



Tertiary Education Commission
Te Amorangi Mātauranga Matua

Literacy and Numeracy Implementation Strategy 2015–2019

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Table of Contents

Key points	4
The Strategy	5
People need good literacy and numeracy skills to participate fully in the modern world	5
A significant number of New Zealanders have low or very low literacy and numeracy skills	6
We have achieved good results already	7
...but we want to achieve more by 2019	7
Table 1: Key targets and indicators to measure the Strategy's success	8
We will strengthen our work in four areas to help more people improve their literacy and numeracy skills	9
Our work to develop an investment approach will also have implications for how we fund literacy and numeracy	9
Workstream 1: We will reach more people who need help	10
...by increasing our focus on the workplace	10
...by collaborating with other agencies	11
Workstream 2: We will better target support to individual learners to help improve their outcomes	12
...by supporting more Māori and Pasifika learners to succeed	12
...by supporting younger learners to succeed	13
...by supporting adults who are new to New Zealand to succeed	13
...by supporting adults with learning difficulties to succeed	14
Workstream 3: We will ensure that tutors and trainers are well equipped to help their learners succeed	15
...by maintaining and promoting our educational resources	15
...by ensuring an appropriately qualified workforce	16
Workstream 4: We will support and influence other agencies' work	17
...by sharing our knowledge and resources with the Ministry of Education	17
Glossary	18
The Literacy and Numeracy for Adults Assessment Tool	18
The Learning Progressions	18
Pathways Awarua	18
Skills Highway	18
Sources	19
Appendix A: How to give feedback on this Strategy	20
Do you have any questions?	20
What will we do to finalise the Strategy?	20
End Notes	21

Key points

This new draft Tertiary Education Commission (TEC) Literacy and Numeracy Implementation Strategy (Strategy) sets out how we will work with the tertiary sector, with employers and across government from 2015 to 2019 to lift literacy and numeracy skills. The strategy has been developed following consultation with stakeholders in the tertiary education sector and with employers.

- ❖ **New Zealand needs a population with high-level literacy and numeracy skills** to build a high-productivity, high-wage economy and an inclusive society where everyone can participate.
- ❖ **1.3 million New Zealanders** have low or very low literacy and numeracy skills (as of the most recent assessment in 2006). This is 43 percent of adults aged 16 to 65.
- ❖ **Māori and Pasifika** adults are over represented among those with low or very low literacy and numeracy skills.
- ❖ About **40 percent of people in the workforce** have literacy and numeracy skills below the level needed to function well in a knowledge society and information economy.
- ❖ Lots of people need help, but the **reasons for people's low literacy and numeracy skills can vary** significantly, so solutions need to be tailored to their specific needs.
- ❖ Over the past seven years, **we have made considerable progress** in establishing the conditions, capability and infrastructure required to improve literacy and numeracy skills.
- ❖ From 2008 to 2013, course completion rates for Level 2 foundation education have increased from 62 percent to 77 percent.¹
- ❖ But **we want to be able to reach more people** who need help **and better target our support** to individual learners to help improve their outcomes.
- ❖ To ensure that TEC continues to make progress in improving outcomes for people with low literacy and numeracy, **this Strategy sets targets** for us to achieve by 2019.
- ❖ This Strategy sets out our plan to:
 - **reach more people** who need help
 - **better target support** to individual learners to help improve their outcomes
 - ensure that **tutors and trainers are well equipped** to help their learners succeed
 - support and influence **other agencies**.

Feedback on this draft Strategy is due by **5pm 15 July 2015**.

More details on how to give feedback are in **Appendix A**. We expect to publish the final Strategy by September 2015.

The Strategy

People need good literacy and numeracy skills to participate fully in the modern world

Basic literacy and numeracy skills are essential for participating fully in the economy and society in New Zealand, and they are a priority across the education system. People with low literacy and numeracy skills can experience limited employment opportunities, lower earning potential, poor health outcomes, poor financial skills, social exclusion and poverty, among other things. This impacts everyone, because it can perpetuate intergenerational disadvantage and limit economic growth and social development.

