



Maximising the benefits of the  
Workplace Literacy Fund

**Prepared for**

**The Tertiary Education Commission**

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## Executive Summary

This research on the Tertiary Education Commission's Workplace Literacy (WPL) Fund was undertaken May-June 2015. It aimed to find out:

- Where government can make the greatest impact for individuals, their employers and the New Zealand economy in workplace literacy and numeracy training.
- The most effective ways of delivering workplace literacy and numeracy training to the groups who would most benefit.

The research was conducted through analysis of 2014 WPL Fund data; interviews with stakeholders and employers; a literature scan of good practice in workplace literacy programmes; and case studies in seven practice sites.

### *Stakeholder, employer and provider views*

The providers' responses show they are working hard to engage employers in programmes and this is challenging for many of them. They are, in the main, working in the high need regions (with the exception of Waikato) with high need industries. However what this approach shows is that the supply side drives demand, with providers working hard in both TEO-led and Employer-led strands to engage employers with programmes.

The particular challenges faced by providers include: the time it takes to convince employers about a programme; and the lack of knowledge about literacy and numeracy issues in the workplace; the scheduling of programmes in work time; getting company support at the right level.

When the data from the stakeholder and employer interviews are put with the provider survey data it shows providers need to work in the way they do as there is still a lack of awareness around literacy and numeracy skill needs and workplace issues that are underpinned by poor literacy and numeracy skills. While employers recognise this overtime, this awareness and identification of need has, in the main, come about as a result of the WPL work that is being done in their companies rather than through other information or communication sources.

While the stakeholders from industry associations had some awareness of literacy and numeracy and numeracy issues in their sectors, they did not know what could be done about it, or where to go to get support other than work through ITOs. Those stakeholders operating at a regional level have little awareness of anything related to literacy and numeracy. While they hear about skills issues they don't know what is happening to resolve them or the extent to which central government is working to resolve the issues by supporting employers through funded programmes.

Stakeholders and employers recognise there are foundation skills issues in workplaces, but need 'someone' such as government to step in and take the lead on this. In order to get

employers into upskilling their workforces there needs to be messaging about the business benefits. These messages need to be communicated through channels that employers access through their current networks.

#### *Considerations for the future to better engage employers*

- Given the overall lack of awareness that still exists in the market, the TEC could consider supplying more support for providers in terms of connecting them with employers, or making stronger connections with ITOs who have existing employer networks and who can operate in a brokering way to connect employers and providers.
- Alternatively it is essential to tap into existing networks rather than create stand alone TEC / Skills Highway networks.
- While the Skills Highway programme has tended to focus on the Employer-led strand and engaging employers with that, it is time to think about the bigger picture of employer engagement so WPL programmes become demand, rather than supply driven.
- Consideration could also be given to the requirements placed on the Employer-led strand compared to the TEO-led strand, particularly those related to the application and reporting process and the strict criteria of two years of funding.

#### *Findings from the WPL Fund data*

In 2014 the WPL funding reached current target industries (those identified in the 2006 Adult Literacy and Life Skills (ALL) Survey) and populations with high literacy and numeracy needs. While it is unclear whether the 2014 TEO-led reach is typical or atypical, it is likely to be the former given the funding is on plan with set providers. The Employer-led reach is likely to vary more on an annual basis given that it is a contestable fund. Data from both strands show where there is no, or limited supply, there is limited demand, such as in the Waikato region.

Programmes funded through the WPL Fund attract large numbers of Māori and Pasifika workers who are not likely to access programmes elsewhere for reasons including cost, time and family responsibilities.

Uptake of the WPL Fund is supply driven with providers “selling” programmes to employers. This does not mean they are delivering ‘off-the-shelf’ programmes. It is just that providers approach employers rather than the other way around.

#### *Key considerations for the future of the WPL fund*

- In terms of target industries, consideration needs to be given to shifting some of the focus to food processing, retail, accommodation and construction given MBIE’s forecast that these industries will account for 28 percent of the employment

growth. The data from the TEO-led programmes in 2014 show that these are the least attended-to industries.

- In terms of tracking where the fund is being spent, consider changing the reporting requirements to include an industry field to allow for easier analysis of the data.
- Review the impact of the change from 20-50 learners in the Employer-led strand and whether sustainability is a feasible requirement or the extent to which a company is likely to see overall business benefits when there are smaller numbers of workers delivered to.
- Continue with the funding stream given the MBIE forecast that by March 2018, low-skilled occupations will still make up 45% of the workforce.

