



Australian Government
Jobs and Skills Australia

JSA Foundation Skills Study

Discussion Paper

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Acknowledgement of Country

Jobs and Skills Australia (JSA) acknowledges the traditional owners of Country throughout Australia on which we gather, live, work and stand. We acknowledge all traditional custodians, their Elders past and present, and we pay our respects to their continuing connection to their culture, community, land, sea and water.

Have your say

Public consultation on this discussion paper is an opportunity to work together on the National Study on Adult Literacy, Numeracy and Digital Literacy Skills. The discussion paper reflects JSA's preliminary views and is not Government policy. Responses to this discussion paper will help JSA understand what is important for the design and implementation of the National Study on Adult Literacy, Numeracy and Digital Literacy Skills. All views and comments are welcome.

Key dates

- Submissions close 5pm AEST Monday 24 April 2023

How to make a submission

JSA welcomes feedback on the discussion paper from interested parties by **5pm AEST Monday 24 April 2023**. The discussion paper includes questions to guide your response. You may also wish to respond to the discussion paper more generally.

Please send submissions via email to: foundationskillssurveyteam@jobsandskills.gov.au

IMPORTANT: JSA may publish your feedback on its website or cite your feedback in future reports. If you do not wish your feedback to be made public, please indicate this clearly.

Key contacts

Submissions and general enquiries can be made to the Foundation Skills Survey Team via the below methods.

Method	Details
Email:	foundationskillssurveyteam@jobsandskills.gov.au

National Study on Adult Literacy, Numeracy and Digital Literacy Skills

Introduction

Jobs and Skills Australia (JSA) is leading the development of a national study on adult literacy, numeracy and digital literacy skills – the foundation skills study. The study, outlined in the October 2022 Budget, consists of three elements:

- a survey of Australian adults to assess their current skills levels ('the survey')
- a feasibility study into how best to assess the literacy, numeracy and digital literacy levels of First Nations people ("the feasibility study"); and
- analysis of Commonwealth administrative and other data to 'drill down' into the results for priority groups

The purpose of this discussion paper is to support JSA to determine the intent and desired outputs of the foundation skills study, including scope, coverage, use of the results, and the most appropriate options for achieving this within the timeframe and resources available.

Getting the design right is critical to ensuring the study delivers on the promise of building an evidence base for foundation skills in Australia.

Out of scope

The analysis of the Commonwealth administrative and other data is out of scope of this discussion paper. There is work underway investigating existing Commonwealth data assets that will be useful for informing the foundation skills evidence base. This will continue in conjunction with other key Government departments alongside the national study.

Why foundation skills matter

The ability to read, write, count, and engage with technology is a critical foundation for meaningful work and active participation in the community. The commonly quoted research shows almost three million Australians lack basic literacy or numeracy skills, or both¹. This often results in exclusion from education, training, and secure work, as well as difficulty engaging in society more broadly.

Previous research by the Organisation for Economic Cooperation and Development (OECD) has found increasing the literacy level of a country by 1 per cent leads to a 2.5 per cent rise in labour productivity and a 1.5 per cent increase in GDP per head.

¹ OECD, *Building skills for all in Australia*, 2017, based on PIAAC survey results from 2011-12

Strong foundation skills are also integral to social life activities such as reading with children and engaging with their education, and administrative tasks such as paying bills and using government services.

Foundation skills landscape

There is clear consensus about the strong value of foundation skills. Multiple researchers have demonstrated the relationship between literacy and numeracy skills and positive outcomes for individuals, communities and the economy.²

A variety of terms have been used to describe foundation skills including core, generic, basic or enabling skills. Broadly speaking, they all have the same meaning and intent – skills that enable a person to participate in life, the community and the workforce.

Foundation skills are often considered to include language, literacy and numeracy and digital (LLND) skills, and depending on the situation, the definition can also extend to other employability and life skills such as collaboration, problem solving and teamwork.

The most recent national data available on adult foundation skills (literacy, numeracy and problem solving) is the OECD's Programme for the International Assessment of Adult Competencies (PIAAC) survey. The latest survey was run in 2011/12.

PIAAC is a survey of adult foundation skills (literacy, numeracy and problem solving) and is conducted in 10-year cycles. It measures the key cognitive and workplace skills needed for individuals to participate in society and for economies to prosper. PIAAC collects both background information about the participant and the results of a direct assessment of their skills.