The TEC alone cannot address these challenges. This Strategy sets out how we will work across government to address this key priority in the Tertiary Education Strategy 2014-2019 (TES). This Strategy will support the work the education sector agencies are collectively doing to achieve the relevant Better Public Service (BPS) targets and to deliver the benefits of the Business Growth Agenda.

Lifting literacy and numeracy skills can broaden people’s lives and opportunities and contribute to a more productive economy.

- ❖ New Zealand needs a population with high-level literacy and numeracy skills to build a high-productivity, high-wage economy and an inclusive society where everyone can participate.

Changing technology, international competition and globalisation mean the demands for a highly literate and numerate population are constantly increasing. Future jobs will increasingly be high skilled and will require higher levels of training and education. People with low literacy and numeracy skills often have low-level digital skills as well. This means that more people need to access high-quality education and training to improve their literacy and numeracy skills.

Everyone benefits when people have good literacy and numeracy skills		
<p>Benefits for Individuals</p> <ul style="list-style-type: none"> ❖ Increased attachment and contribution to workplaces ❖ Improved participation and progression to higher-level qualifications and jobs ❖ Enhanced family/whānau/aiga well-being 	<p>Benefits for workplaces</p> <ul style="list-style-type: none"> ❖ Improved productivity ❖ Improved workplace communication ❖ Improved retention ❖ Improved health and safety ❖ Less waste and rework 	<p>Benefits for society and the economy</p> <ul style="list-style-type: none"> ❖ A more flexible, skilled and adaptable workforce ❖ Improved competitiveness and productivity ❖ Improved social integration, by reduced poverty and perpetuation of social disadvantage ❖ Greater contribution, participation, and inclusion in the benefits of a knowledge economy

The Government has a strong focus on improving the economic and social outcomes from tertiary education. This includes making sure that people have the skills they need to participate in tertiary education.

The TEC is the main government agency that funds interventions designed to improve adult literacy and numeracy.

- ❖ In 2015, the TEC will invest over \$300 million into tertiary education including specific literacy and numeracy funds and foundation-level funds where embedded literacy and numeracy is a requirement.²

A significant number of New Zealanders have low or very low literacy and numeracy skills

The scale of New Zealand's literacy and numeracy challenge is significant. Too many adults do not have sufficient literacy and numeracy skills to fully participate in a modern, high-skilled economy.

Key facts

- ❖ **1.3 million New Zealanders** have low or very low literacy and numeracy skills. (as of the most recent assessment in 2006³). This is 43 percent of adults aged 16 to 65.
- ❖ Almost 25 percent of this group has **very low** literacy and numeracy skills.
 - The majority of these people – 62 percent – were **born in New Zealand**.
- ❖ **Māori and Pasifika** adults are over represented among those with low or very low literacy and numeracy skills.
 - More than **60 percent of Māori adults** have low or very low literacy skills.
 - Almost **80 percent of Pasifika adults** have low or very low literacy skills.
 - Around **43 percent of the general population** have low or very low literacy skills.
- ❖ Around **40 percent of people in the workforce** have literacy and numeracy skills below the level needed to function well in a knowledge society and information economy.

The majority of workers with low literacy or numeracy skills have relatively low levels of formal education. Recent immigrants and people of non-European ethnicity are over-represented among these workers. The unemployment rate of people with no qualifications is 9 percent.

The industries with the highest proportions of workers with very low literacy or numeracy skills are agriculture, manufacturing, forestry, transport, retail trade, and accommodation and food services.

The OECD's Programme for the International Assessment of Adult Competencies (PIAAC) will provide New Zealand's next comparable data of the literacy and numeracy skills of the adult population in July 2016.⁴ The results will provide a new rich international comparison of the adult workforce that will enable New Zealand to better understand its global competitiveness and inform decisions on ways in which education and training systems can meet emerging skill demands.