### *Findings on good practice in WPL programmes*

In essence the WPL Fund is based on a per learner rate for 40 hours of delivery time. However this research shows WPL programmes are about much more than delivery as providers and employers negotiate their way through the set up and delivery of learning in the workplace. As such WPL programmes consist of seven elements that are iterative and interwoven. These elements are:

- Communicating - throughout the programme through conversations with management, supervisors and participants, using a variety of communication mechanisms
- Engaging with the issues – through talking about workplace issues or concerns and introducing the idea of the relationship between the issues and literacy and numeracy
- Identifying the issues – through an in-depth needs analysis undertaken in a variety of ways and looking for possible measurement metrics to assess the impact or benefits of the programme
- Planning – through the employer and provider working together on logistics, including scheduling, timing, participant selection, and grouping
- Designing and delivering – using the company data and documentation to design the programme around the needs of the workers as adult learners and delivering in a way that addresses their needs and the business needs
- Assessing – through using a variety of measures such as the Assessment Tool, established business measurement metrics, anecdotal evidence
- Sustaining – through career /qualification pathways, inclusion of good practice literacy and numeracy into workplace documents and training.

The findings from the practice sites and other research show successful workplace learning does not happen in an unguided and unplanned way. Rather it happens when there is collaboration and partnership between the employer, provider and the employee. This approach provides the opportunity for both business and individual growth.

## Background

The 2006 Adult Literacy and Life Skills (ALL) Survey data identifies Counties Manukau, Waitakere City, Waikato and parts of the South Island as having the lowest literacy and numeracy levels, (Lane, 2010). It also identifies the lowest skills as being in primary industries, manufacturing, construction, retail and wholesale trade, and health and social services, (Earle, 2009).<sup>1</sup> Recent statistical modelling by the Ministry of Education, (Earle, 2015) in preparation for the follow-up study, Programme for the International Assessment of Adult Competencies (PIAAC), shows that, “while there have been considerable shifts in the age structure and characteristics of the adult population these are likely to cancel each other out in terms of effect on average numeracy and literacy skills,” (p. 1).

In March 2015 the Ministry for Innovation, Business and Employment (MBIE) released its employment forecasts report, (Ministry of Business, Innovation and Employment, 2015) which shows that for the 2015-2018 period, opportunities for lower skilled workers in food processing, retail, accommodation services, business services and construction will account for 28 percent of the employment growth. In addition, by March 2018, low-skilled occupations will still make up 45 percent of the workforce.

Given the findings on literacy and numeracy and short- medium-term skill needs, it is clear there is a need to continue to upskill workers in low-skilled occupations. Therefore it is timely for the Tertiary Education Commission (TEC) to look at the extent to which the Workplace Literacy (WPL) Fund is contributing to this upskilling by reaching target industries, regions and populations. It is also appropriate for the TEC to determine good practice in workplace literacy programmes in order to inform its future work. The learning in these programmes is considered as foundation learning. As such it creates new opportunities and lays the foundation for future education and employment, (Ako Aotearoa, 2014).

## Introduction

The TEC’s Workplace Literacy (WPL) Fund is \$20million. It is divided into two strands, one of which is on plan with around \$16million spread across 20 Tertiary Education Organisations (TEOs) – the TEO-led strand. TEOs are able to work with companies over a two-year period. The other \$4million is a contestable fund for employers – the employer-led strand. Employers are eligible for funding for two years at \$3,700 per employee for 40 hours of learning. The learning is delivered in work time over a 10-40 week period.

Given that the WPL Fund is one of the TEC’s key mechanisms for building the foundation skills of workers, the TEC wanted to know more about:

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<sup>1</sup> Earle (2009, p. 6) also notes that, “People with the lowest levels of skill are most likely to work as agricultural workers, plant and machinery operators and assemblers or labourers.”

- Where government can make the greatest impact for individuals, their employers and the New Zealand economy in workplace literacy and numeracy training.
- The most effective ways of delivering workplace literacy and numeracy training to the groups who would most benefit.

This report is set out in two sections. Section One describes where the WPL Fund is being used, by region and industry, and gives stakeholders', employers' and providers' views on industry and regional skills needs and on the WPL Fund. This section provides answers to the following questions:

1. What is the current reach of WPL funded programmes? (region, industry, scale of programmes)
2. How is the current market reached?
3. Why do employers engage with WPL funded programmes? (drivers)
4. What would it take to change / improve the reach of WPL funded programmes? (drivers/leverage opportunities)

Section Two describes the features of good practice required for successful workplace programmes. It provides evidence of this from seven practice sites and provides descriptions and vignettes of these practices in action.

A description of the approach to the research can be found in Appendix One.

## Section One: Skills Needs and Workplace Literacy

This section explores regional and industry skills needs; describes where WPL programmes were running in 2014; and looks at how providers and employers engage with literacy and numeracy programmes in workplaces. The section concludes with a discussion on the extent to which programmes are running in the high need the regions and industries; delivering to the population groups who need to upskill in literacy and numeracy; and what the TEC might like to consider about how to better and further engage stakeholders and employers.