Australia has temporarily withdrawn from the PIAAC Cycle 2 program (due to be run in 2023). The JSA national survey does not replace Australia's participation in PIAAC but will instead bridge a gap in the existing foundation skills data landscape. Comparability with PIAAC, both nationally and internationally, is unlikely, but efforts will be made to ensure comparability with other key data assets as identified through stakeholder engagement. For more information on Australia's PIAAC outcomes see appendix A.

Definitions

For most people, literacy and numeracy have a relatively clear meaning. To retain some international comparability, JSA intends to follow and use the PIAAC Cycle 2 OECD definitions for literacy and numeracy. These definitions are as follows:

Literacy

Literacy is accessing, understanding, evaluating and reflecting on written texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.

Literacy is a core requirement for developing higher-order skills and for positive economic and social outcomes. Previous studies have shown reading literacy to be closely linked to positive outcomes at work, to social participation, and to lifelong learning.

² Chadha, N., & Wadhwa, S. (2018). Impact of an Adult Literacy Programme on the Personal and Public Lives of Women: Evidence from India. *Journal of South Asian Development*, 13(1), 82–111; b: Bingman MB (2011) The Tennessee Longitudinal Study of Adult Literacy Program Participants. In Reder S and Bynner J (eds), *Tracking adult literacy and numeracy skills: Findings from longitudinal research: 296-311*. London: Routledge.

Numeracy

Numeracy is accessing, using and reasoning critically with mathematical content, information and ideas represented in multiple ways in order to engage in and manage the mathematical demands of a range of situations in adult life.

Numeracy is a skill parallel to reading literacy, and it is important to assess how these competencies interact, since they are distributed differently across subgroups of the population.

Digital Literacy

While literacy and numeracy are still fundamental to learning, digital literacy has emerged as another critical life skill. There is no single agreed definition of digital literacy. Two different definitions have been proposed for feedback as part of this paper.

The first relates primarily to the ability to use digital technologies:

‘Digital literacy is the ability to use digital technologies—both hardware and software—safely and appropriately, while also using digital information to solve problems and handle security and safety challenges created by technology’.

The second is a broader interpretation adopted from the [Australian Curriculum Assessment and Reporting Authority](#):

“To participate fully in learning, work and life, digital literacies required need to reflect application of skills and knowledge of using digital technology tools”.


Box 1: Existing measures of digital literacy

Adaptive Problem Solving (APS)

Based on the OECD definition, APS is the capacity to achieve one’s goals in a dynamic situation, in which a method for solution is not immediately available. It requires engaging in cognitive and metacognitive processes to define the problem, search for information, and apply a solution in a variety of information environments and contexts.

Problem Solving in Technology Rich Environments (PSTRE)

PSTRE was used as PIAAC Cycle 1’s problem solving domain. It differed from APS by focusing on solving problems using digital technology, communication tools and networks. This measure may be closer to the definition of ‘digital skills/problem solving’ than to ‘digital literacy’.



Discussion questions:

1. Do you agree with the proposed definitions for literacy and numeracy?
2. What definition would you propose for digital literacy?
3. Do you currently use or are you aware of any digital literacy measures to inform policies and/or programs?

Existing foundation skills data

The final report from the 2022 House of Representatives Standing Committee on Employment, Education and Training - *Don't take it as read: inquiry into adult literacy and its importance* had a strong focus on the evidence base. It made two recommendations highlighting priorities to strengthen and broaden the evidence base.

There is no current single data source measuring levels of foundation skills across Australia. There are, however, a range of data and reports prepared by and for multiple stakeholders that help to support understanding of the sector. Specifically, data that measures literacy, numeracy and digital literacy is out of date and lacking detail. As mentioned earlier, the most recent national level adult data is the PIAAC survey from 2011/12. School level data exists with both the Programme for International Student Assessment (PISA) and the National Assessment Program – Literacy and Numeracy (NAPLAN) results; however, they cover school aged people and are not a suitable measure of the entire adult population.

Further, there is an even greater lack of data for remote Australia. Australians living in remote areas were not surveyed during 2011/12 PIAAC. PIAAC is also predominantly only able to produce reliable data at the national level, so there is a distinct lack of geographical granularity available.

