



Tertiary Education Commission
Te Amorangi Mātauranga Matua

LITERACY, LANGUAGE AND NUMERACY ACTION PLAN 2008 - 2012

Raising the literacy, language and numeracy
skills of the workforce

Ako Tuāpapa



NZ SKILLS STRATEGY

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Overview

New Zealand's continued wealth and economic transformation will depend on the skills of its workers and how firms, industry and trade unions support New Zealand workers to achieve their potential.

The Skill New Zealand Tripartite Forum brings together government ministers and officials, Business New Zealand, the New Zealand Council of Trade Unions, and the Industry Training Federation to work in partnership to implement a unified [Skills Strategy](#). Following wide consultation the Skills Strategy Action Plan 2008 was released in July.

Employers, unions and education providers have increasingly recognised that improving the literacy and numeracy skills presents a critical challenge for the workforce. Literacy and numeracy skills provide the essential base for building a competitive, highly skilled and productive workforce. Therefore one of the four areas for action in the Skills Strategy Action Plan is focused on building the demand for and supply of literacy, language and numeracy learning opportunities. The Tertiary Education Commission working together with other key groups, is leading the development and implementation of this work.

The *Literacy, Language and Numeracy Action Plan 2008-2012* (the Plan) outlines the government's response to this challenge. This Plan has been developed in consultation with agencies from across government and its implementation is steered by government agencies¹, Business New Zealand, the New Zealand Council of Trade Unions and the Industry Training Federation.

Over the next four years an additional \$168 million is available for development and implementation of a range of initiatives that aim to progressively increase the number of adults who have the literacy and numeracy skills required to meet the changing demands of modern society and workplaces.

This Plan provides details of the steps that will be taken to raise the literacy and numeracy skills of the workforce. This work is based on a shared responsibility and ownership across the public and private sector and encompasses all government activity² and initiatives that aim to raise the literacy and numeracy skills of adults.

The Plan gives priority to raising the literacy and numeracy skills of those already in the workforce and those 'near' work³. This is likely to lead to the quickest return in terms of improvements in competitiveness and is one way to ease continuing skill shortages. A workforce focus will mean that the literacy and numeracy skills taught are pertinent to both employers and individuals.

The scale of the challenge is large and a significant response is required. This Plan seeks to respond to this challenge by building a coherent system that is capable of providing both high volume and high quality opportunities for adults to develop their literacy and numeracy skills. This will enable significant further growth in provision from 2011.

¹ The Tertiary Education Commission, Department of Labour, Ministry of Education, Ministry of Social Development, Ministry of Pacific Island Affairs, Te Puni Kōkiri and New Zealand Qualifications Authority.

² This includes the Tertiary Education Commission, the Department of Labour, the Ministry of Education, the New Zealand Qualifications Authority, the Accident Compensation Corporation, the Department of Corrections and the Ministry of Social Development.

³ Those near the workforce include students in tertiary study and people who will soon be entering or returning to the workforce, such as parents.

Why improve the literacy and numeracy skills of the workforce?

The purpose of the Skills Strategy is to take a unified approach to ensure individuals and organisations are able to develop and use the skills needed in the workplaces of the future.

New Zealand's low levels of literacy, language and numeracy have been identified as contributors to our relatively low productivity. Low literacy and numeracy levels can affect employees' level of engagement in the workplace and potential for advancement in the labour market.

Research undertaken in 2006⁴ found that approximately 1.1 million New Zealanders (43 percent of adults aged 16 to 65) have literacy skills below those needed to participate fully in a knowledge society and 51 percent of adults have numeracy skills lower than those needed to meet the complex demands of everyday life and work.

Changing technology, globalisation, a shift to knowledge based industries, and an increasing focus on quality are all contributing to the demand for a more literate and numerate workforce.

Improving literacy and numeracy skills will support the ongoing transformation of workplaces into ones which have high levels of productivity and provide higher value work for their employees. These skills not only support people to cope with rapidly changing workplace demands but also enable the workforce to develop higher level technical skills and undertake further study. If New Zealand is to build a high-skill, high-wage economy and an inclusive society where everyone can participate, it needs a population with high level literacy and numeracy skills.