### Skills needs in industries and the regions

While the ALL survey and MBIE forecasting identified issues in regions and industry, eight stakeholders<sup>2</sup> and eight employers<sup>3</sup> provided their perspectives on skills' needs. As might be expected, given the stakeholders were both region and industry based, they held differing views on skill needs. These varied from skills issues at the high end, for example Information and Communication Technology (ICT) in Auckland and Wellington through to foundation skills issues in hospitality, construction, manufacturing and forestry. South Auckland was identified by three of the stakeholders as having particularly high needs. Here entry level

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<sup>2</sup> Stakeholders came from: a Chamber of Commerce; an Economic Development Agency; Four Industry Associations (Dairy, Forestry, Horizontal Construction, Building); a Union; and a Council Controlled Organisation.

<sup>3</sup> Employers came from food manufacturing (3); horticulture (2); construction (building completion); and health care. All had been involved with programmes funded through the Employer-led strand of the WPL Fund.

skills were seen as particularly low, as were the skills of youth. Yet there was demand for more skilled workforces across the industries.

- *We struggle to get workers and mainly get people from low decile schools. We are seen as the last resort [for work]. We also source labourers from WINZ. There is reluctance in the workforce initially [to take up this type of work]. (Horizontal Construction)*

The employers on the other hand were able to be very specific about their skills needs, particularly as they had been deliberately working on skills issues in their workplaces. All the employers noted issues with their low skilled work forces, with health and safety being the most commonly noted, along with communications skills and procedures not being followed. English as a second language was also an issue for two employers.

- *Unskilled health care assistants who are middle-aged women from different ethnic backgrounds ... [they have] difficulties with documentation, following procedures for lifting, personal cares. ... and with following instructions. The impact is we get a lot of disciplinaries, bullying, inappropriate communication. Employees use the wrong language around families and visitors. They are not listening to residents' needs or following the health code. Not taking responsibility for work they do. There are gaps in progress notes and when we get complaints there is a problem [as there is nothing to refer to]. (Healthcare)*
- *Impending health and safety legislation requires higher levels of literacy so staff can understand signs, warnings, fill in risk assessment sheets ... Also numeracy is important for recording hours and measuring productivity. Dyslexia is common, as are poor communication skills, especially given English is a second language for many staff. (Construction)*

The majority of stakeholders felt that there were considerable skills issues. They expressed concerns about English as a Second Language (ESOL) (in Auckland) and poor basic skills such as literacy and numeracy which have the downstream effect of impacting on health and safety, productivity, workers' ability to follow instructions and their inability to get their drivers' licences.

- *A major issue with numeracy – fractions, proportions, dividing up a paddock, etc. and later budgeting. Also some ESOL issues. The problem is that if it is not addressed then, students are impeded in their career development. (Dairy)*

At the high skill end there was concern that while people have the technical skills, they do not necessarily have the soft skills that are required for people to function effectively in the workplace.

- *Even industries with high needs are at odds over exactly what they want. Surveys in ICT reveal technical skills are needed but anecdotal evidence is that soft skills are in short supply. Wellington has a high value-add focus so skill needs are generally at the higher end to enable quick adaptation to emerging technologies. (EDA)*

Compounding the skills issue was the lack of training or what two stakeholders described as “haphazard training” and one described as “under investment” that does little to enhance entry level skills or the skills of those in the workforce. The stakeholders thought employers talk about the issues, but don't do anything in a joined up or strategic way.



- ... have a haphazard training regime. ITOs create programmes then organisations like [polytechnic] pick up bit and pieces like road compaction, health and safety, first aid. But there is not an elevator going on. (Horizontal Construction)
- The Industry feels it has been failed by [ITO], plus most polytechnics are hopeless at delivering forestry training Unit Standards. A few have stepped up recently by offering a new model for delivering training. (Forestry)
- Need to have off-site pre-entry training so that people can be usefully employed and can follow instructions, obey safety rules. Literacy, numeracy, basic workplace training would be huge. (Construction)
- It's limited to lots of noise as skill shortages are a hot topic in the region. This results in local political pressure to do something. However, the noise is not very sophisticated so seldom leads to strategic initiatives or focused actions. (EDA)

The employers have similar experiences about the lack of strategic or structured approaches they have previously taken to training their lower skilled staff, a part from three who said they provided health and safety training and two who sent individuals to external providers. (Note this lack of strategic approach was also found at the practice sites.)

Overall the stakeholders were not entirely clear about what is happening in their regions or industries in relation to upskilling generally, other than being aware of some specific initiatives. There was a sense that there was a lack of connection between the formal training sector (Industry Training Organisations (ITOs), universities and polytechnics) and the workplace.

The stakeholders had mixed views on the extent to which they thought employers think about literacy and numeracy being an underlying skills' issue, with two of the eight commenting that employers weren't aware it was an issue. However the others thought employers recognised there was an issue when workers show they are not able to perform their jobs or when health and safety was an issue.

- Quite a lot. When people can't obey signs, follow instructions, understand safety briefings, participate in safety assessments, their productivity is hampered. (Construction)

This view was supported by the employers' experiences where they said they didn't recognise literacy and numeracy was the issue until they started to see specific incidents of poorly completed forms; workers (particularly ESOL) not understanding what was being said to them; inability of workers to follow instructions and subsequent disciplinarys.