Data to fully understand literacy, numeracy and digital literacy in First Nations people is also unavailable. Specifically, skill levels by indigeneity were not available from PIAAC.

What is available?

While not an exhaustive review, JSA has collated what data is available to measure adult literacy, numeracy and digital literacy. This seems to paint a picture of data being out of date, limited in scope, small and bespoke. This requires piecing together of different data sources, curated for different purposes to gain a picture of the foundation skills landscape.

Foundation Skills Data Landscape



JSA's current view of the foundation skills landscape is that the Australian Bureau of Statistics (ABS) collects and publishes data used by government, academics, and community organisations to help inform social policy research for areas of social concern.

The following publications are relevant to foundation skills and are often referenced in research papers:

- Programme for the International Assessment of Adult Competencies (PIAAC), Australia 2011-2012
- Adult Literacy and Life Skills Survey, Australia 2006
- Aspects of Literacy: Assessed Skill Levels, Australia 1996

The most critical aspect of these data sets is their lack of currency.

Other ABS collections focus on the relationships between characteristics and can be used to complement specialised foundation skills surveys. The following are examples of publications which contain certain data items relating to foundation skills and also contain general demographic data, including indigenous status and citizenship status:

- Education and Work, Australia 2022
- Census of Population and housing, 2021
- Work-Related Training and Adult Learning, Australia 2021, 2016-17 and 2013
- General Social Survey, Australia 2020

The main source of publicly available data for digital literacy is the Australian Digital Inclusion Index (ADII) which is a multi-year project that tracks and reports on digital inclusion in Australia. The ADII uses survey data to measure digital inclusion across three dimensions of Access, Affordability and Digital Ability; and how the dimensions vary across the country and across different social groups. The ADII has interactive dashboards publicly available to explore the data.

Administrative data is a valuable source of information but not always publicly available, due to the business sensitivity of the data and individuals' privacy concerns.

- The Department of Employment and Workplace Relations provides an example of administrative data from the Skills for Education and Employment program (SEE). The DEWR website identifies the SEE program assisted more than 22,000 job


seekers in 2019-2020.³ As part of the 2020-21 Budget, the Australian Government announced an investment of \$49.5 million to support an additional 14,485 places in the program over two years. The SEE program is delivered across Australia, from metropolitan and regional areas, right through to remote communities.

Each state and territory also have their own data collections for the foundation skills programs that they manage/deliver.

Other specific data sets relating to literacy include:

- The Reading Writing Hotline provides infographics highlighting the distribution of LLN Providers on the hotline database as of February 2020 and receives more than 4,000 Hotline callers each year seeking referrals across Australia. The hotline collects statistical information on the calls, the LLN providers, course details and provider contact information.
- Adult Migrant English Program (AMEP) annual Social Impact Reports provides infographics and highlights compiled data. For example, AMEP reported 1,860 adults were referred to the program in 2022⁴.

Further detail on available data and analysis is provided at Appendix B.



Discussion questions:

4. How do you currently use (or have previously used) data on foundation skills, including PIAAC data?
5. What data do you need to inform questions related to foundation skills policy and program development?
6. What data sources and data assets do you hold/create/use in relation to foundation skills that have not been covered above?
7. What gap/s or challenges have you encountered with what is currently available?

Foundation skills study

National survey

The national survey is intended to measure adult foundation skills levels in literacy, numeracy and digital skills. It also intends to gather information and data on how adults use their skills at home, at work and in the wider community.

The survey will be delivered in partnership with a research organisation and/or major university with suitable experience in survey design and ethics, governance and delivery.

³ [Explainer: Skills for Education and Employment Program - Department of Employment and Workplace Relations, Australian Government \(dewr.gov.au\)](#)

⁴ Please note: 2022 AMEP data may not reflect usual uptake due to COVID.

The development process will be supported through ongoing consultation with state and territory governments, peak bodies, academic experts, and other interested stakeholders. This will include the establishment of a national survey working group.

The outputs of the survey will create an up-to date national evidence base on foundation skills levels, to help policymakers and program managers improve services nationally.

