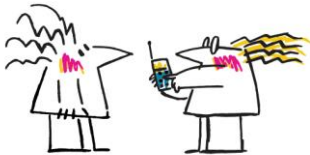


**SOCIAL**  
EQUITY WORKS

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Reading Writing **Hotline**  
**1300 6 555 06**



Insights from the classroom –  
a survey of adult literacy  
providers

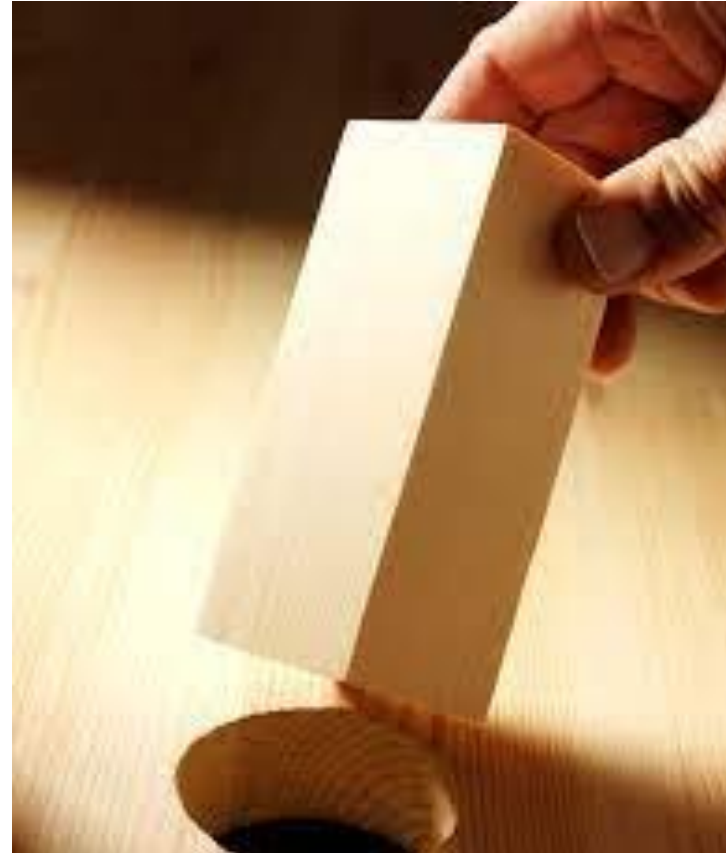
# A REPORT ON ADULT LITERACY, NUMERACY AND DIGITAL LITERACY NEED (2022)

- Why the research?
- Who responded?
- The survey
- Results
- Recommendations



# Why the research

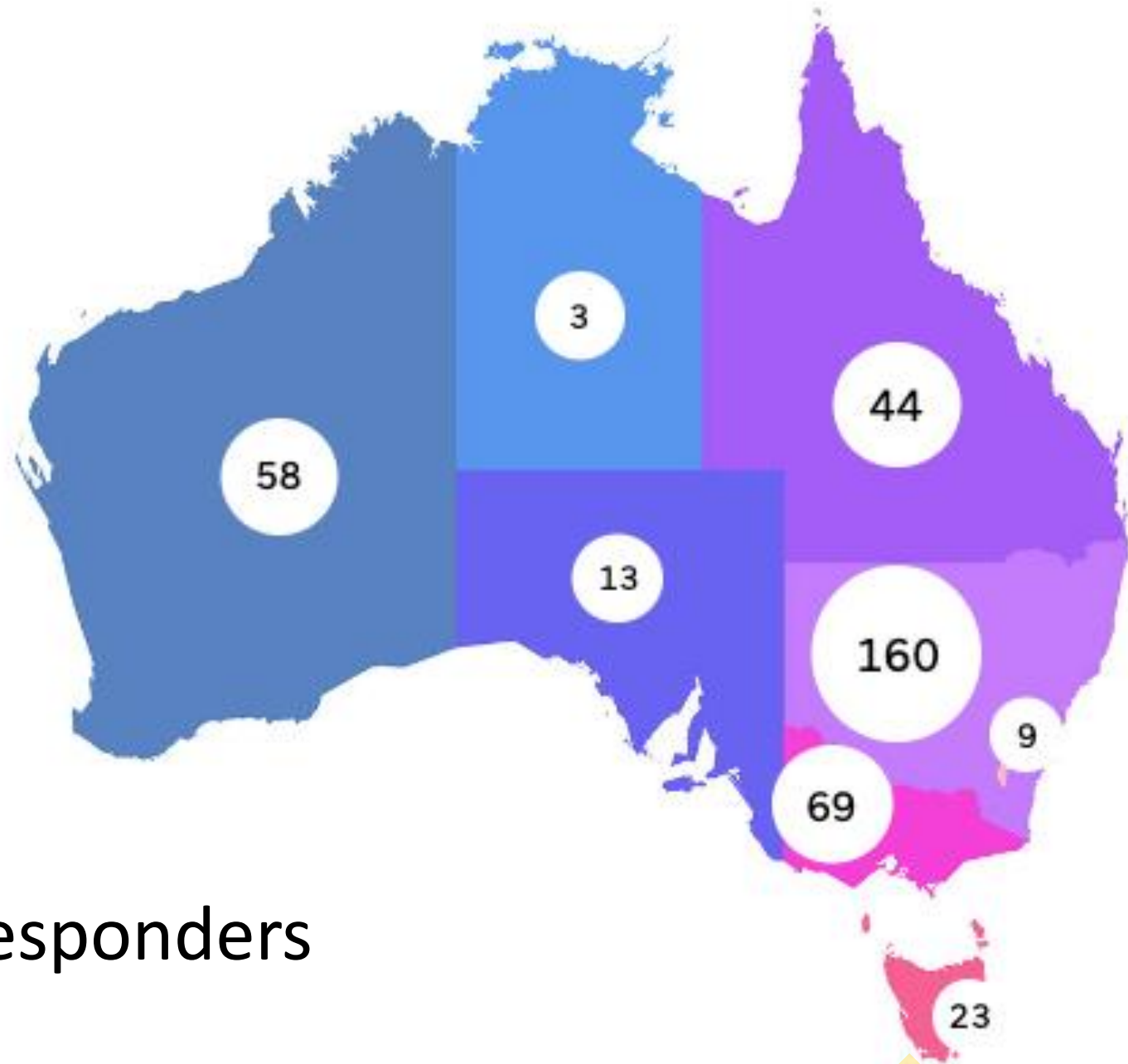
- Calls to Hotline
- Recognised difference between need and demand
- Community consultation strategy
- Aim of research
- Pilot