- I saw two employees using chemicals for cleaning and realised they couldn't read the labels. It was a safety issue. This prompted the company to invest in two years of literacy and numeracy training. Staff can now read labels and act safely. (Food manufacturing)

While stakeholders commented that employers, on the whole, recognised there was an issue, they didn't think employers have the capacity to take on upskilling staff themselves. Nor did the stakeholders see it as the employers' role - as is the case for industry specific, technical and practical skills - as employers lack time, capability, inclination, and money. It is particularly difficult for employers in remote locations and for small businesses. The

stakeholders' views were confirmed by the employers, most of whom have engaged an external provider to deliver their upskilling programmes.

### *So where to for a solution?*

The stakeholders were not convinced that government was the appropriate "go-to" for upskilling solutions and the extent to which government really knows how to connect with business. The stakeholders thought employers were wary, cynical even, about dealing with government given the bureaucracy and compliance issues in other areas, for example health and safety. Also that government was distant from the realities of everyday business. At the same time they held the view that employers don't want to speak out against government for fear of not getting funding when it is available.

To a certain extent this thinking rang true with the employers who spoke of the gap between employers and government and the idea that government doesn't engage with employers that well. It is exemplified at the micro level by what the employers described as a difficult application process in which most of them needed the support of a provider.

- *Never done anything like this before. Not an easy process, lots of emails, confusion, thinking we had done it right and finding out we hadn't. The problem was the company inexperience in such processes, but there must be a better process for doing this, especially for first-timers. Negotiating our way through funding applications is not core business for HR Managers. (Food manufacturing)*
- *Okay the first time around, but overall long-winded, especially when re-applying where the entire process has to be repeated rather than simply updating from the last application. The problem stems from high staff turnover in TEC. You never deal with the same person twice. The TEC doesn't understand our business realities or challenges. They don't seem to keep file notes from year to year. (Horticulture)*

However, having made comments about employers' wariness, stakeholders said they knew little about how government supports upskilling, particularly the TEC in the area of literacy and numeracy. As such two stakeholders thought there is an opportunity for some engagement and the TEC could work more closely with industry associations who could then assist their members to access funding.

Employers too knew little about how government engages with upskilling, with WINZ and ITOs being the only organisations they were aware of.

The employers and stakeholders think there is a range of ways TEC could get employers into upskilling. This revolves around two mechanisms:

- Messaging about:
  - the scale of the issue and how it affects business
  - business and business benefits
  - programmes and what they can offer
  - outcomes of programmes for businesses and individuals.

- Communicating through:
  - face-to-face meetings
  - events, including industry events
  - conferences
  - intermediaries such as the industry associations, Chambers of Commerce
  - skills brokers
  - written material
  
- *As an employer we need to provide cost effective solutions to shareholders. To have training unrelated to the business such as literacy and numeracy we probably couldn't sell this. But we can sell business communication, emails, as a link to business. The language is a barrier to business. Literacy and numeracy is like going back to school and invokes a certain expectation. Need to have business language so we won't get negative first reaction ... Needs to be tailored to business speak rather than government speak. ... People selling to organisations need to read up on business language. (Food processing)*

In spite of talking about possible communications mechanisms, six of the employers who have programmes running have not talked about their programmes and impact with other employers. They put this down to having limited opportunity to network, or working in a competitive environment, or that it just doesn't come up in conversation. Of the two who do talk about it, one says he talks informally about and is enthusiastic, but as it is early days he would like more evidence about the impact before talking more formally about it. The other employer said she, "Raves about it," with her network of employers in the same industry.

### ***So what do employers want?***

The overall thinking is that employers do not want to be swamped with materials and events so there is a need for a strategic approach. Also that programmes, or whatever is offered, need to be flexible, easy to access and affordable for employers. Also, within industries their needs to be a cohesive, structured approach so there is continuity and portability of training programmes.

Having said this, the five employers who have started running programmes deem them to be successful based on what they see happening for their employees. They variously cited examples of promotion, better compliance, improved understanding of health and safety, ability to work as a team, employees being more mindful of their actions, more engaged, and communicating better.

- *Great improvement in confidence and communication. Some operators would say it has improved their work and personal life, with children. In their projects, [they] looked at near miss reporting and what's important. They have a lot more understanding on near misses and those on the programme have talked to those on the shop floor about it. Another group worked on weights and measures. They have put a table (chart) in the weigh up area, to help them, and this helps from a quality point of view too. (Food manufacturing)*

In summary the stakeholders and employers recognise there are foundation skills issues in workplaces, but need 'someone' such as government to step in and take the lead on this. In order to get employers into upskilling their workforces there needs to be messaging about the business benefits. These messages need to be communicated through channels that employers access through their current networks. This finding is in keeping with previous research with employers who have accessed WPL funding, (Alkema, 2015). However once employers get upskilling programmes underway with the WPL funding they are clear that the programmes work and they see the business benefits.

