



Australian Government

Australian Council for Adult Literacy Conference September 2012

***Linking the pieces that lead to
employment***

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- Intros, i.e. Good Morning/Afternoon, I'm Borka Buseska and this is Ingrid Cucchi etc.
- The theme of the conference is joining the pieces and today we'd like to share with you a recent example where creating linkages and joining the pieces benefited a group of early school leavers.
- To give you some context we'll cover some basics about the LLN program and Job Services Australia including two budget measures putting the spotlight on increasing foundation skills for young people.
- We will share with you some of the benefits of increasing linkages whether you are a Language, Literacy and Numeracy Program Provider (LLNP) or an RTO seeking to engage with Job Services Australia (JSA) providers.
- This presentation will outline the findings of a recent joint project between the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) and Department of Education, Employment and Workplace Relations (DEEWR) involving the development of innovative strategies to engage early school leavers so that they can go on to further education or training, and employment.

Presentation Outline

Overview of LLN

- Improved access to the Language Literacy and Numeracy Program (LLNP)
- Overview of Job Services Australia
 - Transition Support for Early School Leavers under Job Services Australia

LLNP Early School Leaver Pilot

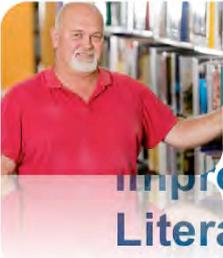
Key Messages

Q&As

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- In today's presentation Borka will give you an overview of the LLN and in particular the additional places available through the Building Australia's Future Workforce or BAFW budget measure:
 - Improved access to the Language Literacy and Numeracy Program (LLNP) – DIISRTE
- I'll have a chat to you about Job Services Australia and how they are helping job seekers and introduce a BAFW measure that supports building foundation skills for young people:
 - Transition Support for Early School Leavers – DEEWR
- We will then discuss the LLNP Early School Leaver Pilot. The Pilot was an opportunity for us to test the benefits of a customised joined-up service delivery approach that may increase the rate of success of both the Transition Support for ESL and the additional places in LLNP measures.
- As part of this, we will also show you a video that demonstrates what the pilot involved, as well as talking about the key findings, and what these mean for LLNP providers and JSA providers. We hope that it will give you some ideas about opportunities in your local area to work together with JSA providers, to be innovative in your delivery and keep the learner – in our case today – young people – at the forefront of your thinking when designing learning programs.




Improved Access to the Language, Literacy and Numeracy Program (LLNP)

Building Australia's Future Workforce

- The skills component of the package was a **\$3 billion** investment over six years
- Skills to promote increased participation (\$293 million)



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It is clear that the skills delivered through participation in Vocational Education and Training are a key driver of greater social and economic productivity and mobility in Australia. The Building Australia's Future Workforce package provides a new approach to deliver the skilled workers the economy needs to ensure more Australians have the opportunity to share in the nation's prosperity.

In the May 2012 Budget, the Government announced a **\$3 Billion** investment in Skilling Australia - the 'Skills package'. This investment was in recognition of the changing nature of work. That is, that higher-skill jobs are growing at 2.5 times the rate of other jobs. As workers go for higher skilled jobs it means that entry level jobs are vacant. Who will fill these lower level jobs – hopefully job seekers. To ensure that all job seekers have the same opportunity to enter into the workforce the Government is investing in lifting the skills levels of Australian people. The name of the package is :

Skills to support increased participation

LLNP is part of the skills package to help increase Participation.

What was the overall investment in LLNP?

LLNP received an extra \$143 million over four years. LLNP is the Australian Government's primary program for assisting job seekers to improve their language, literacy and numeracy skills, to help them become more competitive in the job market and to complete further training. The additional investment has created an additional 30,000 places from 1 July 2011 and then 30,000 places per annum thereafter.



Outline of improved access to LLNP

•\$143.1 million over 4 years

	2011-12	2012-13	2013-14	2014-15	Total
Commencements currently funded	17,585	17,849	18,116	18,000	71,550
Projected additional commencements	3,415	5,651	8,884	12,000	29,950
Total projected commencements	21,000	23,500	27,000	30,000	101,500

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A quick overview of the improved access to the program is that:

- The measure began on 1 July 2011;
- It provides for 30 000 commencements per year from 2014–15 onwards.
- The places are targeted specifically towards Indigenous, youth (15-24 years) and mature aged job seekers (45+ years); and
- There is an increased focus on work experience as experts recognise that adult learning is most effective when coupled with practical experience.