Changes in the age structure, education and other characteristics of the population since 2006 are likely to have limited impact on the distribution of skills. Some subsets of the population, such as Māori and Pasifika, are growing and are over-represented among those with low literacy and numeracy skills. This means that as we help some people improve their skills, yet more people need help. We will know more about this when the results of the PIAAC are released in mid-2016.

We have achieved good results already...

We have made considerable progress in establishing the conditions, capability and infrastructure required to improve adult literacy and numeracy skills.

- ❖ The number of learners reached by adult literacy and numeracy education through specific TEC funding and the spread of embedded literacy and numeracy in foundation-level provision quadrupled from 36,200 in 2010 to 175,000 in 2013.
- ❖ New Zealand's approach is reviewed favourably as "one of the most active in the world" in relation to the development of literacy and numeracy policies.⁵

Our focus over the past seven years has been on improving the quality of teaching in foundation learning. We have developed standardised teaching resources and assessment processes and funded professional development. This has helped improve outcomes for foundation learners.

- ❖ From 2008 to 2013, course completion rates for Level 2 foundation education have increased from 62 percent to 77 percent.

Nearly 20% of learners are making measurable gains in their literacy and numeracy skills. This compares well with evidence from other countries as the impacts of literacy and numeracy interventions are often not seen over the short term. Rather, they materialise over time, only becoming substantial after several years.

We are tracking our progress across several measures, all of which are aligned to the success indicators for the TES. **Table 1** shows our achievement from 2011 to 2014. It shows improvement in almost all of our target areas.

...but we want to achieve more by 2019

We want to build on the results we have already achieved.

- ❖ We want to be able to reach more people who need help and better target our support to individual learners to help improve their outcomes.

To ensure that TEC continues to make progress in improving outcomes for people with low literacy and numeracy, this Strategy sets targets for us to achieve by 2019. **Table 1** shows each of these targets.

The targets measure the outcomes that result from lifting literacy and numeracy skills. They focus on getting more course and qualification completions, increased numbers of learners improving their literacy and numeracy skills at work, and more learners making literacy and numeracy gains during their learning. Achieving these targets will contribute directly towards the Government’s BPS targets.

Table 1: Key targets and indicators to measure the Strategy’s success

This table shows our targets for 2019, how we are doing now, and how this has improved since 2011. The table also shows how this Strategy will help achieve the TES’s three indicators of success for improving adult literacy and numeracy.

TES success indicators	How we can measure our progress	2019 targets (interim) ⁶	2014 ⁷	2011 ⁹
More individuals across all age groups attain qualifications at level 2 or above	Number of learners completing level 2 qualifications (excluding industry training)	22,000 learners	19,425 learners	17,296 learners
	Level 2 course completion rate (excluding industry training)	80 percent	77 percent	73 percent
Literacy, language and numeracy skills improve across all age groups	Measuring gain through the Assessment Tool – rates of SAC Levels 1&2 and YG learners who achieve ‘statistically significant gain’	25 percent	19 percent	17 percent
	Full and effective usage of the Assessment Tool – rates of usage by SAC Level 1 and 2 and YG learners ¹⁰	90 percent for initial assessments 50 percent for progress assessments	65 percent for initial assessments 30 percent for progress assessments	16 percent for initial assessments
		415,000 assessments involving 150,000 individual learners	299,977 assessments involving 114,927 individual learners	210,773 assessments involving 77,661 individual learners
	Periodic external assessments, such as PIAAC, and commissioned research and evaluations	Target TBA after PIAAC results release in July 2016	1.3 million New Zealanders (43 percent of adults aged 16 to 65) have low or very low literacy or numeracy skills (2006)	
There is more industry involvement with tertiary education to support the upskilling of the existing labour force	An increase in the number of employers and learners participating in programmes funded through the Workplace Literacy and Numeracy Fund	8,000 employees receive programmes and 35 employers receive funding ¹¹	5,886 employees received work-based literacy and numeracy programmes and 22 employers received funding	6,256 employees received work based programmes and 27 employers received funding
	An increase in the proportion of industry trainees with no tertiary qualification enrolled in a level 2 qualification who complete a level 2 qualification ¹²	60 percent	42 percent: 4,589 of 10,872 trainees	24 percent: 2,116 of 8,725 trainees

We will strengthen our work in four areas to help more people improve their literacy and numeracy skills

We have identified four areas in which to focus our work between now and 2019 to help ensure that we meet our targets and help more people improve their literacy and numeracy skills.