The proposed scope of the survey is to include people aged 16 – 65 years of age (as per the PIAAC sample⁵, the key age range in the labour force), with sample spread across all states/territories of Australia. Data items collected will cover a range of demographic variables to ensure comparability with other key datasets and frameworks. The sample will be determined with the methodological support from the third-party research organisation to meet the scope of the survey.

The proposed survey would be conducted in the national language of Australia, which is English. This is in line with Australia's participation in the previous PIAAC.

Options for undertaking the national survey

JSA is currently exploring options for undertaking the survey. Irrespective of which approach is chosen, implications for cost, time and data quality will have to be investigated.

JSA intends to utilise existing national and international survey materials to design and develop a questionnaire that collects information on basic characteristics, including demographics, educational attainment, and labour force status of the Australian population. This will ensure the results produced are consistent, align with other Australian collections (such as the ABS' Labour Force Survey), yet have an element of comparability to OECD PIAAC measures.

Option A

Utilise the OECD's *Education & Skills Online Assessment*⁶, which measures literacy, numeracy, reading components and problem solving in technical rich environments (in line with PIAAC Cycle 1 definitions). There is no ability to be flexible in the definitions or associated questions, however the results will be comparable and benchmarked against PIAAC Cycle 1 participating countries (39 countries including Australia⁷).

Education & Skills Online is only available in computer-based formats and compliance with Australian cyber security requirements is still being assessed. The assessment tool is a smaller scale version of that used in PIAAC Cycle 1 and is over five years old. Output is also more 'rigid' in that the scoring given is based upon the PIAAC skills levels, which may not align with existing frameworks such as the ACSF.

Option B

Utilise another existing online LLND assessment tool (such as one used to assess employment readiness, study entry, or specific provider assessment tools) and build on this to include the definitions, scope and coverage required for the national survey. This option will provide more flexibility in terms of design and allow for more comparability with existing frameworks, such as the ACSF.

⁵ Note: The ABS sampled persons aged 15-74 years, whereas the OECD only reported on persons aged 16-65 years

⁶ <https://www.oecd.org/skills/ESonline-assessment/abouteducationskillsonline/>

⁷ PIAAC 1st Cycle - [PIAAC, the OECD's programme of assessment and analysis of adult skills](#)

Option C

Another option established throughout stakeholder consultation and feedback.

Discussion questions:

8. Is there an alternative approach/option that you think would be suitable for the survey?
9. Are there online tools for measuring LLND that you think would be suitable to be adapted for the needs of the survey?
10. What frameworks do you use in describing foundation skills (such as the Australian Core Skills Framework ACSF)?
11. What outputs would be most useful for you (such as reports, analytical articles, CURFs⁸, other microdata)?
12. The proposed age range is persons aged 16-65 years. Does the proposed age range align with your needs?
13. What level of statistical geographical⁹ output do you need? Why?
14. Which groups would you like to see more extensive research into and why? For example, First Nations, recent migrants, mature age workers, Australians in rural or remote locations?

Feasibility study for First Nations people

In addition to the national study, JSA, in conjunction with the National Indigenous Australians Agency (NIAA), is undertaking a feasibility study into how best to assess the literacy, numeracy and digital literacy levels of First Nations people. It is proposed that the broader foundation skills survey design process will inform the feasibility study.

This is a priority area for government, particularly when addressing Priority Reform 4 in the National Agreement <https://www.closingthegap.gov.au/national-agreement> on Closing the Gap (“Improve and share access to data and information to enable Aboriginal and Torres Strait Islander communities make informed decisions”).

Advice regarding how best to deliver this part of the study will be sought from Aboriginal community-controlled organisations, likely via the Coalition of Peaks. This approach will ensure that Aboriginal and Torres Strait Islander people have a meaningful say on this work that will impact future policies and programs.

Discussion questions:

15. Do you have any examples of existing data collection activities with First Nations people that may be applicable to assessing foundation skills in a culturally safe manner?
16. How would you recommend JSA engage with First Nations Australians for the feasibility study?
17. What are the key research questions you have for this part of the study?