While many people with low literacy and numeracy skills are already participating and making valuable contributions across New Zealand society, if they were provided with the opportunity to improve their literacy and numeracy levels, they would be able to make a greater long-term contribution to New Zealand and would be better positioned to take advantage of the opportunities created by economic development.

What do we mean by literacy, language and numeracy?

Literacy is the written and oral language people use in their everyday life and work; it includes reading, writing, speaking and listening. Skills in this area are essential for good communication, critical thinking and problem-solving in the workforce. It includes building the skills to communicate (at work) for speakers of other languages. Numeracy is the bridge between mathematics and real life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, work and community tasks.

Historically numeracy has been treated as a subset of literacy, however the latest research points to the importance of numeracy to successful participation in society and work⁵. This Plan therefore treats numeracy as a distinct learning area. A full description of the skills that make up literacy and numeracy are laid out in the [Learning Progressions for Adult Literacy and Numeracy](#).

Note that throughout this Plan the term 'literacy and numeracy' is used to refer to all of the literacy, language and numeracy skills described above.

⁴ Results from the [2006 Adult Literacy and Life Skills \(ALL\) Survey](#)

⁵ National Research and Development Centre for adult literacy and numeracy (UK).

Who is the Literacy, Language and Numeracy Action Plan aimed at?

Literacy and numeracy, like any area of skill, has a continuum of competence from beginner to expert. The Plan focuses on those at the beginning of the continuum who have 'very low' and 'low' literacy and/or numeracy levels (level one and two on the Adult Literacy and Lifeskill (ALL) measure. The aim of the Plan is to move more adults from levels one and two, to level three or above.

The Adult Literacy and Life Skills (ALL) literacy and numeracy skill classification



Given the large size of this group (over one million adults) this Plan presents a number of approaches to meet the range of needs, motivations and levels of learners. These approaches will include options for learning in different ways at work, in communities and in tertiary education organisations (TEOs).

Employers and unions are key players in giving effect to this work and this Plan includes initiatives to encourage both employers and unions to become more actively involved in raising workforce literacy and numeracy.

The Plan also recognises the need to raise literacy and numeracy skills of those near work, such as students in tertiary study and people who will soon be entering or returning to the workforce, such as parents.⁶

⁶ Note that the learners in the school sector, those transitioning from school and temporary migrants are not within the scope of this work. The needs of these sectors are primarily being addressed elsewhere. However, it is recognised that many of the actions in this Action Plan will need to connect and align with a range of other skills-related programmes and initiatives, including the current development of the government's Schools Plus programme of work.

What is the Literacy, Language and Numeracy Action Plan's approach?

Raising literacy and numeracy skills in New Zealand is identified as an area of action in the Skills Strategy Action Plan and as a priority in the Tertiary Education Strategy 2007-2012. The Literacy, Language and Numeracy Action Plan focuses on building the demand for, and supply of, literacy and numeracy learning opportunities over the next five years, as well as the capability of providers. The aim is to build a system that is responsive to changing demands in the workplace and in the wider community. This will be achieved by growing the demand from both employers and employees for high quality learning opportunities by increasing their understanding of how low level literacy and numeracy skills impact on individuals' and employers' outcomes. Simultaneously the supply of learning opportunities nationally will be developed to increase the number, quality and relevance of provision.

The Plan is focused on two actions to achieve the overall goal of raising the literacy and numeracy skills in the workforce.

1. Raising workforce and employer awareness of the benefits of literacy and numeracy skills.
2. Increasing the number, quality and relevance of literacy and numeracy learning opportunities.

The Tertiary Education Commission is the lead agency in the development and implementation of this work and will work closely with employers, unions, sector bodies, industry training organisations (ITOs), institutes of technology and polytechnics (ITPs), private training establishments (PTEs), wānanga and other stakeholders. Other government agencies, including the Department of Labour (who will lead the work on building employer and worker demand), the Ministry of Education, New Zealand Qualifications Authority (NZQA), Te Puni Kōkiri, the Ministry of Pacific Island Affairs, Accident Compensation Corporation, the Department of Corrections and the Ministry of Social Development are also closely involved in this work.