- ❖ Workstream 1: We will **reach more people** who need help
- ❖ Workstream 2: We will **better target support** to individual learners to help improve their outcomes
- ❖ Workstream 3: We will ensure that **tutors and trainers are well equipped** to help their learners succeed
- ❖ Workstream 4: We will support and influence **other agencies**

The sections below explain in more detail what work we plan to undertake in each of these four workstreams.

Our work to develop an investment approach will also have implications for how we fund literacy and numeracy

In addition to these four workstreams, TEC is undertaking work across all of its funds (including, but not limited to, those directed at improving literacy and numeracy skills) to help significantly improve the economic and social value of the Government's spending in tertiary education. This is unfolding in parallel with this Strategy. It will help us get the best results for what we spend on improving New Zealanders' literacy and numeracy skills.

Workstream 1: We will reach more people who need help...

One of the most important things we can do to improve the literacy and numeracy skills of New Zealand's population is to ensure that we support as many people with low skills to improve as possible. We will continue to ensure that foundation learning opportunities are targeted at those that do not already have a Level 2 qualification.

To ensure that we reach more people who need help, we will focus our efforts on the significant number of adults in the workplace who have low or very low literacy and numeracy skills, or who are not in education, employment or training (the NEETs).

- ❖ Literacy and numeracy alone rarely deliver the skills needed for the workplace, but without literacy and numeracy skills people are unable to do the kind of mainstream education and training courses which do enhance employability.

To date, the TEC's literacy and numeracy interventions have mainly focused on adults in or close to tertiary education, rather than those in the workplace or not in education, employment or training. We estimate that TEC-funded tertiary education has reached 20 to 25 percent of the 1.3 million adults with low or very low literacy and numeracy skills.¹³ So, expanding our reach is crucial.

...by increasing our focus on the workplace

The workplace is one of the most important areas for the TEC's future work because many of the target learners will be in the workplace in low-skilled occupations. Lifting literacy and numeracy skills in work settings will help create safe workplaces and will enable workers to up-skill to improve their economic outcomes.

- ❖ **Key action:** We will ensure we reach more people who need help by increasing our focus on the workplace.

We will grow the level of industry involvement to support upskilling by increasing the number of employers participating in workplace literacy programmes from 22 in 2014 to over 35 in 2019 and the number of learners in programmes from just under 6,000 in 2014 to over 8,000 in 2019. These targets are based on the current levels of funding appropriated by Government. This is an area of considerable opportunity and we will closely monitor demand. If we are successful in growing industry involvement, we will seek to redirect resources into this area and revise the targets upwards.

In 2015/16, we will make it easier for employers to engage in TEC-funded workplace literacy programmes and raise the skill levels of their employees by:

- improving the awareness, accessibility and responsiveness of the Workplace Literacy Fund
- increasing the reach and effectiveness of the Skills Highway programme with employers
- targeting industries with higher proportions of workers with high literacy and numeracy needs.

By 2019, we will improve the effectiveness of literacy and numeracy interventions by:

- working with industry training organisations to identify and implement effective ways of ensuring that workplace training addresses literacy and numeracy needs
- developing more industry-specific and contextualised educational resources for tutors and trainers
- increasing the availability and quality of training and professional development for educators who will be working in vocational/workplace contexts.

...by collaborating with other agencies

We will also continue to work closely with other agencies whose clients need to improve their literacy and numeracy skills. This will help us reach people who are not in the workforce or in tertiary education.