⁸ CURF is a Confidentialised Unit Record File

⁹ [Australian Statistical Geography Standard \(ASGS\) Edition 3, July 2021 - June 2026 | Australian Bureau of Statistics \(abs.gov.au\)](https://www.abs.gov.au)

Next Steps

Timeframes for the survey

Date	Key Actions
Early – mid 2023	Consultation with stakeholders on survey design and data requirements
Mid 2023 – late 2023	Survey design and development
Late 2023 – early 2024	Survey testing
Mid 2024	Conduct main study
End 2024	Initial findings

Note: the feasibility study and administrative data “drill down” will also be undertaken alongside the survey in a staggered and considered timeframe.

Proposed consultation approach

JSA is proposing to use small expert panels to guide further development of the design of the survey and feasibility studies as well as the technical aspects of the survey. JSA is seeking nominations from interested parties.

Feedback on the paper

JSA welcomes feedback on this discussion paper by **5pm AEST Monday 24 April 2023** as well as nominations for the expert panels.

We will use the feedback on the discussion paper as well as input from the expert panels to balance the design considerations with what can be delivered within the constraints of time and budget.

Please send your feedback or any further questions to:

foundationskillssurveyteam@jobsandskills.gov.au

Summary of discussion questions

When answering the following questions, we ask that you do so from the perspective of developing a National Study on Adult Literacy, Numeracy and Digital Literacy Skills that can deliver quality information to inform government policy and research projects.

Introduction – Foundation Skills Landscape

No.	Question
1	Do you agree with the proposed definitions for literacy and numeracy?
2	What definition would you propose for digital literacy?

No.	Question
3	Do you currently use or are you aware of any digital literacy measures to inform policies and/or programs?

Foundation Skills Landscape – Existing foundation skills data

No.	Question
4	How do you currently use (or have previously used) data on foundation skills, including PIAAC?
5	What data do you need to inform questions related to foundation skills policy and program development?
6	What data sources and data assets do you hold/create/use in relation to foundation skills that have not been covered above?
7	What gap/s or challenges have you encountered with what is currently available

Foundation Skills Study

No.	Question
8	Is there an alternative approach/option that you think would be suitable for the study?
9	Are there online tools for measuring LLND that you think would be suitable to be adapted for the needs of the study?
10	What frameworks do you use in describing foundation skills (such as the Australian Core Skills Framework (ACSF)?
11	What outputs would be most useful for you (such as reports, analytical articles, CURFs ⁶ , other microdata)?
12	The proposed age range is persons aged 16 to 65 years. Does the proposed age range align with your needs?
13	What level of statistical geographical ⁷ output do you need? Why?
14	Which groups would you like to see more extensive research into and why? For example, First Nations, recent migrants, mature age workers, Australians in rural or remote locations?

Feasibility Study for First Nations people

No.	Question
15	Do you have any examples of existing data collection activities with First Nations people that may be applicable to assessing foundation skills in a culturally safe manner?
16	How would you recommend JSA engage with First Nations people for the feasibility study?
17	What are the key research questions you have for this part of the study?

Appendix A – PIAAC Overview

PIAAC¹⁰ is an international survey coordinated by the Organisation for Economic Co-operation and Development (OECD). Australia last participated in PIAAC in the 11/12 cycle. The Australian survey (conducted by the ABS), in 11/12 provides information on skills and competencies for people aged 15-74 years in the three domains of:

- literacy - understanding, evaluating, using and engaging with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential
- numeracy - is the ability to access, use, interpret, and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of a range of situations in adult life
- problem solving in technology-rich environments (PSTRE) - using digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks.

Note: The ABS sampled persons aged 15-74 years, whereas the OECD only reported on persons aged 16-65 years – which explains slightly different reported outcomes between the two sources. For the purposes of this overview, the ABS data and findings has been reflected.

Respondents completed tasks designed to assess their skills in literacy, numeracy and PSTRE. Scores for each skill were derived on a scale ranging from 0 to 500 points before being grouped into levels.

For literacy and numeracy, proficiency scores have been grouped into six skill levels with Below Level 1 being the lowest level and Level 5 the highest. For PSTRE scores have been grouped into four skill levels with Below Level 1 being the lowest level and Level 3 the highest. A full description of the proficiency levels is available at Chapter 4 of [‘The Survey of Adult Skills Reader’s Companion’](#) published by the OECD.