This work will be supported by specifically focused research, evaluation and monitoring to ensure an ongoing collection of evidence is used to inform further growth and development of provision to meet learners' and employers' needs.

Table 1 below summarises how the additional funding from Budget 2008 has been allocated to support building the demand, supply and capability of literacy and numeracy learning opportunities.

Table 1 - Literacy and numeracy funding 2008 - 2012

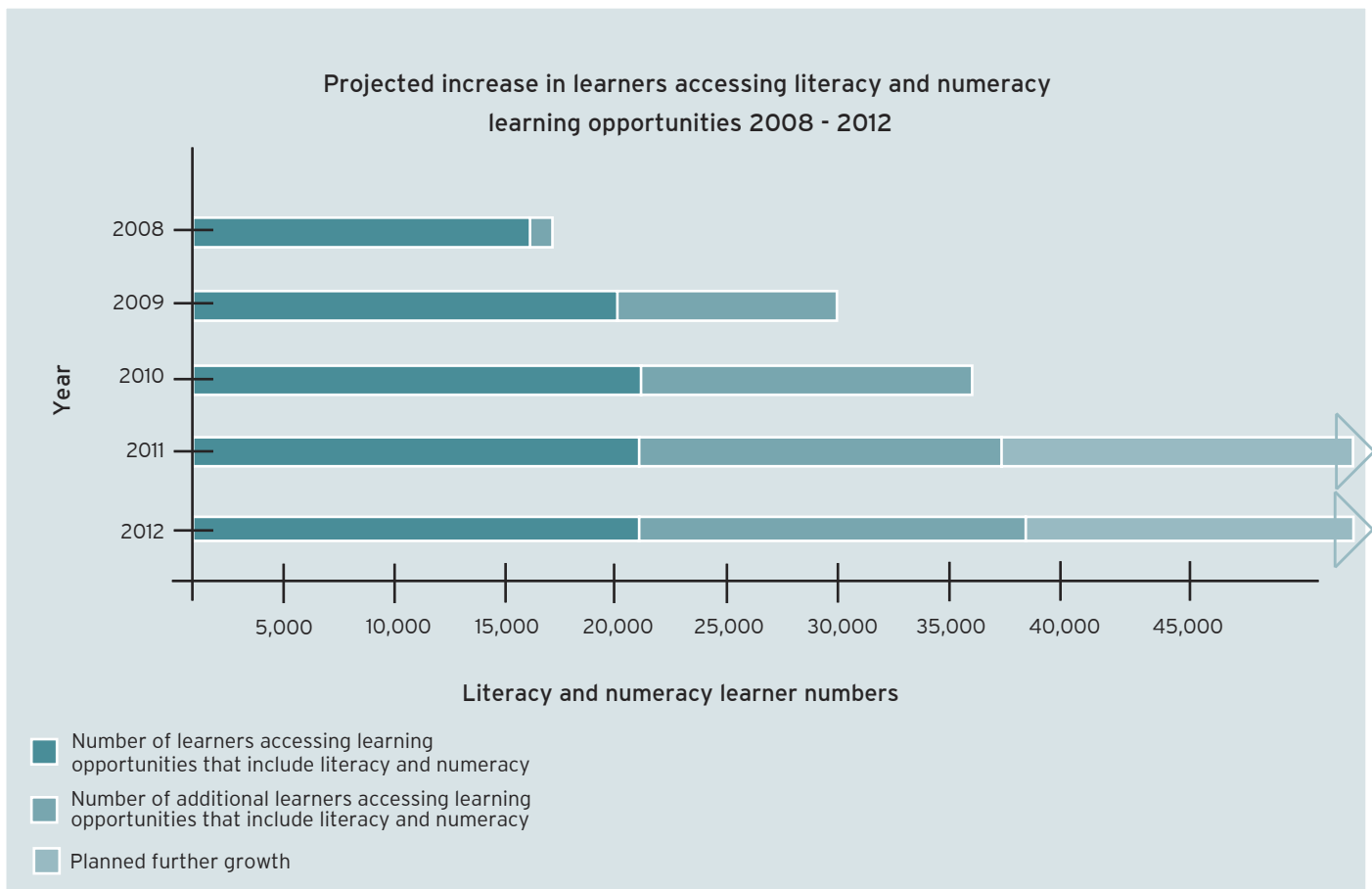
New literacy and numeracy funding Budget 2008	2008/09	2009/10	2010/11	2011/12
	\$m	\$m	\$m	\$m
Raising workforce and employer awareness of the benefits of literacy, language and numeracy skills	2.150	1.630	1.630	1.630
Increased number, quality and relevance of learning opportunities.				
• Increased learning opportunities	15.500	24.500	34.000	40.000
• Building capability and infrastructure	11.253	11.253	10.998	6.998
Research, monitoring and evaluation	0.000	1.000	1.500	1.500
Total new literacy and numeracy funding*	28.903	38.383	48.128	50.128