# Survey questions and key concerns

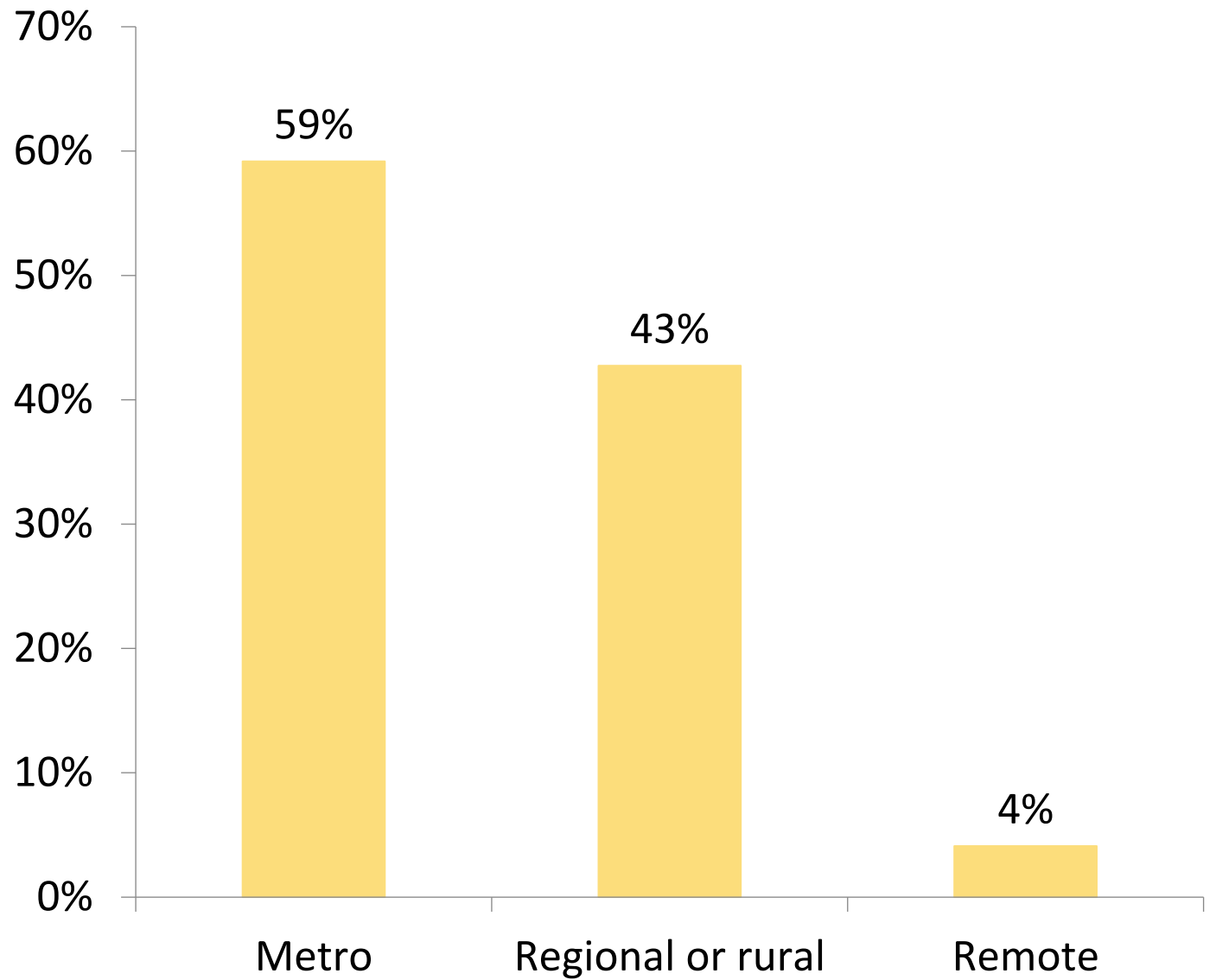
- current LND delivery kinds of programs
- barriers to organisation delivering classes (82% responded)
- barriers for adult learners (83% responded)
- unmet need for literacy programs (84% responded)
- the impact of COVID-19 and natural disasters on delivery
- demand for learning resources (81% responded)