Australia’s outcomes:

Literacy

Level	Result % and number of Australians
Below Level 1	3.7% (620 000)
Level 1	10% (1.7 million)
Level 2	30% (5 million)
Level 3	38% (6.3 million)
Level 4	14% (2.4 million)
Level 5	1.2% (200 000)

¹⁰ Australian Bureau of Statistics (2011-2012), [Programme for the International Assessment of Adult Competencies, Australia](#), ABS Website, accessed 28 February 2023.

Numeracy

For numeracy, the figures were somewhat lower.

Level	Result % and number of Australians
Below Level 1	6.5% (1.1 million)
Level 1	15% (2.5 million)
Level 2	32% (5.4 million)
Level 3	31% (5.2 million)
Level 4	11% (1.8 million)
Level 5	1.4% (230 000)

Problem Solving in Technology Rich Environments

Level	Result % and number of Australians
Below Level 1	13% (2.2 million)
Level 1	31% (5.3 million)
Level 2	25% (4.1 million)
Level 3	3.2% (540 000)
Not classified	25% (4.2 million)

Note: For PSTRE, respondents who did not undertake information-processing tasks were included in the 'Not classified' category, which covered people who had 'No computer experience', 'Opted out of computer-based assessment' and 'Failed Information and Communication Technology Core'.

Analysis across labour force

Employed people were assessed as having higher skills in all three domains than people who were not in the labour force. Among employed people, 61% had literacy skills at Level 3 or above, compared to 40% for people not in the labour force. Of employed people, 51% were assessed as having numeracy skills at Level 3 or above compared to 29% of people not in the labour force. Some 34% of employed people were assessed as having problem solving in technology-rich environments (PSTRE) skills at Level 2 or above compared to 17% of people not in the labour force.

In general, the scores of unemployed people were higher than scores of people not in the labour force but lower than the scores of employed people. Fifty-four per cent of the unemployed achieved a literacy score at Level 3 or above, 43% a numeracy score at Level 3 or above, and 27% a PSTRE score at Level 2 or above.

Who was surveyed?

PIAAC 2011-2012 surveyed urban and rural areas in all states and territories (although data was not available below state level), and includes usual residents aged 15-74 years of private dwellings only. Visitors to private dwellings are excluded, as are persons in institutions such as hospitals and nursing homes and special dwellings such as hotels and boarding houses. The following persons living in Australia but not usually considered part of the resident population were excluded from the scope of the survey:

- diplomatic personnel of overseas governments
- members of non-Australian defence forces (and their dependants) stationed in Australia
- overseas residents who have not lived in Australia, or do not intend to do so, for a period of 12 months or more
- people living in very remote areas
- people living in Census Collection Districts (CDs) which contained Discrete Indigenous Communities.

To analyse the relationship between the assessed competencies with social and economic well-being, PIAAC collected information on topics including:

- general demographic information including income
- participation in education and training activities
- participation in labour force activities
- self-perception of literacy, numeracy and information communication technology (ICT) skill use at work and everyday life
- self-perception of generic skills used at work
- volunteering, trust and health
- language background
- parental background

Appendix B – Foundation Skills Data Landscape

Organisation	Data Source	Data Details	Link
26TEN	26TEN STRATEGY: The Socio-Economic Impact of Tasmania's Investment in Adult Literacy and Numeracy July 2018- June 2019	Provides an overview of the impact of Tasmania's investment using administrative data and a survey of participants and providers conducted during August and September 2019. Reference Period: July 2018 to June 2019.	26TEN
Adult Learning Australia	Australian ACE Report 2022	Information relates to Australian Community Education (ACE) providers non-accredited programs. National NCVET data sets <ul style="list-style-type: none"> – Government-funded VET – Total VET Activity (reported commenced 2015) – ACE RTOs 2005-2021 – TVA ACE program enrolments 2003- 2020 – 2011 National NH&C Survey Report 	ACE
AMES Australia	Social Impact Reports	Report provides data on number of foundation skill programs either delivered or referred for migrants, refugees and asylum seekers. In particular - tracks program referrals (1,860 referrals) to the Adult Migrant English Program.	AMES
auDA	Digital Lives of Australians 2022	Ongoing longitudinal study which is an in depth exploration into the online experiences of Australians. The research was conducted in partnership with SEC Newgate Research. It included a survey of over 1,500 consumers and nearly 400 small businesses, as well as an online discussion forum and in-depth interviews with selected participants.	auDA
Australian Bureau of Statistics	2006 - Adult Literacy and Lifeskills Survey	Survey conducted in 2006 Sample Approximately 9,000 people Respondents were aged 15 to 74 years, selected from across Australia	www.abs.gov.au
Australian Bureau of Statistics	2011-2012 - Programme for the International Assessment of Adult Competencies, Australia	Survey conducted from October 2011 to March 2012 collected by face-to-face interviews. Final sample comprised 8,600 respondents Respondents were adults aged 16-65 selected from across Australia	www.abs.gov.au