*This total excludes Skills Strategy programme office operating expenses.

Action - Increase literacy, language and numeracy learning opportunities, and the quality and relevance of those learning opportunities⁷

As outlined in the Skills Strategy Action Plan, this action aims to increase the number of workers who have the literacy and numeracy skills required in the workforce. It also contributes to ensuring that workers have sufficient literacy and numeracy skills so they can attain higher level skills. It will create a supply of literacy, language and numeracy provision that is responsive to the needs of employers and workers and is of high quality.

The graph below shows the projected increase in the Tertiary Education Commission funded learning opportunities that include literacy and numeracy over the next five years⁸.



Why this is important

Research confirms that improving workforce literacy, language and numeracy skills works best if the learning is in a context that is relevant to the learner, eg. existing workplace training. The Literacy, Language and Numeracy Action Plan proposes a significant increase in the amount of explicit literacy and numeracy teaching and assessment that is embedded into vocational training. This priority area will develop and increase the supply of learning opportunities available to workplaces, as well as tertiary institutions and communities.

⁷ Action three: Skills Strategy Action Plan.

⁸ The growth in numbers is shown over academic years (January - December).

Some young people need further assistance with literacy, language and numeracy after leaving school to improve their chances in the workforce.

For an adult or young person to come forward and acknowledge that they need to improve their literacy and numeracy skills takes courage. It is essential that the learning opportunities provided are high quality. High quality means that every learner is treated respectfully and provided with learning that is relevant to their needs. High quality learning achieves sustainable improvements in literacy and numeracy skills for the learner.

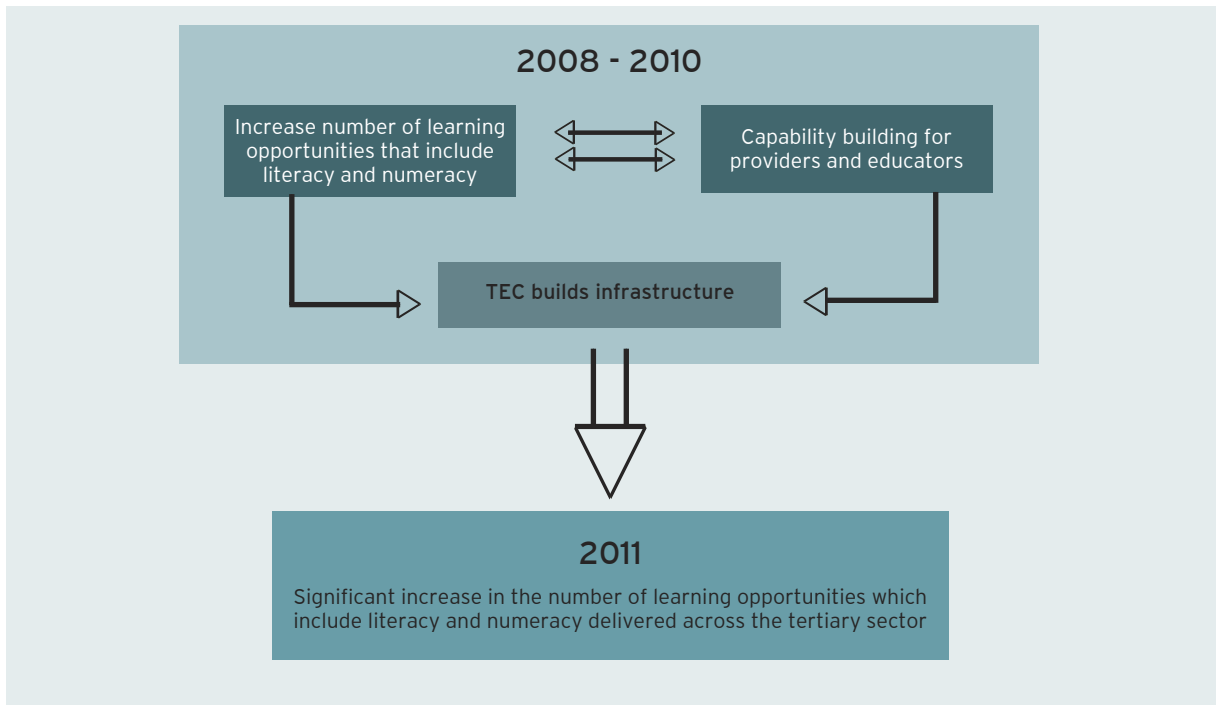
An increase in the supply of literacy and numeracy learning opportunities needs to be accompanied by an increased investment in building the capability of the providers and educators/trainers/tutors who will deliver literacy and numeracy education. Many more educators need relevant qualifications in teaching literacy and numeracy and access to sustained professional development along with quality teaching and learning resources.