We will continue to work with:

- the Ministry of Social Development to ensure that the Government can support as many NEETs as possible – many of whom will engage with the Ministry of Social Development’s beneficiary programmes, so we can help the Ministry understand their learners needs and ensure that programmes are tailored to meet them
- the Department of Corrections in supporting and enhancing literacy and numeracy programme delivery inside prisons
- the NZ Transport Agency on developing new driver licence modules inside Pathways Awarua so that more people can build their literacy and numeracy skills while getting support to gain their driver licence, which can improve their employability
- our partners in the cross-government Skilled and Safe Workplaces initiative to develop other opportunities to influence employers to stimulate investment in the development and sustainability of their workforce (particularly in relation to literacy and numeracy). This includes labour market information, initiatives to bring tertiary education organisations closer to industry and supporting industry leadership in the skills system.

Workstream 2: We will better target support to individual learners to help improve their outcomes...

In addition to reaching as many people as possible, we also need to make sure our support is tailored to meet individual learners' needs and circumstances. The reasons for people's low literacy and numeracy skills can vary significantly, so solutions need to be tailored to their specific needs.

This has not been fully addressed in the work done to date. Trainers and tutors have told us that they need more targeted teaching resources to help them meet the specific needs of these learners.

Meeting the particular needs of people with low literacy and numeracy skills will help them make the gains required to fully participate in today's economy and society. We recognise that different learner groups in the tertiary sector have different needs and circumstances that warrant particular tailored approaches.

- ❖ **Key action:** We will target our support to:
 - ❖ Māori and Pasifika
 - ❖ younger learners
 - ❖ adults who are new to New Zealand
 - ❖ adults with learning difficulties.

...by supporting more Māori and Pasifika learners to succeed

Māori and Pasifika learners are over-represented in the numbers of adults with low literacy and numeracy skills. Between 2006 and 2026, both Māori and Pasifika populations are projected to grow faster than the New Zealand population overall. Raising literacy and numeracy skills of Māori and Pasifika learners will help us meet all of our targets outlined in Table 1, and will help New Zealand realise the potential of this future workforce by ensuring learners are equipped with the skills, qualifications and experiences that employers will be seeking.

We will better target support to Māori learners by:

- completing the Māori Learner Assessment Tool (Te Ata Hāpara) option in reading, which has been designed to be relevant and responsive to Māori learners
- continuing to fund professional development delivered to tutors and trainers working with Māori learners to ensure that these learners' needs are met
- exploring whether further educational resources for te reo Māori speakers are required in order to meet the needs of this learner group effectively.

We will better target support to Pasifika learners by:

- continuing to fund professional development delivered to tutors and trainers working with Pasifika learners to ensure that these learners' needs are met

- exploring whether further educational resources for Pasifika learners (who may also have English as a second language) are required in order to meet the needs of this learner group effectively.

...by supporting younger learners to succeed

One of the TES's six priorities is getting at-risk young people into a career by helping them transition from school into tertiary education, training, or into the workplace.

Meeting these learners' needs effectively will increase the proportion of industry trainees without prior qualifications completing Level 2 qualifications to 60 percent, and the number of learners participating in workplace literacy and numeracy programmes from under 6,000 to over 8,000. Over time, this will also help reduce the overall number of adults who have low or very low literacy and numeracy skills.

We will better target support to younger learners by:

- adding more questions to the Youth option of the Assessment Tool to make it more attractive to younger learners (aged 15 to 25)
- continuing to fund professional development delivered to tutors and trainers working with younger learners to ensure that these learners' needs are met
- supporting the Ministry of Education to use the TEC's educational resources, such as the Assessment Tool, where appropriate, to help secondary schools better meet the literacy and numeracy needs of their Year 12 and Year 13 learners
- monitoring uptake of foundation learning provision to ensure that it is targeted at those that do not already have a Level 2 qualification and be more likely to be at risk of becoming disengaged.