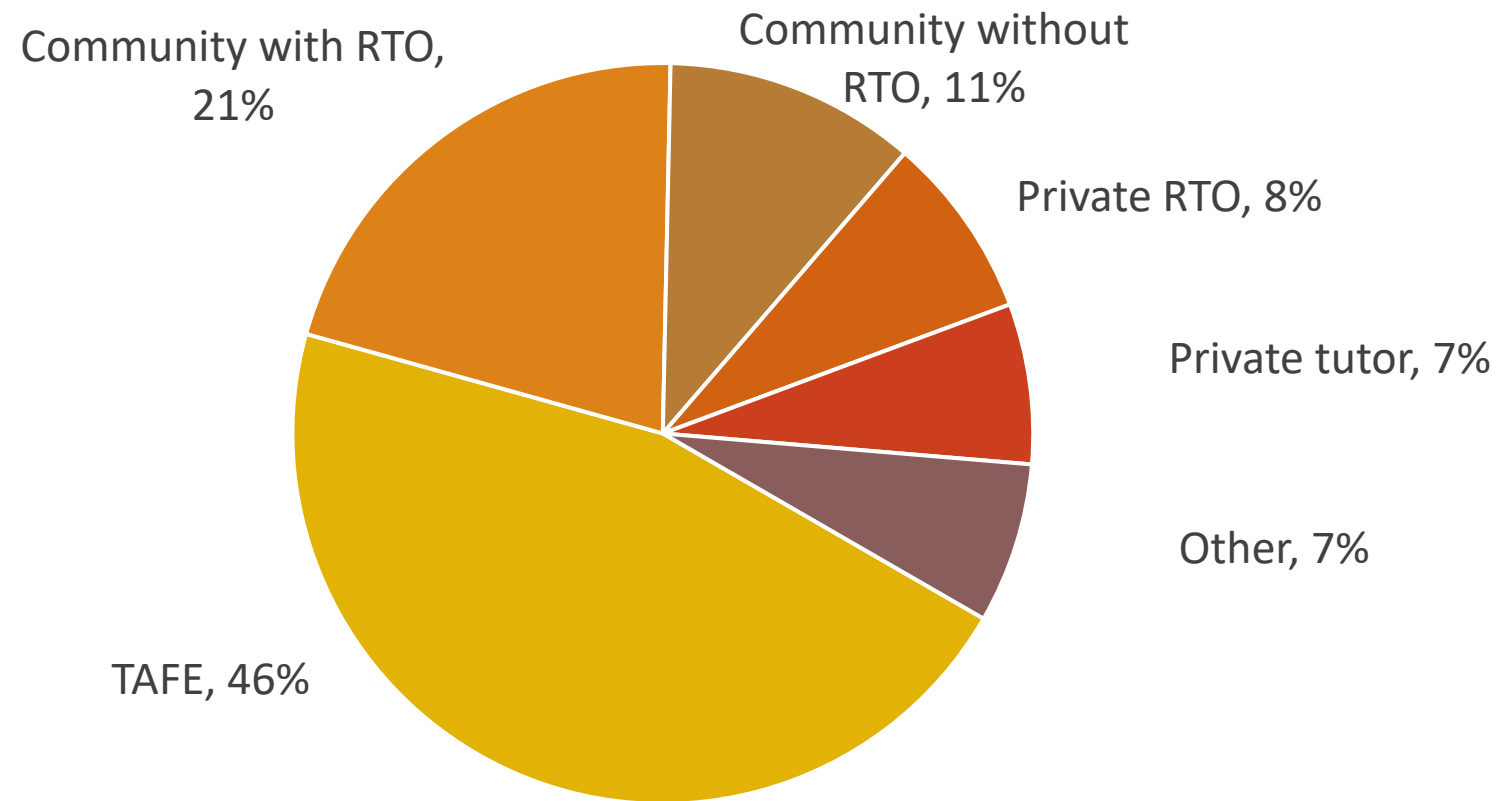


Spread of responders

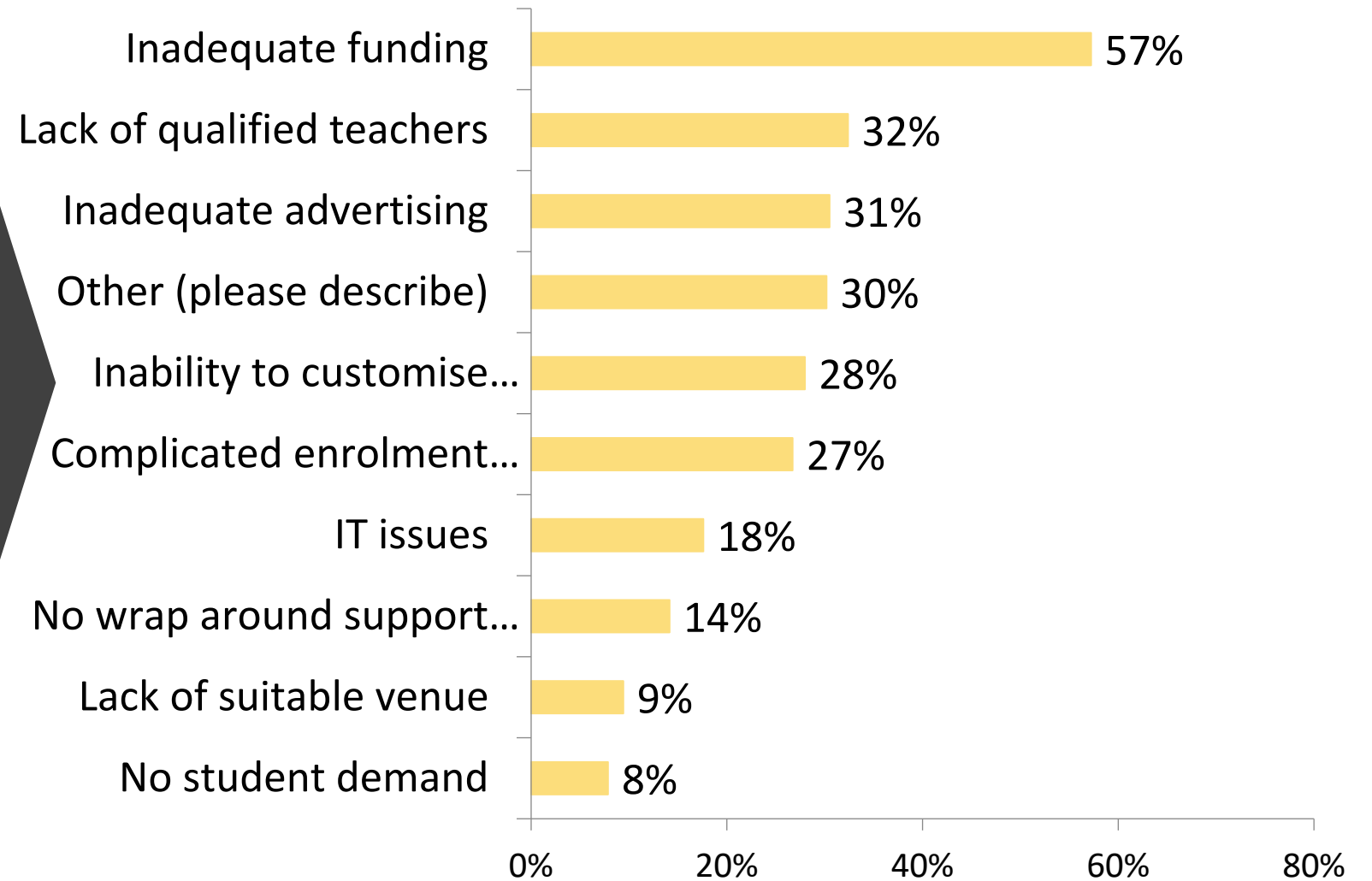
## Location of Respondents' Organisations