We have designed the measure so that there is time for the sector to respond. As you can see from this table, the cap on commencements rises gradually – with more measured growth in years one and two (2011–12 and 2012–13) with the majority of growth in years three and four (2013–14 and 2014–15). From 2014-15, the LLNP will cater to 30 000 commencements per year.

This staggered growth pattern was designed to provide time for the sector to prepare the workforce to meet the demand. This is consistent with other measures currently being implemented to ease workforce constraints, such as the LLN Practitioner Scholarships program and the development of new professional qualifications.



Introduction to Job Services Australia

- The objective of Job Services Australia is to help individuals to obtain the skills they need to secure sustainable employment.
- Focuses on the needs of the most disadvantaged to achieve greater social inclusion.
- \$5.9 billion investment over the next four years, designed to increase employment participation and address skills shortages.
- 98 for-profit and not-for-profit providers engaged to deliver services from approximately 2100 sites across Australia.

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- Job Services Australia (JSA), the Australian Government's national employment services system, commenced on 1 July 2009.
- JSA is a streamlined and personalised set of employment services for all eligible job seekers. It is designed to provide these job seekers with flexible and tailored support to assist them obtain sustainable employment, enabling service providers to respond more effectively to changing economic conditions.
- JSA focuses on the needs of the most disadvantaged job seekers and assists them to achieve greater economic participation and social inclusion. They can provide or connect job seekers to a wide range of government initiatives that will give job seekers the skills and training they need to find and keep a job.
- The Government has invested around \$5.9 billion in JSA over the next four years to boost employment participation and productive capacity by meeting the needs of employers.
- A total of 98 providers deliver employment services under JSA at over 2100 sites across Australia.

Job seekers in Job Services Au



- Pathways to a job through skill building and addressing barriers to employment
- Most Job seekers have requirements e.g. looking for work and Work Experience Activities
- Collaboration benefits all

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- Providers are required to assist all job seekers address their barriers to employment and build skills to help them get a job.
- Most job seekers will have a requirement under social security law to look for work and to undertake activities.
- Where job seekers have foundational barriers to employment providers can assist them through referrals to LLNP and other training programs.
- Our focus for this presentation is early school leavers, the extra places available for youth through LLN and the BAFW Budget measure 'Transition Support for Early School Leavers'. Equally though JSA providers have the option for assisting all job seekers with their foundational skills and there are opportunities on many levels to collaborate across programs.



Transition Support for Early School Leavers

Job Services Australia
people • skills • jobs

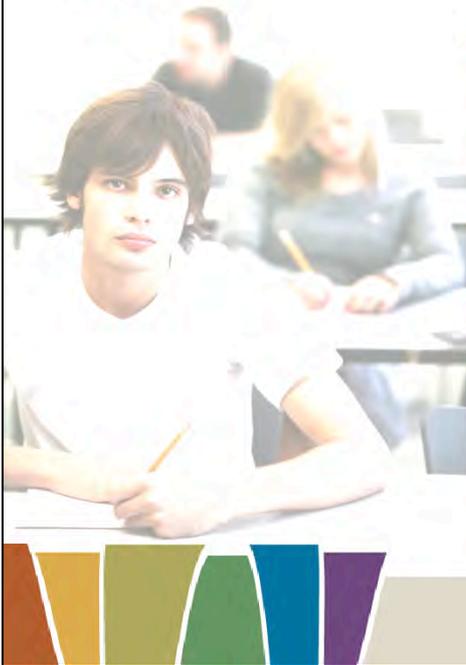
- Early School Leavers cohort
- New measure
- Impacts ESLs who are failing to fully satisfy their participation requirements through education, training and other activities
- Will help eligible ESLs access tailored services to help build their foundation and employability skills.