## **WPL in the regions and industries**

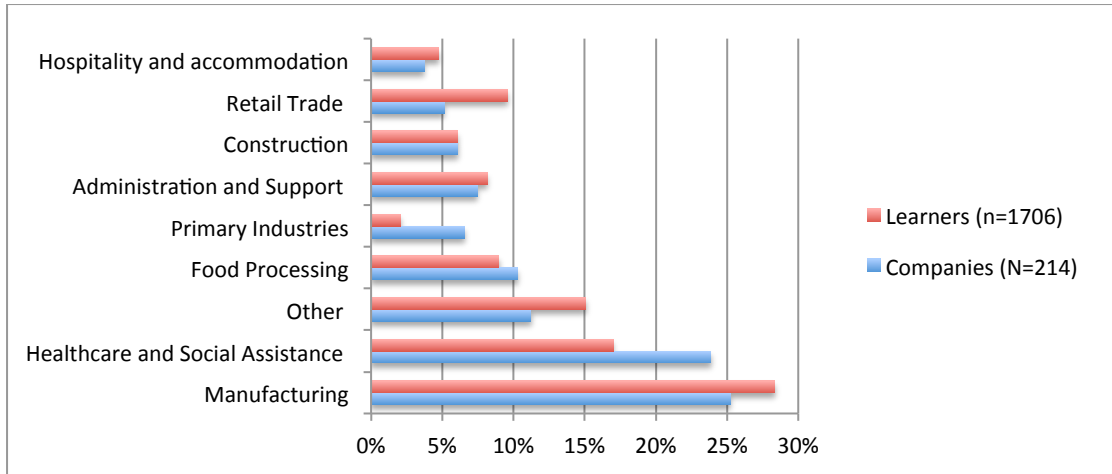
While the stakeholders had limited knowledge about what is happening at the macro level in their industries and regions and employers know what is happening at the micro level, one of the ways to gauge what is actually happening is to analyse TEC data and assess the extent to which the WPL fund is reaching the appropriate target groups and regions. To do this Heathrose Research analysed the TEO-led reports for June 2014 and employer-led final reports for 2014. These two data sets were selected as they were complete and from a relatively comparable time period.

### **TEO-led programmes**

In the six months, January-June 2014, providers reported delivering to 214 companies with 1730 learners. On average providers are working with around 15 learners per company (median is six). However there is considerable variation with the number of learners varying between 1-104.

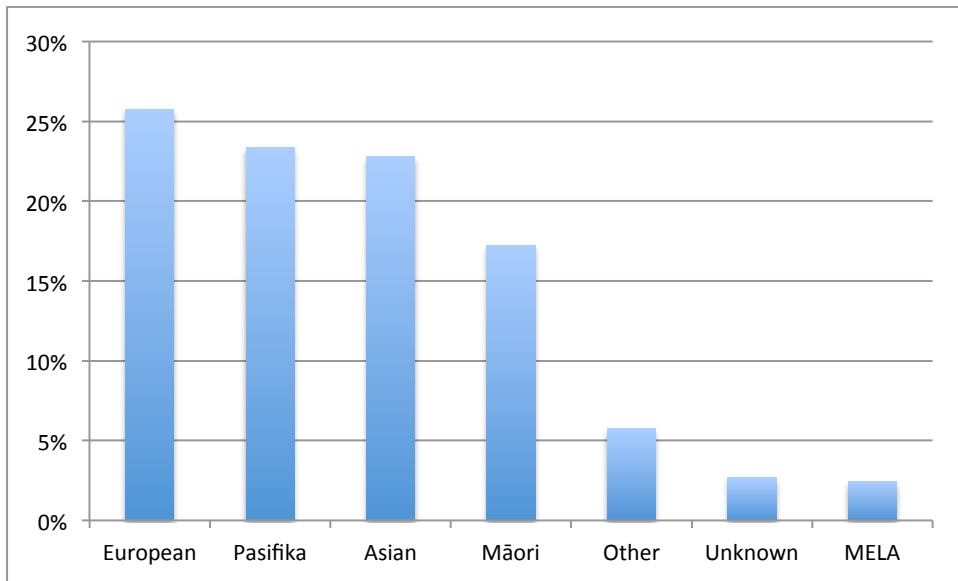
The figure below shows the percentage of companies being worked in by industry. It shows providers are, in the main, working in the target industries (i.e. those identified in ALL as having workers with lower literacy and numeracy levels). There is strong delivery in manufacturing and health care and social assistance, but primary industries could do with a stronger focus.