# Providers – Who responded?

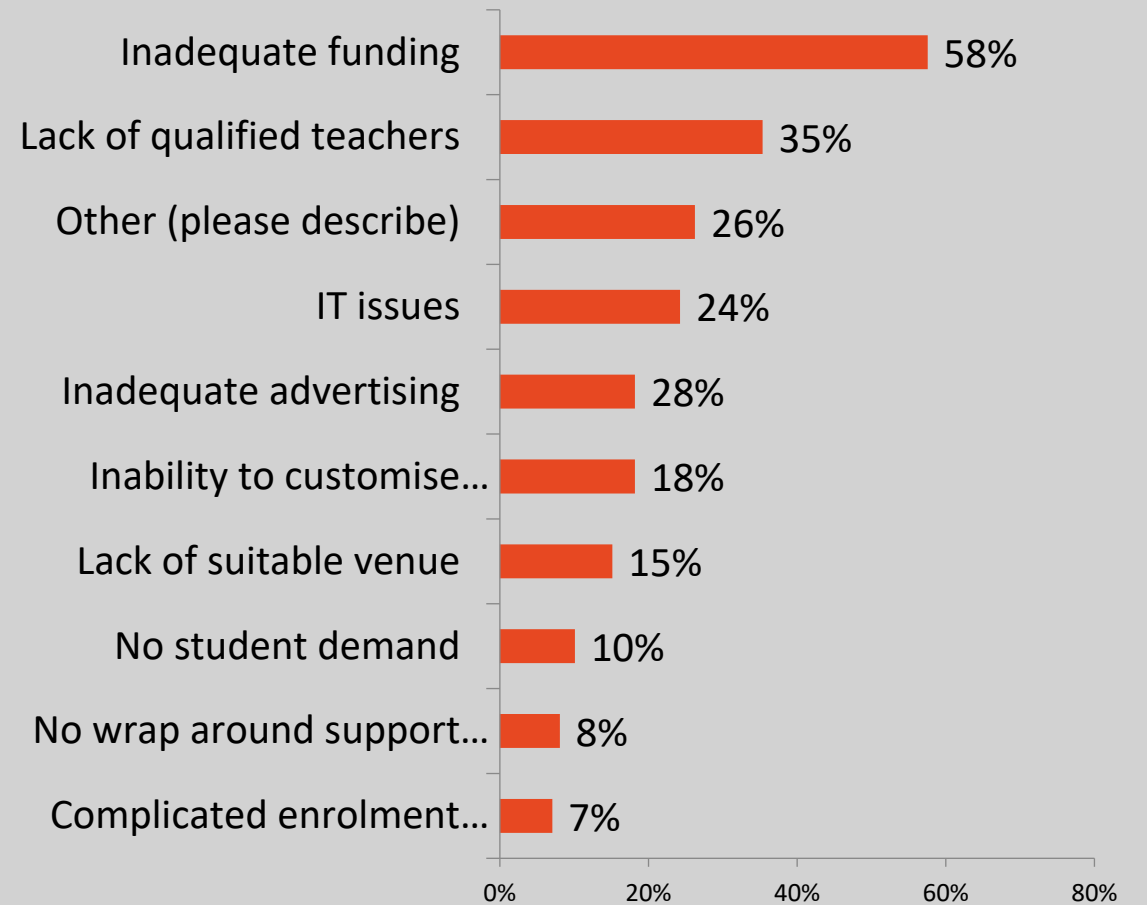


## Barriers for all providers





# Barriers for community providers



# Barriers for Providers: Community sector

**Admin** – “Teacher/trainers continually given multiple and expanding admin tasks, unable to provide enough support time for clients”

**Inadequate funding** – “Funding also requires that there be over 8 but ideally 12 people in a classroom to make it feasible. It can be hard to meet the very diverse needs of 8-12 people who may have all different levels of learning and needs.”