...by supporting adults who are new to New Zealand to succeed

This new workstream responds to feedback from the tertiary sector and employers on the needs of these learners. It focuses on English for Speakers of Other Languages (ESOL) learners – adults who are non-, pre- or semi-literate in English. This group of learners is likely to include a high proportion of refugees and some migrants. Adults who are born overseas and whose first language is not English are more likely to have very low literacy and low numeracy skills.

Addressing the needs of learners new to New Zealand will help reduce the number of adults with low or very low literacy and numeracy skills, as measured in periodic external assessments such as PIAAC.

We will better target support to adults who are new to New Zealand by:

- completing the new Starting Points options in the Assessment Tool – which are targeted towards ESOL learners – for listening, vocabulary and reading
- continuing to work with other parts of Government to meet migrants and refugees needs by implementing the tertiary education components of the Migrant Settlement and Integration Strategy and the Refugee Resettlement Strategy
- monitoring and adjusting levels of provision to ensure they best meet need in key migrant and refugee resettlement areas

- working with our partner agencies, particularly the Ministry of Business, Innovation and Employment, to ensure that more migrants take up their pre-purchased English-language tuition.

...by supporting adults with learning difficulties to succeed

Tertiary education sector feedback has also highlighted the needs of adults with learning difficulties, particularly learners who may enter Youth Guarantee provision. The Dyslexia Foundation estimates one in ten people have dyslexia. Addressing these needs will, alongside other actions in this Strategy, increase course completion rates and qualification completion rates. This is also a new explicit area of the Strategy. We will need to develop our work in this area and build our evidence of what works well for adults.

We will better target support to adults with learning difficulties by:

- collaborating with other government agencies and community organisations to develop a coordinated approach to ensuring that adult literacy and numeracy initiatives can meet the complex learning needs of adults with specific learning difficulties such as dyslexia, dyspraxia, and other conditions
- developing, as resources allow, training resources and other interventions for tutors and trainers working with adults with learning difficulties.

Workstream 3: We will ensure that tutors and trainers are well equipped to help their learners succeed...

The TEC's educational resources have a positive impact by making it easier for educators to understand and help improve their learners' skill levels. We need to make sure that our resources are maintained and that the sector is aware of their effectiveness.

But resources on their own are not enough. We also need to make sure that tutors and trainers are able to use the resources effectively and supported to develop in their roles.

...by maintaining and promoting our educational resources

The TEC will maintain and build upon our suite of educational resources that are used by the sector to support tutors and trainers to address the needs of their learners.

The Learning Progressions are widely used as a 'backbone' framework to address literacy and numeracy needs, and usage of Pathways Awarua continues to grow. Early findings from TEC research shows that usage of the Literacy and Numeracy Assessment Tool (the Tool) contributes to positive educational outcomes.

However, we have not yet achieved full and effective use of the Tool. The state of embedded literacy and numeracy practice varies across the sector.¹⁴ Some TEOs are at a 'mature' stage of practice, but many are still at either a 'partial' or 'emergent' stage:

❖ **Key action:** We will ensure full and effective embedded literacy and numeracy in foundation education.

In 2015/16, we will also help to maintain and promote our education resources by:

- completing the Māori, Youth and ESOL options of the Tool and continuing to develop the Tool to meet more learners' needs as resources allow
- increasing the use of Pathways Awarua throughout the tertiary sector and also in workplaces and the wider community.

By 2019, we will also:

- investigate creating more industry-specific and contextualised modules and pathways inside Pathways Awarua
- create more pathways and modules appropriate for learners who present below Step 1 on the Learning Progressions
- increase accessibility of our resources by developing offline access and an application for smartphones and other mobile devices as resources allow
- explore whether a national publicity campaign could reduce stigma around low literacy and numeracy skills, and demystify and promote potential solutions to addressing literacy and numeracy.

...by ensuring an appropriately qualified workforce

We need to ensure that tutors and trainers have the capability and skills to help all learners to succeed. We know from the sector that there is significant 'churn' in the foundation-level workforce and that high-quality professional development is an on-going need.