### **Figure One: TEO Companies and Learners by Industry**



When learners (N=1730) are looked at by region, the data show 53 percent of them are in Auckland, followed by 11 percent in Wellington, 10 percent in Canterbury, 6 percent in Manawatu and 5 percent in Waikato. The latter figure is a cause for concern given the low literacy levels identified in the Waikato region by the ALL data and the expected employment growth in the region in 2015-2018. However, as the figure below shows, programmes are reaching target populations.

**Figure Two: TEO-led Ethnicity (n=1728)**



The table below shows the numbers and percentages of Māori and Pasifika learners in the regions with the largest delivery in TEO-led programmes.

**Table One: TEO-led Māori and Pasifika Learners by Region**

Region	No. of learners	Māori	Pasifika

Northland	58	47%	12%
Auckland	915	8%	34%
Waikato	81	32%	16%
Bay of Plenty	138	43%	10%
Wellington	188	15%	14%

### Employer-led programmes

For comparative purposes the data for the employer-led strand are taken from final reports from 10 companies in the 2014 period. There were 695 learners across these companies. Given the funding requirements at that time to work with 50 learners per company, and less funding in this strand (\$4million as opposed to \$16 million), there are fewer companies being worked with than in the TEO-led strand. The industries worked with were:

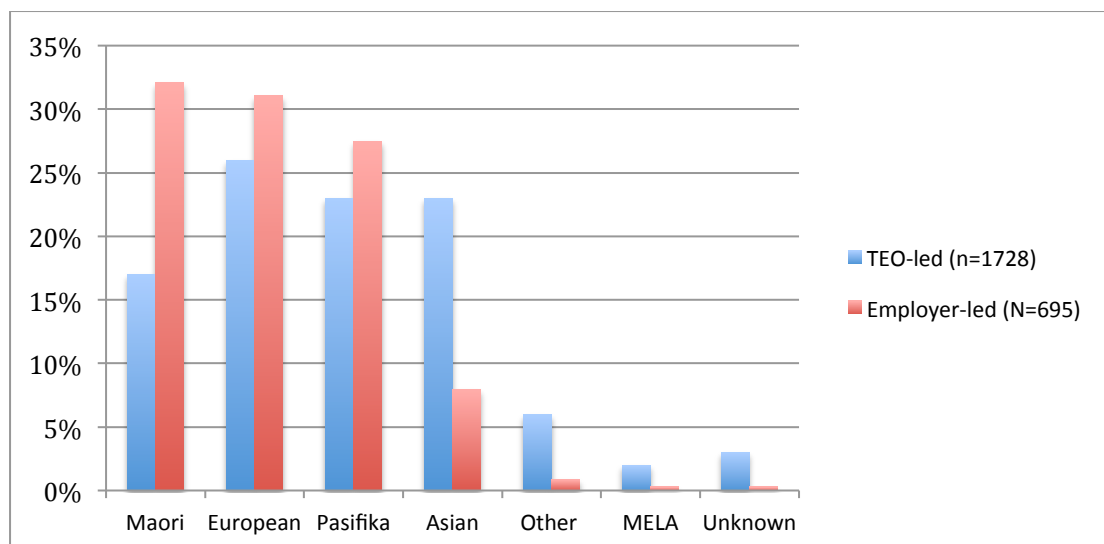
- Manufacturing: 3 companies, 227 learners
- Food processing: 3 companies, 200 learners
- Construction: 2 companies, 160 learners
- Logistics: 1 company, 54 learners
- Horticulture: 1 company, 54 learners

When learners are looked at by region<sup>4</sup>, the data show 48 percent of them are in Auckland, followed by 12 percent in Manawatu-Wanganui, and 10 percent in Waikato. As with the TEO-led strand, the Waikato figure is cause for concern. However there is delivery in the smaller regions such as Gisborne (eight percent) and Northland (five percent), which doesn't feature strongly in the TEO-led delivery.

The ethnicity data in the employer-led strand shows a slightly different breakdown to the TEO-led where there is a larger percentage of Māori learners and fewer Asian learners.

### Figure Three: TEO / Employer-led Ethnicity Comparison

<sup>4</sup> Note, one company did not provide regional information for 54 learners so the percentage here is calculated on 641 learners rather than 695 learners so are an approximation rather than a true record.



The table below shows the numbers and percentages of Māori and Pasifika learners in the regions with the largest delivery in employer-led programmes.

**Table Two: Employer-led Māori and Pasifika Learners by Region**

Region	No. of learners	Māori	Pasifika
Auckland	308	18%	56%
Manawatu-Whanganui	81	49%	11%
Waikato	63	35%	6%
Gisborne	52	81%	0%

### Comment

The data show that in 2014 the WPL funding reached current target industries and populations with high literacy and numeracy needs. It is unclear whether the 2014 TEO-led data is typical or atypical, but it is likely to be the former given that the funding is on plan with set providers. The Employer-led is likely to vary more on an annual basis given that it is a contestable fund.