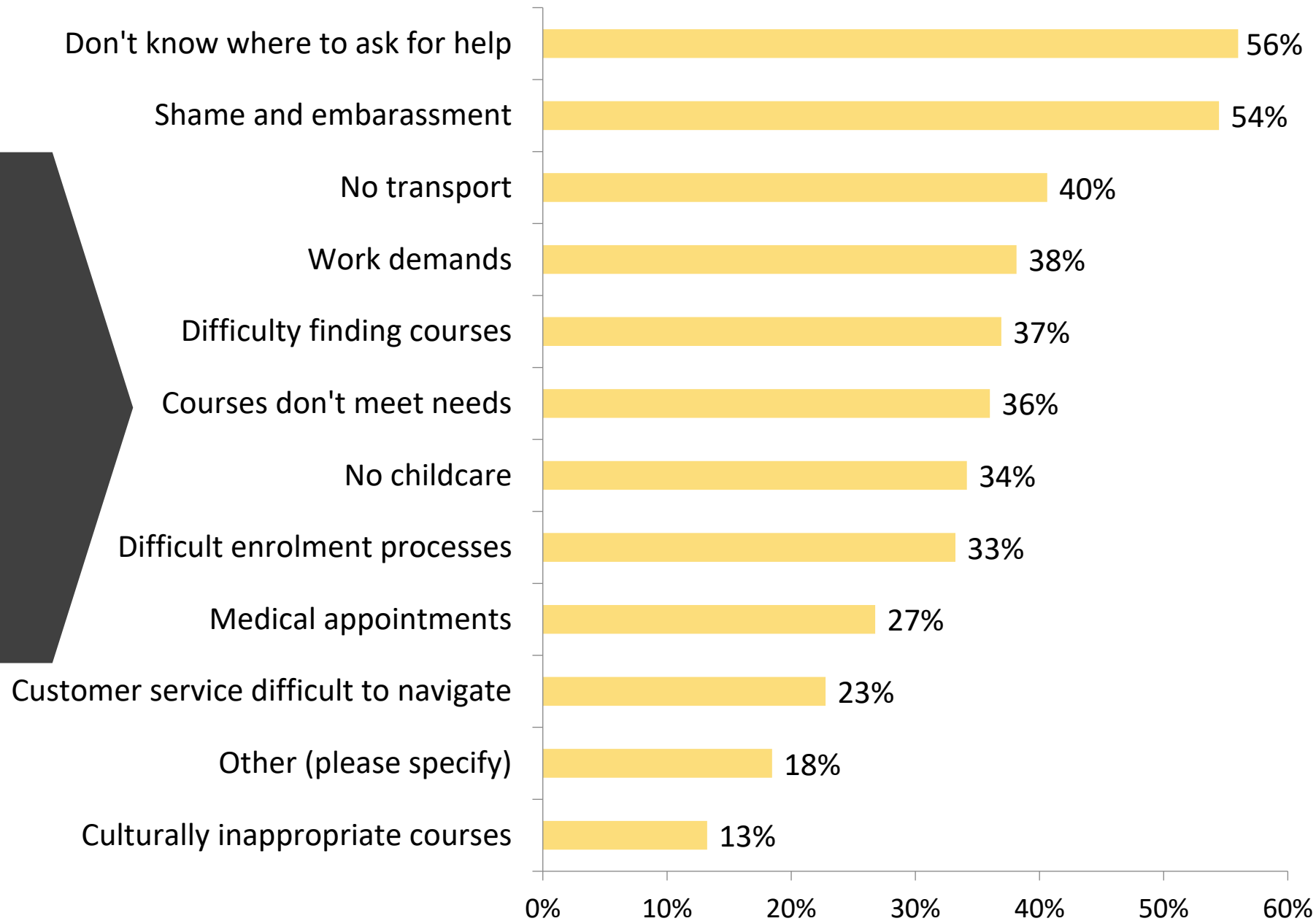
## Employment Service Providers

- “Lack of support/referrals from Jobactives”
- “Often referred literacy learners in house, lack experience LND, (clients) tend to be pushed towards studying a Cert III or above are set-up for failure

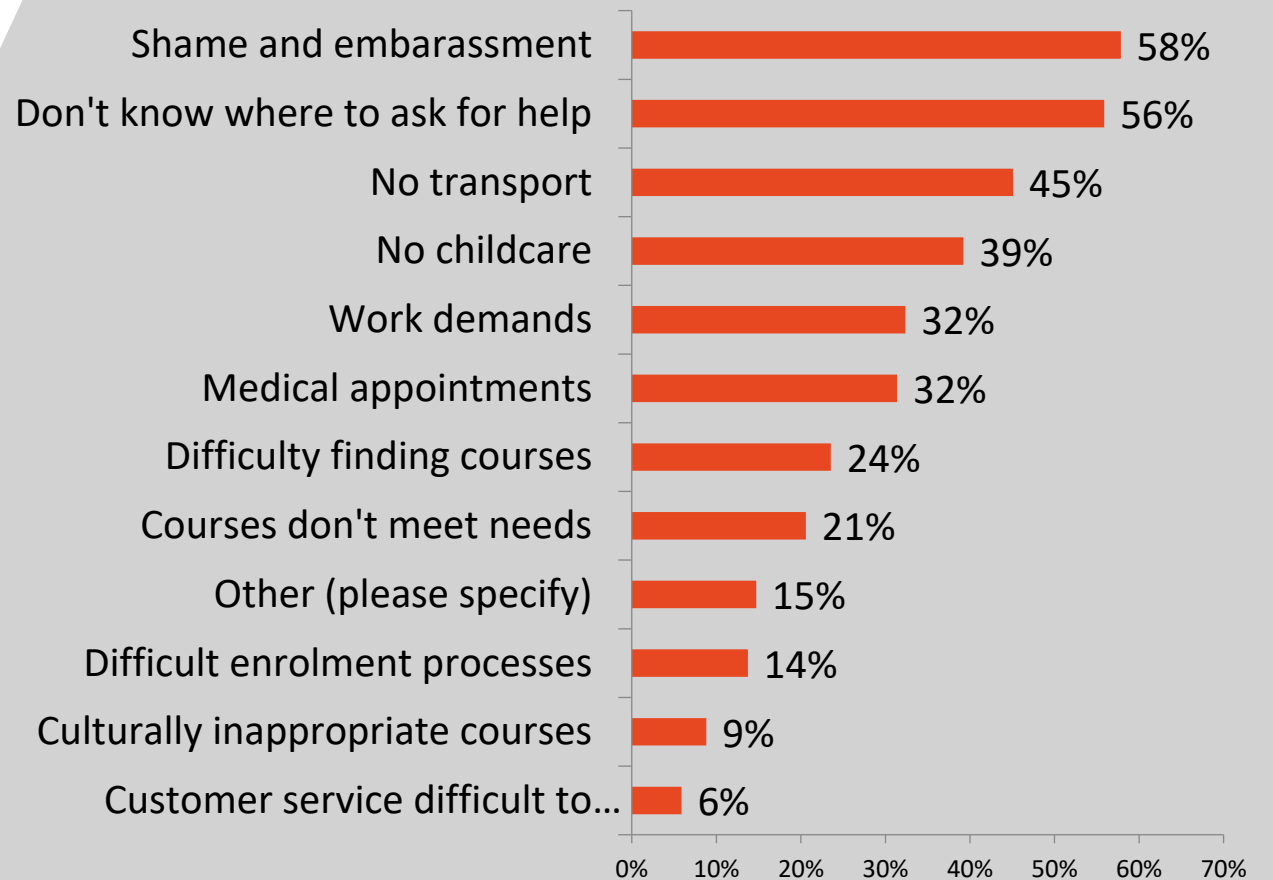
**Teachers** “are good at EAL teaching but most are less experienced with numeracy and literacy focus” “quals required to teach keep changing - so competent teachers often need to update education at own expense”