To achieve the scale of high quality learning opportunities required we need to ensure a whole system approach which makes literacy and numeracy a sustainable part of core business.

It will take a number of years to progressively build the number of high quality learning opportunities that include literacy and numeracy. A variety of approaches to teaching literacy and numeracy can be successful and there is no preferred way. There is strong evidence identifying the key components of success that all programmes should strive to reflect. These include:

- teaching in a context relevant to the learner
- understanding the literacy and numeracy requirements of the particular industry or area of study
- using a coherent and planned approach
- using a diagnostic assessment to understand what learners already know and tailoring learning to individual requirements
- using robust processes to assess learner progress
- providing sustained teaching explicitly focused on literacy and numeracy
- using highly trained and supported educators.

The diagram below shows the key strands in this action. An intensive programme of activity in 2008 - 2010 will build capacity, capability and infrastructure so that a significant further expansion of literacy and numeracy learning opportunities can be achieved from 2011. The scale of learning opportunities achieved from 2011 will depend on further decisions including funding allocations.



The Skills Strategy Action Plan introduced specific tasks within the following areas of work:

1. Increasing the number of learning opportunities that include literacy and numeracy.
2. Building capability to ensure that the learning opportunities are high quality.
3. Building a national infrastructure.

More detail on these initiatives within the Literacy, Language and Numeracy action Plan is provided below.

1. Increasing the number of learning opportunities that include literacy and numeracy

In order to reach people with a range of literacy and numeracy levels, different motivations for learning and different personal circumstances it is important to offer a variety of learning opportunities - in workplaces, education settings and in the community.

The Plan seeks to add relevant literacy and numeracy skills to a range of existing learning opportunities, as well as increasing the number of new opportunities. In this way people studying for a certificate in an education setting or participating in industry training, will be able to improve their literacy and numeracy skills in the course of that learning.

The table shows a progressive increase in funding available for literacy and numeracy learning opportunities over the next four years.

Table 2 - Literacy and numeracy funded learning opportunities

Funding for learning opportunities that include literacy and numeracy	2007/08 \$m	2008/09 \$m	2009/10 \$m	2010/11 \$m	2011/12 \$m
Workplace Literacy Fund	4.6	11.6	14.1	18.6	24.6
ITO embedded literacy and numeracy projects	4.7	6.8	9.6	10.6	10.6
One-to-one and small group provision	0.0	1.0	4.0	4.0	4.0
Literacy and numeracy in certificate level provision	2.0	6.0	8.0	9.5	9.5
Community-based provision including Foundation Learning Pool	14.6	18.1	19.6	22.1	22.1
National Adult and Community Education (ACE) providers	5.7	5.7	5.7	5.7	5.7
Total funding	31.6	49.2	61.0	70.5	76.5

Literacy and numeracy learning will be available through the following streams:

- **Workplace Literacy Fund** - This fund assists employers to establish workplace literacy projects where employees can access literacy, language and numeracy tuition, linked to workplace requirements. The increased funding available provides for a rapid and significant increase in the scale of this form of workplace learning. Achieving this level of expansion will require working together with businesses, employers, unions and key organisations such as the Industry Training Federation. The initiatives described above will contribute to building the demand for this form of learning.
- **Industry training embedded literacy and numeracy projects** - These projects support ITOs to build the capability necessary to effectively include literacy and numeracy within industry training. These projects will progressively expand to include more ITOs and an increased number of industry trainees who raise their literacy and numeracy skills in the course of undertaking their industry qualifications.
- **One-on-one employee provision** - From 2009 one-on-one or small group tuition in literacy and numeracy will be available for individuals who cannot access industry training or the Workplace Literacy Fund. This will enable employees to participate in free one-on-one or small group tuition focussed on literacy and numeracy skills for work. This learning will be flexible and tailored to individual learners' availability and requirements.
- **Literacy and numeracy in certificate level provision** (levels 1-3 on the National Qualifications Framework) - Learners who enrol in certificate level programmes in TEOs will get the opportunity to improve their literacy and numeracy levels in the course of that learning. Additional funding will be available for certificate level providers who embed explicit teaching and assessment of literacy and numeracy into their programmes.

- **Community provision, such as the Foundation Learning Pool** - Community provision reaches high-need groups who might not be able to access learning at work, such as parents, people who have more casual employment arrangements and people with very low levels of literacy and numeracy. Learning is provided in meaningful contexts such as family literacy and resettlement. In 2009 the Foundation Learning Pool requirements, reporting and funding will be reviewed to achieve better alignment with the goals of the Plan. This will reduce compliance and strengthen the focus on learning outcome and meeting learner needs.
- **Training Opportunities and Youth Training** - These programmes provide opportunities for particular groups of learners to build their skills for sustainable work. Policy work is underway to identify approaches to strengthening the contribution that both Youth Training and Training Opportunities can make to raising workforce literacy and numeracy skills.
- **Adult and Community Education (ACE)** - The existing national ACE providers of literacy and numeracy continue to provide flexible, individualised learning for adults. This is often a crucial first step for an individual in building their literacy and numeracy skills.

2. **Building capability to ensure that the learning opportunities are high quality**

The following are the key components of building capability:

- **Building a qualified workforce to teach literacy and numeracy** - Study grants are available to support educators/tutors/trainers to acquire qualifications in teaching literacy and numeracy. There will be an expansion of the range of qualifications available, an increase in their availability and an increasing emphasis on high quality 'training of trainers.' Organisational change will contribute to building the demand for a qualified teaching workforce.
- **Ensuring professional development opportunities for literacy and numeracy educators** - A programme of professional development is under development to build educators' and other professionals' (resource writers, curriculum and qualification writers and assessors) ability to include literacy and numeracy in their work. This programme complements and builds on the intensive programme of sustained professional development in teaching literacy and numeracy that is already underway in the ITP sector (the cluster project).
- **Encouraging organisational change so that literacy and numeracy becomes core business for providers** - Providers will be encouraged to make changes in organisational infrastructure, leadership, teaching, resources, curriculum, training arrangements, course design and assessment that will be necessary deliver the outcomes sought from this Plan.
 - Grant funding will be available to ITPs and wānanga to support organisational change and to build the capability to include literacy and numeracy in certificate level provision.
 - The professional development programme will support the key roles of managers, organisational leaders and champions in leading and influencing the required change.
 - Support and advice will be available for new workplace literacy providers.
 - The ITO projects are building the capability of ITOs to include literacy and numeracy in the training that they arrange.