Programmes funded through the WPL continue<sup>5</sup> to be an important mechanism for attracting Māori and Pasifika workers who are not likely to access programmes elsewhere

<sup>5</sup> The Māori and Pasifika and European data is similar to that reported in other New Zealand research on the WPL fund (Department of Labour, 2010) which showed of the 343 learners in 18 programmes, 29 percent were Pasifika, 28 percent were Māori, and 27 percent were European.

for reasons including cost, time and family responsibilities, (Earle, 2011). It is also important for two other reasons. The ALL survey shows 79 percent of the Pasifika population and 73 percent of the Māori population are at Levels One and Two for literacy and numeracy, (Satherley and Lawes, 2008). In addition, while participation rates in industry training have declined overall between 2010 -2013, the decline was steeper for Māori and Pasifika people. Māori participation dropped from 11 percent to 7.4 percent and Pasifika from 27 percent to 12 percent, (Ministry of Education, 2014).

A comparison between the TEO-led and Employer-led data shows the latter strand funds programmes with larger numbers – given the then funding requirement for 50 learners, although this will change with the drop from 50 to 20 learners as a funding requirement. Given the larger numbers there are more likely to be noticeable business benefits and an increased likelihood of sustainability mechanisms.

### *Considerations for the future*

- In terms of target industries, consideration needs to be given to shifting some of the focus to food processing, retail, accommodation and construction given MBIE’s forecast that these industries will account for 28 percent of the employment growth. The data from the TEO-led programmes in 2014 show that these are the least attended-to industries.
- In terms of tracking where the fund is being spent, consider changing the reporting requirements to include an industry field to allow for quick analysis of the data.
- Review the impact of the change from 20-50 learners in the Employer-led strand and whether sustainability is a feasible requirement or the extent to which a company is likely to see overall business benefits when there are smaller numbers of workers delivered to.
- Continue with the funding stream given the MBIE forecast that by March 2018, low-skilled occupations will still make up 45 percent of the workforce.

### **Targeted supply**

While it is clear from the data that high need industries and, for the most part, regions are being reached by the WPL Fund it is important to know the extent to which this a ‘deliberate act of targeting’ and how providers go about engaging employers with programmes and in upskilling their workers. To find this out the 29 preferred suppliers listed on the Skills Highway website were sent a short, online survey. Eighteen providers started the survey with 15 of them completing it, a 52 percent response rate.

The providers who responded to the survey deliver in all the regions across the country with the largest numbers delivering in Auckland (10), Waikato (10)<sup>6</sup> and South Auckland (8), followed by the West Coast, Southland, Otago with two providers each delivering in these

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<sup>6</sup> Note, this is at odds with the small amount of delivery recorded in the TEC data.



regions. The lowest delivery was in Gisborne (1). Eight providers delivered programmes to between 1-5 companies, while just under third (5) delivered to more than 11 companies.

Eight providers delivered to between 30-59 learners and five of them to over 200 learners.

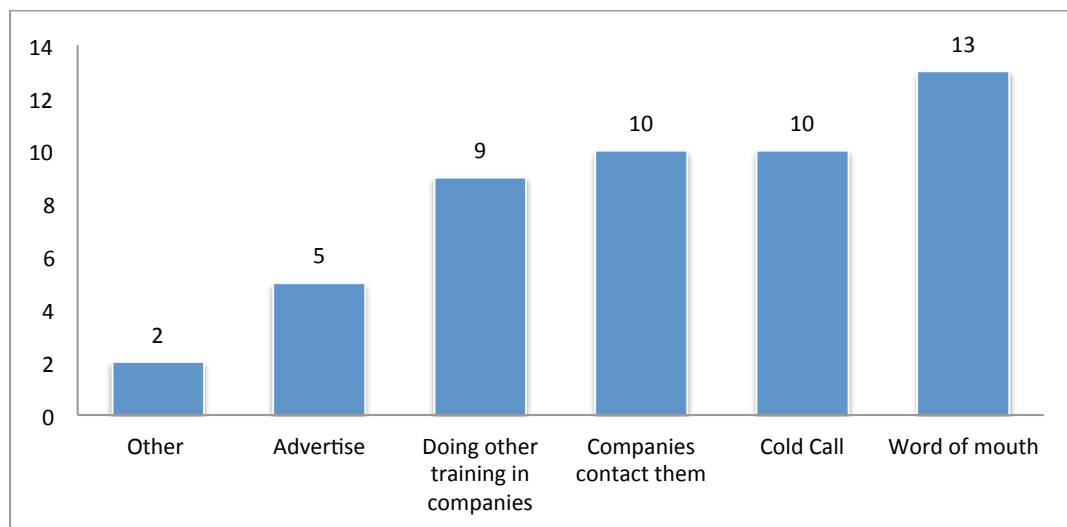
In terms of industry sectors,<sup>7</sup> manufacturing was the largest delivered to (14), followed by food processing (9), and construction (9). A third of the providers also delivered to administration and support; healthcare and social assistance; and primary industries. The least delivered to sectors were wholesale trade (3) and mining (2).

