowledge that, but I did state that the SEE program is a program that the Commonwealth have put to market to align with the Commonwealth's agenda on people on Income Support payments. So, it is a program for those people except if you are under 21, regardless of whether you are on income support payment or not, you are eligible for the program so long as you are referred through from a referring agency. That is a big cohort of our caseload by the way, under 21s. So, a very young cohort, not much in the middle and on the other end it is mostly culturally and linguistically diverse cohort. At this end the younger age and in the NT it is mostly ... males. So, State and Territory and Federal governments mostly have responsibility in this area. For this program though the limitation is income support. It is aligned to that and that is the agenda. In terms of the engagement though there is continuing work which needs to be done in engagement and the utilisation of the hours that are available.

I am not the Minister. I can't really give you anything around what happens to the other 950 except for the fact that there is dual responsibility here. There are different levels, the State and the Commonwealth and there's the schooling sector. We don't really come into this picture. When I say "we" the Commonwealth doesn't really come into the picture until post-school and unfortunately until someone has become eligible for income payment support.

We are here for the entire day so we are more than happy for you to come and have a conversation with us.



Valda Naparula Shannon (WCE): My name is Valda Naparula Shannon. I am from Tenant Creek and a team member with the Whole of Community Engagement initiative. Just listening to you (referring to Commonwealth panel with hands) the information you have given to us and what people are saying. I am talking here as a community member and a person who has worked in indigenous education for many years since leaving Batchelor College as it was back in 1983 - teacher education -and to leave that place with a Degree in teaching. That was jointly run by Deakin University and Batchelor College back in 1987. I am looking at – where are we in the scenario? We are talking about getting people to participate, people to read and write. How many of our people are involved on this journey, and how? Is there room for us to participate instead of bringing in people from outside of our communities to mentor our people to be able to read and write and learn at their pace? To make meaning of this journey. I am wondering? Qualifications? You talk about qualifications? Governments' qualifications. What about Yapa qualifications, our qualifications? Where does that come into play? Many of our people are struggling with this issue. "Benchmark qualifications" is what we have talked about, and the "RTO". I feel that today is a little mainstream and very foreign to us. You are really keeping us down, and keeping us in the dark.

"Professional development?" I hear this being thrown around for many years - professional development? In whose eyes, yours or ours? When we meet, when we work hand in hand. Have you ever tried it? I can tell you, we tried that through WCE. Through our journey, and we have done a really good job of it. Considering that I came into it in the middle of last year. This initiative started three years ago. We did a really good job with our team here, and I would like to take this opportunity to thank our WCE CDU based and community based non- Indigenous counterparts. You have taught us well, and we have taught you well. That is what it should be like in every organisation across Northern Territory, thank you.



Allison Stewart : Thanks very much Chrissy and Ruby and Melanie, introduction of next part of the program .

SECTION E: Attachment 2

PARTICIPATION OUTCOMES

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