To support tutors and trainers to be as effective as possible, the TEC will continue to:

- ensure all tutors and trainers who teach foundation-level courses to hold an appropriate qualification, such as the National Certificate in Adult Literacy and Numeracy Education (Vocational) - known as NCALNE (Voc)
- fund professional development opportunities of excellent quality and high relevance to educators, such as through the National Centre of Literacy and Numeracy for Adults and Ako Aotearoa's 'He Taunga Waka' programme.

Workstream 4: We will support and influence other agencies' work...

While the TEC is the main government agency that funds interventions designed to improve adult literacy and numeracy, we need to work with other agencies to ensure that our actions are well coordinated and that we support other agencies to reach adults with low skills that we cannot directly support.¹⁵ Many of these actions are included in the other three workstreams in this Strategy.

...by sharing our knowledge and resources with the Ministry of Education

We need to work particularly closely with the Ministry of Education to ensure that policy settings and implementation are well coordinated, and that the Ministry of Education can use our resources to help support young people to become adults with strong literacy and numeracy skills:

- the Ministry of Education supports Ministers to make decisions on policy settings for literacy and numeracy. We will support the Ministry of Education to ensure that its policy advice reflects our knowledge and supports our activities and
- we will work with the Ministry of Education to support it to ensure that young people leaving school have good literacy and numeracy skills. This will include sharing our resources (such as TEC-funded research, the Assessment Tool and Pathways Awarua) for use within the compulsory sector, as appropriate. We will also explore further innovative opportunities to bring the compulsory sector and tertiary providers closer together so that more learners can benefit from the successes of programmes like the Trades Academies.

Glossary

The Literacy and Numeracy for Adults Assessment Tool

The Literacy and Numeracy for Adults Assessment Tool (the Assessment Tool) is the key diagnostic tool of literacy and numeracy competency for adults in New Zealand. The online Assessment Tool helps tutors know and understand their learners' needs against the literacy and numeracy competencies in the Learning Progressions. There was no nationally recognised diagnostic assessment for literacy and numeracy before the launch of the Assessment Tool in 2010.

The Learning Progressions

The Learning Progressions are a standardised theoretical framework of literacy and numeracy skills introduced in 2009. They detail competencies in adult literacy and numeracy, including what adult learners know and can do at successive points as they develop their skills. They provide a common language to describe competencies and shape teaching.

Pathways Awarua

Pathways Awarua is an online self-directed literacy and numeracy learning tool made up of pathways of modules for learners to complete at their own pace, based on the competencies set out in the Learning Progressions.

Skills Highway

The Skills Highway programme promotes workforce upskilling and helps employers address basic literacy and numeracy skills in the workplace. Raising the literacy and numeracy skills of the workforce is a key government priority for tertiary education. These skills provide the essential base for building a capable, skilled and productive workforce that is able to adapt to the increasingly sophisticated demands of the modern workplace.

Sources

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OECD Skills Outlook 2013: First results from the Survey of Adult Skills. Organisation for Economic Cooperation and Development. 2013.

Reder, Stephen. *Adult Literacy Development and Program Impact in Longitudinal perspective: New Approaches to Research, Evaluation and Policy*. Australian Council for Adult Literacy Keynote Address. 2014 (available at: <http://www.acal.edu.au/14conf/docs/Adult-Literacy-Development-Program-Impact-Longitudinal-Perspective-keynote.pdf>).

Various publications on the results of the 2006 Adult Literacy and Lifeskills Survey by the Ministry of Education (available at:

https://www.educationcounts.govt.nz/publications/series/ALL?result_158533_result_page=1).

Appendix A: How to give feedback on this Strategy

We want to know whether you agree with the Strategy's direction, and our proposed actions within each workstream, and our targets.

The main questions we would like you think about when giving feedback are:

- Do you agree with the direction of each workstream?
- Do you agree with the actions in each workstream?
- What else would improve the Strategy in this area? Why?