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- ESLs are young people who are on Youth Allowance without Year 12 or equivalent qualifications.
- ESLs are generally required to participate in:
 - full-time education or training; or
 - part-time education or training in combination with other suitable activities (which can include employment) for at least 25 hours per week, until they attain Year 12 or an equivalent qualification.
- As of 1 July 2012, ESLs who are not fully satisfying their participation requirements through education/training and other activities will be required to participate in Transition Support for ESL placements.
- This measure will run for 3 years and seeks to build on the existing ESL initiative by targeting assistance at those ESLs who need to increase their foundation and employability skills.
- Transition Support for ESL activity placements could be as broad ranging as undertaking the Language Literacy and Numeracy Program (LLNP) or a non-vocational activity aiming to simply engage a participant and assist them to learn through non-traditional methods. (Engagement, participation, Behavioural change, setting career goals, experiential learning)

Transition Support for Early School Leavers



- Participation is generally for 25 hours per week over six months.
- Includes participation in three accredited education units.
- LLNP Outcome payments.
- New Employment Pathway Fund credit for all ESL participants in JSA.

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- In accordance with existing ESL participation requirements, eligible ESL participants will need to undertake one or more Transition Support for ESL placements generally for 25 hours per week.
- As part of their placement, Transition Support for ESL participants must also participate in three accredited education units that are relevant to the local labour market.
- JSA providers are now also eligible to receive up to two Outcome payments when Transition Support for ESL participants complete 200-hour blocks of the LLNP.
- To assist with the costs associated with delivering activities for Transition Support for ESL participants, JSA providers received a new Employment Pathway Fund or EPF credit for each ESL participant on their caseload from 1 July 2012, as well as for each new ESL from this date. This EPF credit will be provided for all ESL participants, i.e. not only those participating in Transition Support for ESL activities, and must only be used on ESL participants.



Pilot Project Overview

- Joint service delivery with JSA and LLNP providers
- Tailored training and service delivery to improve engagement, retention and learning outcomes
- Work experience opportunities for participants
- Pilot locations:
 - Liverpool
 - Tamworth
 - Logan



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The new transition support for ESLs, combined with the improved access to LLNP will see more support for young people. But the feedback we had suggested that JSA and LLN providers may still not work together because of concerns about putting young people who have failed school into a classroom environment with a wide range of different people with differing needs and so we asked the question – are there better models of delivery available to assist these clients?

This was a joint service delivery project. In early 2012 the Department of Industry, Innovation, Science, Research and Tertiary Education in partnership with the Department of Education, Employment and Workplace Relations developed a pilot project for the dedicated delivery of the LLNP for Early School Leavers in Job Services Australia.

The project pilot involved the JSA provider enrolling between 15-30 ESLs into an existing LLNP provider site. Working together, both providers developed an LLNP program that was designed to improve engagement, retention and learning outcomes for ESLs. It also included providing work experience opportunities for participants (which is an existing component of LLNP) and building better relationships with employers in the area.

Delivery of the classes, which took into account the barriers faced by ESLs, relied on innovation rather than the standard classroom environment, which has failed these students in the past.

The areas selected to trial this pilot were based on having high youth populations and strong JSA providers.

The project was established in Brisbane, Sydney and Tamworth where LLNP providers worked closely with their local JSA provider and, in some cases, alongside Youth Connections and other youth services



Pilot Project Objective

- Test the benefit of a customised joined-up service
- Educate and engage ESL participants through innovative learning methods
- Promote the benefits of working relationships with JSA/LLNP providers
- Test elements that can lead to employment outcomes

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New ways to deliver training were developed that move young people out of the standard classroom environment and into activities that are innovative and engaging while at the same time delivering educational outcomes.

The objectives of the pilot were to:

- Test the benefits of a customised joined-up service delivery approach which could increase the rate of success of take up against the Transition Support for ESL and extra LLNP places;
- Educate and engage ESL participants through innovative learning methods and opportunities to improve service delivery; and
- Test the value of exposing ESL participants to local employers and industry to assist them in identifying potential local employment options and understand how increasing their foundation skills can help them get a job.



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I am going to play an short video for you all today. This video provides an overview of the pilot and the innovative strategies used to engage ESLs in the three locations.

Boystown, in Logan on the outskirts of Brisbane, worked closely with the Metropolitan South Institute of TAFE to deliver the pilot, combining delivery of the LLNP component of their course with a number of innovative activities – such as An Arts Therapy class and Cooking classes – to assist in the engagement and development of their ESLs.

Joblink Plus in Tamworth, NSW worked closely with the New England Institute of TAFE to deliver this pilot, combining delivery of the LLNP component of the course with a number of innovative activities – including a music workshop and Cooking classes – which assisted in the engagement and development of their ESLs.