Organisation	Data Source	Data Details	Link
Australian Bureau of Statistics	1996 – Aspects of Literacy: Assessed Skill Levels, Australia	Survey conducted in 1996 Sample Approximately 13,000 people Respondents were aged 15 to 74 years, selected from across Australia	Aspects of Literacy
Australian Bureau of Statistics	Various	2020 - General Social Survey, Australia 2020-2021 - Work-Related Training and Adult Learning, Australia 2021 – Census of Population and Housing 2022 – Education and Work	www.abs.gov.au
Australian Council for Adult Literacy	TAELLN411 survey results	Aimed at gathering information about TAELLN411 (unit - Address adult language, literacy and numeracy skills) Survey conducted in July 2021 194 responded to the survey	Reports ACAL Australian Council for Adult Literacy
Australian Digital Inclusion Index	Digital Ability Dashboard	Based on the Australian internet usage survey (AIUS). In 2020 the sample was 2798 people and 2021 was 2287 people	Digital Ability (digitalinclusionindex.org.au)
Department of Employment and Workplace Relations	Delivery of the Skills for Education and Employment (SEE) Program 2023	Data is based on program participants and is an overview of the SEE program focussed on foundation skills program delivery.	SEE
Department of Home Affairs	Evaluation of the Adult Migrant English Program New Business Model	Mixed methodology using the AMEP program dataset, consultations with students, teachers and service providers. 30 focus groups were conducted with 404 AMEP clients across metropolitan and regional areas.	AMEP
International Journal for Crime, Justice and Social Democracy	Impact of Community Controlled Adult Literacy Campaign	Uses qualitative self-reported and observational evidence combined with a quantitative breakdown of linked administrative justice system data. With program participant approval, the data links participation in the program with NSW Justice Data (162 participants).	Impact of a Community-Controlled Adult Literacy Campaign.pdf
National Centre for Vocational Education Research	Journeying through VET: a case study of foundation skills learners	Explorative research to learn more about those who undertake nationally recognised foundation skills and employment skills programs following school and to investigate their VET and employment outcomes. Links Total VET Activity dataset with Student outcomes survey	NCVER

Organisation	Data Source	Data Details	Link
Reading Writing Hotline	Statistical Snapshot: Distribution of LLN Providers on Hotline database February 2020	Statistical snapshot contains statistics on the spread of LLN course providers and callers by state/territory. Survey conducted between March and May 2022 with 382 respondents	Statistical Snapshot - Reading Writing Hotline
RMIT University	RMIT Annual Report 2021	RMIT Training delivers the pathway programs Foundation Studies and English Language Intensive Courses for Overseas Students (ELICOS) that enable international students to articulate into Bachelor degrees at university. Published data is based on RMIT enrolments	RMIT-2021-Annual-Report.pdf
TAFE NSW	Annual Report 2021-2022	Serving Our Learners and Local Community Data focussed on enrolments in foundation skills related courses for TAFE NSW	TAFE
Tauondi College	Literacy and Numeracy	Data is focussed on the College students and delivery of literacy and numeracy courses <ul style="list-style-type: none"> • Certificate I in Access to Vocational Pathways • Certificate II in Skills for Work and Vocational Pathways 	Tauondi
Victoria University	Educational Opportunity in Australia 2020	Report focus is children to young adult cohort and brings together a range of different data sources including: <ul style="list-style-type: none"> - Australian Early Development Census - various NAPLAN results - Longitudinal Study of Australian Children (LSAC) - Programme for International Student Assessment (PISA) - Longitudinal Study of Australian Youth 	Educational opportunity in Australia 2020 fact sheet (vu.edu.au)