3. Building a national infrastructure

A national infrastructure will ensure that literacy and numeracy provision becomes a part of core tertiary business. This will mean that delivery of literacy and numeracy skills is scaleable and sustainable and no longer depends on short-term contestable funding streams with diverse accountabilities. The infrastructure will support the focus on building quality provision. A programme of workshops and communications will ensure that providers, educators and other stakeholders understand and can use the infrastructure to improve literacy and numeracy learning outcomes. The components of this infrastructure are as follows:

- **A common framework of learning and associated resources** - The Learning Progressions provide a common framework which outlines the core components of reading, writing, speaking, listening and numeracy. The progressions will inform the development of curriculum, courses, resources and the assessment tool.
- **An adult literacy and numeracy assessment tool** - This will provide information for learners and educators for a number of purposes - diagnostic information will show what learners can do to inform the development of individual learning plans; formative information will inform the teaching programme and summative information will provide learners and educators with evidence of learning progress. The tool will complement the range of established approaches to assessment such as observations, portfolios and assessments against unit standards.

The adult literacy and numeracy assessment tool will initially focus on reading, writing and numeracy directly linked to the Learning Progressions. Speaking and listening will be progressively included. Consultation on the tool, and opportunity to trial or pilot aspects of the tool, will commence towards the end of 2008 and throughout 2009.

- **A funding system** - Literacy and numeracy is currently purchased through a range of funding systems in the TEC and across government. A process for aligning purchasing is underway to develop a shared approach to purchasing literacy across government agencies.

From 2011, funding for literacy and numeracy that is embedded into level 1-3 certificates (funded through Student Achievement Component (SAC) and in industry training) will become part of the mainstream funding system. The funding framework currently applied to the Foundation Learning Pool will be reviewed in 2009 with a focus on reducing compliance and improving quality.

- **Quality assurance** - Literacy and numeracy needs to be embedded in mainstream quality assurance and self-evaluation processes. A work programme with NZQA (and ITP Quality) is under development. This is likely to include:
 - guidelines for embedding literacy and numeracy in the course approval process
 - ensuring the Learning Progressions inform the development of core generic unit standards that assess these competencies
 - ensuring self-evaluation, programme and provider audit processes include literacy and numeracy.

Action - Raise workforce and employer awareness of the benefits of literacy, language and numeracy skills⁹

This work, outlined in the Skills Strategy Action Plan, will include a range of initiatives targeting employers, employees and industries and regions with high numbers of workers with low literacy, language and numeracy skills.

Why this is important

In addition to significant benefits outside the workplace, there is increasingly strong evidence that over time workers can translate literacy, language and numeracy skill gains into higher value - and higher paid - work. More skilled workers are also better able to adapt to changing environments, allowing firms to update working practices and products more rapidly. Low literacy, language and numeracy skills contribute to error, wastage and re-work, and to poor health and safety outcomes and high staff turnover in the workplace. These factors in turn contribute to New Zealand's relatively low productivity. Business and union groups regard addressing this challenge as a priority.

However, demand for work-based literacy, language and numeracy from employers and employees is currently relatively low. These approaches to raising awareness and stimulating demand have been successfully implemented internationally and can be adapted for use in New Zealand.

Action is therefore required to:

- raise awareness among employers and employees of the benefits and potential contribution of raising literacy, language and numeracy skills, and
- increase demand from employers and employees to match the increased number, quality, and relevance of learning opportunities that are being made available.

Specific tasks

Initiatives identified in the Skills Strategy Action Plan will include:

- the establishment of an employer network to champion work-based literacy, language and numeracy programmes
- strengthening the Council of Trade Unions' Learning Representatives Project's work with employees
- strengthening the industry skills leadership role of Industry Training Organisations in the area of literacy, language and numeracy within their industries
- a publicity campaign targeting the workforce.

In addition initiatives under this action will:

- explore ways of supporting relevant 'in house' training initiatives (based on the results of research into existing practice which is now underway)
- recognise employer commitment to literacy, language and numeracy skills initiatives through the development of new employer awards for implementation from 2009
- support the Upskilling Programme Office to provide brokerage advice to employers interested in initiating programmes to improve the literacy and numeracy of their employees.

⁹ Action four: Skills Strategy Action Plan.

Support will be provided to regions and industries with concentrations of employees with low literacy, language and numeracy levels to tackle this challenge.

The Department of Labour will be the lead agency for the work in this area. There will be a particular focus on identifying and working with regions and industries with the highest literacy, language and numeracy need.

The work will be done in close and on-going collaboration with:

- business and employer organisations including Business New Zealand, Chambers of Commerce, and industry associations
- The New Zealand Council of Trade Unions
- The Industry Training Federation and individual ITOs
- regional bodies and tertiary education providers, and
- other government agencies.