We are also interested in what you think of the Strategy overall and any further suggestions you might have.

The feedback form is available at the Strategy Consultation page here:

<http://www.tec.govt.nz/Tertiary-Sector/Reviews-and-consultation/Literacy-and-Numeracy-Implementation-Strategy-update/>

You do not have to fill out all sections of the feedback form if you want to just comment on some aspects of the document.

Please send your completed feedback form to sectorhelpdesk@tec.govt.nz by **5pm Wednesday 15 July 2015**.

Do you have any questions?

If you have questions or clarifications about the document please contact the TEC Sector Helpdesk at sectorhelpdesk@tec.govt.nz.

What will we do to finalise the Strategy?

We will consider all the feedback we receive during this consultation period and we will finalise the Strategy by September 2015.

End Notes

¹ http://www.educationcounts.govt.nz/_data/assets/excel_doc/0003/144084/Learners-summary.xls

² This includes: Youth Guarantee (\$121m), Student Achievement Component Levels 1-2 (\$96m), Industry Training Fund Levels 1-2 (\$39m), Workplace Literacy Fund (\$21m – of which almost \$5m directly funds employers), Intensive Literacy and Numeracy (ILN) fund (\$13m), ILN Targeted English for Speakers of Other Languages (ESOL) fund (\$11m), Refugee English Fund (\$2.2m), and Adult Literacy Educator Grants (\$0.4m).

The total figure of \$303.6m does not include funding for courses with embedded literacy and numeracy at SAC Level 3, the Industry Training Fund at Level 3 or funding for the 22 Trades Academies.

³ The OECD Adult Literacy and Lifeskills Survey results for New Zealand were released in 2006. It measured the prose literacy, document literacy, numeracy and problem-solving skills of a representative sample of respondents aged 16-65. Research reports on the results are available here:

<https://www.educationcounts.govt.nz/publications/series/ALL>

⁴ PIAAC is a comprehensive international survey that measures the skills and competencies regarded as necessary for individuals of working age to participate in society and for economies to prosper. This survey builds on previous international surveys of adult skills. It will update results from the Adult Literacy and Lifeskills Survey undertaken in New Zealand in 2006 and allow some degree of historical comparison over the period since the International Adult Literacy Survey in 1996.

⁵ Adult Literacy and Numeracy: An Overview of the Evidence, Annotated Bibliography', TEC, 2013, p31.

⁶ Targets for 2019 are interim and are subject to change once final data for 2014 is confirmed.

⁷ Finalised data for 2014 is not yet available. The 2013 data has been used in the interim but will be updated with 2014 data when the final agreed strategy is published.

⁸ http://www.educationcounts.govt.nz/_data/assets/excel_doc/0003/144084/Learners-summary.xls

⁹ The Literacy and Numeracy Assessment Tool was introduced in late 2010, with the first full-year's assessment data available in 2011. This is why we compare our current achievements and 2019 targets to 2011.

¹⁰ This rate applies to all learners that tertiary education organisations are required to assess.

¹¹ This target is subject to decisions following the review of literacy and numeracy funds by the Ministry of Education.

¹² And eligible for funding.

¹³ Data from the Literacy and Numeracy Assessment Tool (the Assessment Tool) indicates that our Tertiary Education Organisations are or have been working with around 275,000 learners between 2010 and 2013.

¹⁴ The TEC has created an embedding literacy and numeracy (ELN) practices table to help TEOs identify their own ELN practice. The table enables organisations to reflect and then plan for what can be achieved to improve embedded practice. It can be found by searching 'embedded literacy and numeracy practices table' at www.tec.govt.nz.

¹⁵ Including, but are not limited to: The Ministry of Education, New Zealand Qualifications Authority, Ministry of Social Development, Ministry of Health, Ministry for Business, Innovation, and Employment, New Zealand Transport Agency, Department of Corrections, Te Puni Kōkiri, Te Taura Whiri i Te Reo Māori – Māori Language Commission, Ministry of Pacific Island Affairs.