# Main barriers for adult learners



# Main Barriers for learners - community sector

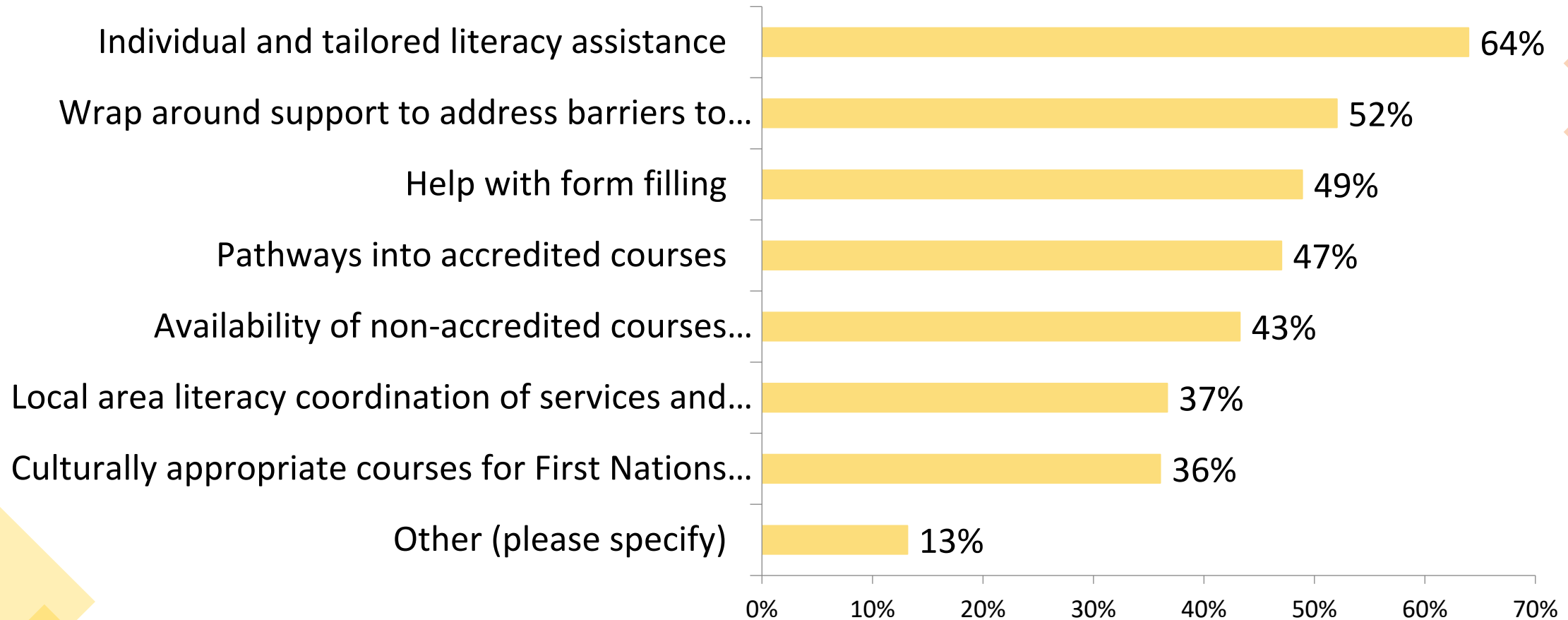


# Barriers for learners - Community sector responses

- Lack of digital access
- Requiring 1:1 support
- Lack of flexibility in delivery
- Personal health
- “Aboriginal adults need literacy support but government funding for programs that are evidence-backed and work is almost non-existent.”
- “I would ideally like to offer a class for native English speakers that's separate to that of the ESL.”
- “The jump from basic reading writing skills to academic language was very difficult.”



# Unmet need for Communities



# Unmet needs – across all sectors

***‘It is really important to have wraparound services. Helping people to overcome all of the barriers that stop them from being able to learn. i.e. transport, housing insecurity, food insecurity, family violence, health issues, other family issues etc.’***