The mechanisms for delivery include network establishment and support, marketing, and the distribution of information through government agencies and other stakeholders who engage with firms.

Monitoring of progress and success indicators will be important for learning about the implementation of these specific tasks. A monitoring framework is being developed with other agencies by the Department of Labour that will measure the progress and impact of the package of proposed interventions. Success indicators will be developed by the end of 2008.

Research, evaluation and monitoring

A comprehensive programme of research, evaluation and monitoring is underway to provide an evidence base for the work that is being undertaken.

This programme has three aims:

- To develop and deliver a comprehensive and complementary cross-agency research, evaluation and monitoring work programme that both informs and measures the impact of the Action Plan.
- To develop a robust and useful research resource that can be used to identify further research needs and inform policy and practice.
- To communicate findings to a range of stakeholders so that research is used to inform them of and engage them in the use of findings.

The research and evaluation programme will focus on the areas of supply, demand and infrastructure building. In particular it will look at:

- The demand from employers and employees for training programmes that include literacy and numeracy and the economic and social impact of these programmes.
- The impact on initiatives aimed at raising demand, for example the information campaign, the Learning Representatives, the Employer Champions network.
- The impact and outcomes of supply side initiatives related to building the capacity and capability of providers.
- The impact and outcome of the infrastructure building programme.

Monitoring of the programme is discussed in the following section *How will we know we have made progress?*

We will work to engage a range of stakeholders in the research and evaluation programme, including government agencies, social partners, the ITF, employers and employees, and literacy and numeracy providers including universities, ITPs, wānanga, and PTEs.

The research and evaluation programme will adhere to the principles and guidelines from the SPEaR Good Practice Guidelines 2008. <http://www.spear.govt.nz/good-practice/index.html>

How will we know we have made progress?

The Literacy, Language and Numeracy Action Plan is focused on raising the literacy and numeracy skills of those New Zealanders with 'very low' or 'low' skills. We will know we have made progress towards this goal in a number of ways:

- We will monitor, and look for an increase in, the level of participation by individuals and employers in literacy and numeracy programmes.
- We will monitor and look for an increase in the supply and quality of learning opportunities.
- From 2011 we will use reporting on individual and overall literacy and numeracy skills gain from the Adult Literacy and Numeracy Assessment Tool to assess improvements in overall skill gain.
- From 2011 provider capability will enable further growth in learner numbers.

Raising literacy and numeracy skills is not an end in itself. We also expect to find that improved literacy and numeracy skills have contributed to a number of broader social and economic goals.

For individual workers we expect increased literacy and numeracy skills will contribute to increased attachment to work, improved progression to higher level qualifications and jobs, greater contribution within workplaces and enhancements to people's family, community and overall well-being.

In workplaces improved literacy and numeracy skills will contribute to improved workplace communications, improved health and safety and a range of business benefits such as improved retention, less waste and rework and better skills utilisation.

Raising people's literacy and numeracy skills can be expected to contribute to a more flexible, skilled and adaptable workforce who can contribute to improving competitiveness and productivity. Improved literacy and numeracy is also associated with improved social integration and a society where everyone gets the opportunity to participate, contribute and share in the benefits of a knowledge economy.

Weblinks and further information

Skills Strategy: www.skillsstrategy.govt.nz/

Tertiary Education Commission: information on the following can be found on the TEC website www.tec.govt.nz

- Learning Progressions for Adult Literacy and Numeracy
- Teaching resources
- Workplace Literacy Fund
- Investing in a Plan
- Training Opportunities and Youth Training.

Information on the Department of Labour work relating to workplace literacy and numeracy can be found on their website: www.dol.govt.nz

Adult Literacy and Life Skills Survey 2006 - New Zealand results: www.educationcounts.govt.nz

New Zealand Council for Trade Unions Learning Representatives: www.learningreps.org.nz

Government's website about the Schools Plus work: www.schoolsplus.govt.nz

If you require further information on any of the points raised by the Literacy, Language and Numeracy Action Plan please contact the Tertiary Education Commission Service Centre:

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