MTC in Sydney, NSW delivered the pilot project alongside the LLNP, JSA and Youth Connections arms of their organisation. MTC was able to combine delivery of the LLNP component of the course with a number of innovative activities to assist in the engagement and development of their ESLs. These activities included a martial arts class and classes of particular relevance to ESLs, such as purchasing a mobile phone.

Play video

Key Findings from Pilot

- ✓ Improvements in the language, literacy and numeracy skills were observed in most participants.
- ✓ Varied and interesting activities, together with sufficient onsite support, helped keep participants engaged.
- ✓ Improvements in the self-esteem and behaviour of participants were observed over the duration of the program.
- ✓ Alcohol and drug use had reportedly decreased over the duration of the program.

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- Key findings from the pilot included:
 - Improvements in the language, literacy and numeracy skills were observed in most participants.
 - Varied and interesting activities, like art therapy workshops for example, together with sufficient onsite support, helped keep participants engaged.
 - Improvements in the self esteem of participants were observed over the duration of the program.
 - Alcohol and drug use had reportedly decreased over the duration of the program.
- Of course, not everything went so smoothly 100% of the time. Providers reported:
 - Difficulty in keeping participants engaged.
 - The program being a resource strain in terms of staffing and finances.
 - There might be a potential difficulty in implementing this type of program in smaller regional areas, where there may only be one or two participants.

Key Findings from Pilot continued...

Also...

- ✓ LLNP providers and JSA providers built close relationships and worked well together to:
 - ✓ Tailor activities specific to ESL needs
 - ✓ Ensure that activities were interesting and engaging and provide incentives
 - ✓ Successfully integrate JSA provider servicing of ESLs with the LLNP to achieve outcomes

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- Another key finding for us was that LLNP providers and JSA providers built close relationships and worked well together to:
 - **Tailor activities to the specific needs of ESL participants**, i.e. The whole pilot was about tailoring the LLNP to the specific needs of ESLs through establishing youth-focussed classes and incorporating fun activities to keep them engaged and interested. The overall feedback indicated that the pilot was a success and that this objective was achieved.
 - **Ensure that activities are interesting and engaging and provide incentives**, i.e. Art therapy workshops worked well to keep participants interested and engaged while also incorporating learning components throughout. Also, prizes and rewards for achievements worked well to sustain enthusiasm and motivation.
 - **Successfully integrate JSA provider servicing of ESLs with the LLNP to achieve outcomes**, i.e. Where JSA staff played an active role in overseeing and engaging with the ESL participants during their participation in the LLNP pilot (onsite), levels of engagement and class contribution improved significantly.



Key Messages for LLNP Providers

- ✓ Building close relationships with JSAs
- ✓ Define each parties role in delivering ESL services
- ✓ Meet regularly and exchange information about the job seekers
- ✓ Work together to design the training course
- ✓ JSAs source work experience
- ✓ Provide a unified message from all key stakeholders to job seekers

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Of the four key messages from the ESL pilot the one I will discuss today is the **Build close relationships with LLNP providers and other Youth Services**. My message to you will be from the LLNP provider perspective. To be able to build those close relationships you need to think like an LLNP provider

First and foremost you need to know that LLNP providers are only paid for every hour of training they delivery. There are no incentives for outcomes! They have KPIs and the funding they receive is based on the number of clients they service!

So in-order to build close relationships with the local LLNP provider you need to know the minimum number of job seekers needed in a class for class to be Financial viable.

You also need to:

Work with the LLNP providers to determine the needs of the ESLs so that they can tailor the LLNP course

- This may mean that JSAs will need to meet regularly with the LLNP provider until the course format is finalised
- Provide advise to the LLNP provider about what the local employer /industry needs are so that the training being delivered is targeted
- Run a information session with both you and the LLNP provider so that the ESL s can become familiar with the key players
- There is a level of shame attached with doing literacy and numeracy classes – work with the LLNP provider to promote the training in a more positive light
- Conduct reviews of curriculum to reflect youth and their particular delivery mode preferences
- Where possible, consider mentoring as a tool to assist with engagement
- The mentor should be working jointly with JSA and LLNP so may need to work out local level arrangements
- Source the Work experience component of LLNP so that you can both benefit from the outcome – what that means is that the LLNP provider may be able to contextualise training early on so that the work experience is relevant

• Questions?



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Any questions?