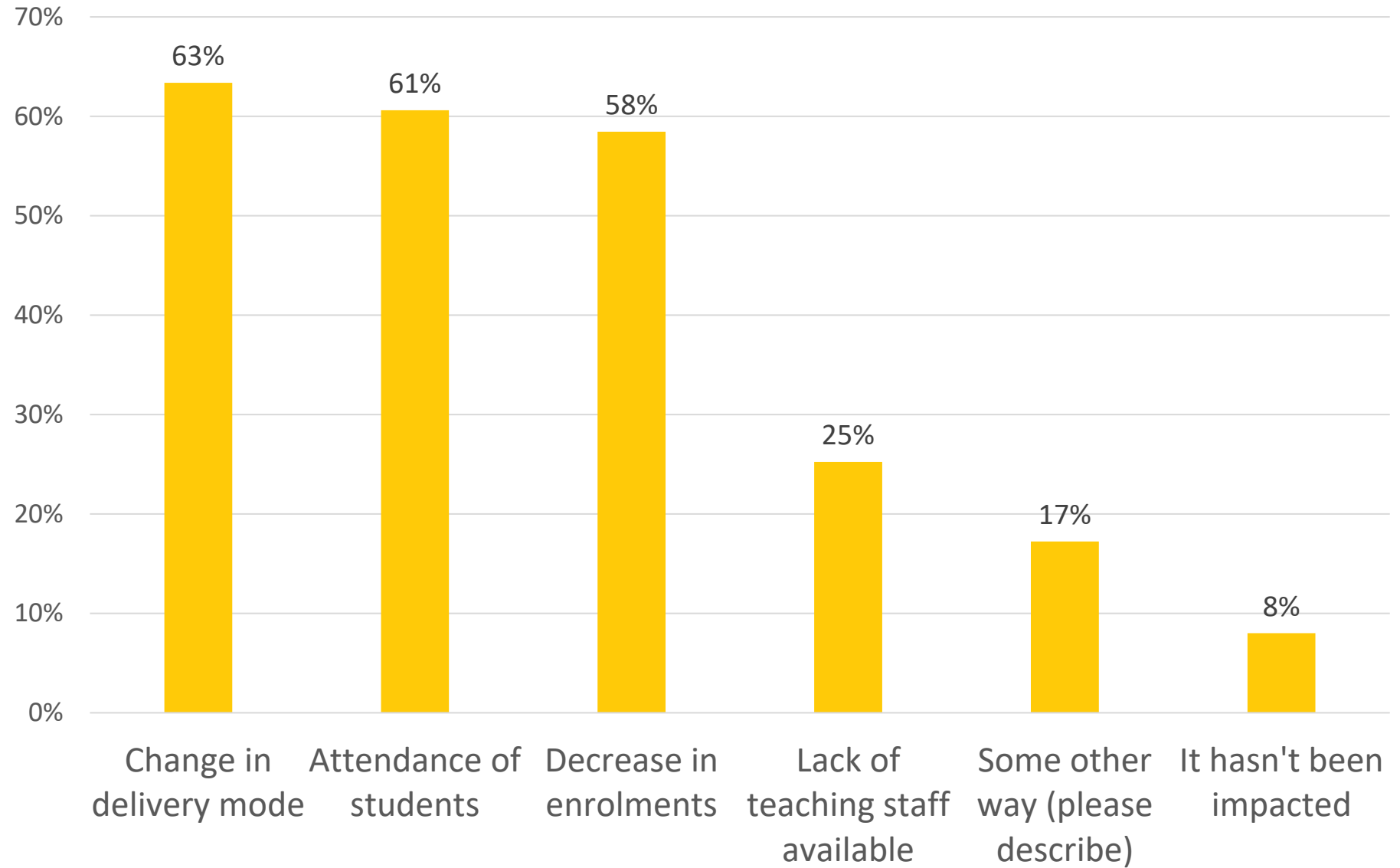
# Unmet needs – Community sector

- “Targeted spelling instruction”
- “High levels of school students returning as adults for reparative study. Many were pregnant, suffered DV while schooling and drug use. These clients are 21 yrs+ when they come to us”
- “Students need help with basics often- food, transport, social security”
- “support for digital literacy”
- “the need for more **specialised First Nations literacy teachers** and more LND delivery for First Nations people”

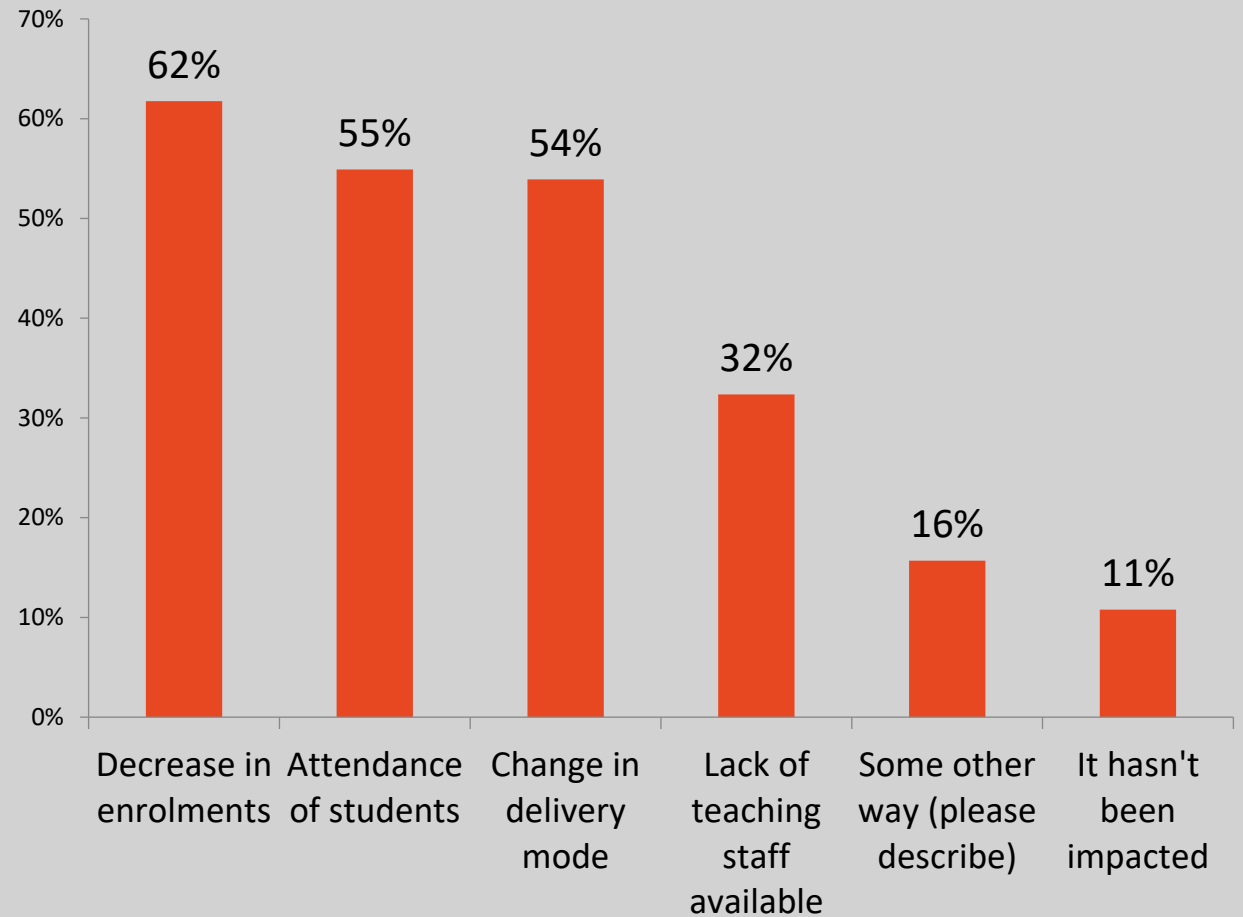




Impact of COVID and Natural disaster on LND provision



# Impact of COVID 19 on community sector

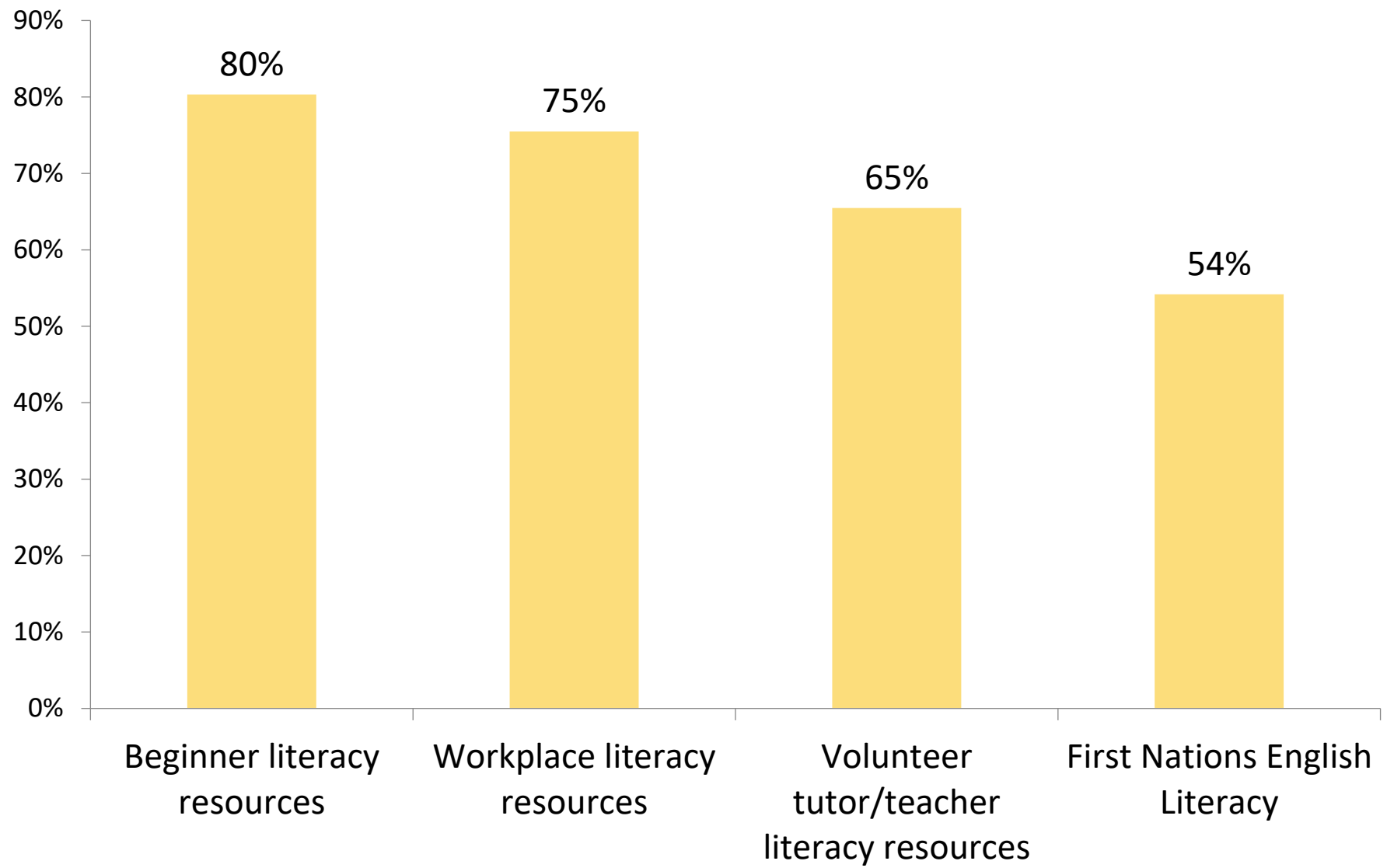


# Impact of COVID and natural disasters

- “Disruption to classes created **further marginalisation of already marginalised communities**”
- “Students not having the **technology or data** to undertake the course online, low levels of IT skills found online extremely challenging. Students also **feel scared/deflated** with the circumstances and don't care about planning for the future (rather one-day at a time).”
- “There was **increased anxiety** amongst students.”
- “**lack of incentives for referral by employment services**’, with ‘changes to the mutual obligation requirements for job seeker”



Demand for  
Hotline  
resources



# Recommendations

- a **greater variety of classes**, especially at the lower certificate, non-accredited and pre-accredited level
- the option for learners to **enrol in multiple LND programs**
- more **flexible funding** models
- more **qualified teachers** and greater access to teacher training to support delivery
- community engagement programs to **destigmatise literacy gaps**
- community **outreach** to deliver programs and courses in local, safe environments
- funding for **First Nations English LND programs** that are culturally appropriate & reflect diversity of models as identified by communities
- improved infrastructure and **technology support** for learners
- increased **flexibility in delivery patterns** and timing of courses
- access to appropriate **LND resources**
- increased delivery of **workplace based LND**