The majority of providers (15) said they always deliberately target the high need sectors of primary industries, manufacturing, construction, retail and wholesale trade, and health and social services. Their reasons for this were mainly because this is where workers with high literacy and numeracy needs are and as such a concentration of learners who make programmes viable.

- *Because that is where the high need employees normally are, in particular Māori and Pasifika learners.*
- *These companies and potential students are more likely to recognise the value of the programme during needs analysis. We are likely to achieve bigger LLN and personal gains for learners. There is likely to be bigger productivity gains made by these industries/companies.*
- *Fertile ground for the uptake of funding! They tend to have the highest need, and also the highest demand from organisations to upskill their employees.*

Providers use a variety of ways to get in touch with and engage employers as shown in the figure below.

**Figure Four: Contacting and engaging employers (n=15)**

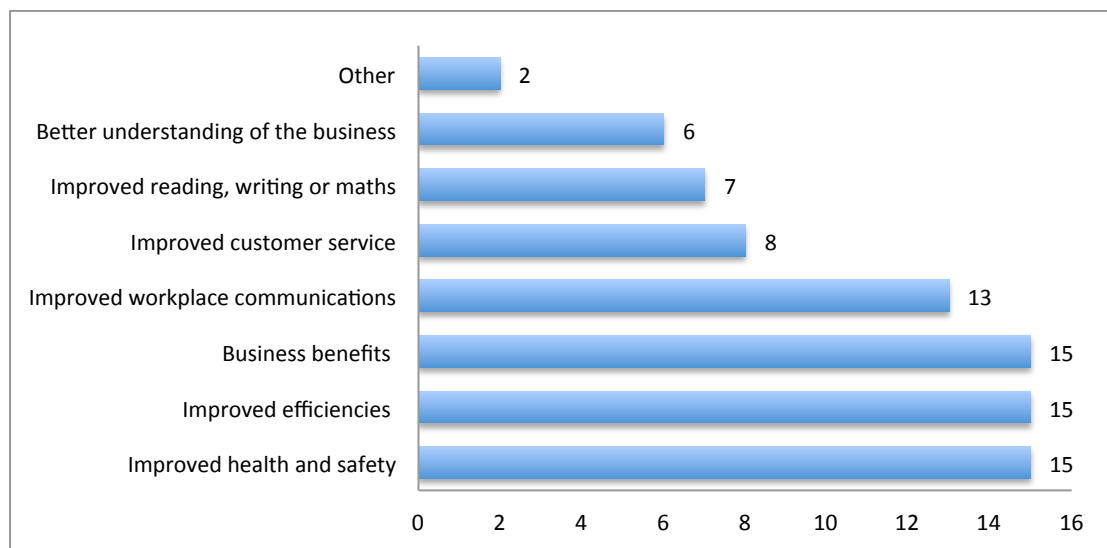


<sup>7</sup> Respondents were provided with a list of industries based on the Australia and New Zealand Standard Industrial Classification (ANZSIC) codes.

This figure shows providers both rely on their reputation as good deliverers of programmes and they need to market themselves and be proactive with employers. This is attested to by over half the providers (10) saying they ‘cold call’. Engaging employers is on the whole challenging for the providers, with only two saying it is ‘easy’ or ‘very easy’; eight saying it is ‘sometimes easy’; and five that it is ‘never’ easy.

Providers use a number of messages to promote the benefits of literacy and numeracy upskilling to employers.

**Figure Five: Messages for employers (n=15)**



Of note about the messages used to promote upskilling are the generic business improvement messages, with factors associated with literacy and numeracy being mentioned by fewer than half the providers. This approach is in line with what stakeholders and employers say they want about the messaging. However, it is at odds with the providers’ responses about whether they use the words ‘literacy and numeracy’ with employers with the majority (13), saying that they do. Although it is not clear at what stage these messages are used. Interviews with employers and at the practices sites suggests the messaging about literacy and numeracy comes once there is engagement about a programme, at the application stage (for Employer-led) or at the training needs analysis stage.

Providers cited a number of challenges they face when engaging employers, both at the outset and during programmes. These include:

- Logistics and scheduling programmes in work time (i.e. the need to prioritise business over training) (6)
  - *Scheduling programmes to meet the seasonal needs of the companies.*
  - *The sheer challenge of letting employees participate in 40+ hours of training in small bites. Companies are operationally driven and do not think strategically.*

- *Concerns about people being taken off the floor.*
- Finding company / management support at the right level (5)
  - *Changing senior teams and decision makers.*
  - *Sometimes the person nominated to oversee PD agrees with the programme but a higher manager may not come on board causing delay or non-committal.*
  - *Often it is difficult to engage at the supervisor/team leaders' level.*
- Getting into companies and the time it takes to convince employers that literacy and numeracy is the upskilling solution (4)
  - *Literacy provision isn't their core business and they are usually so busy it's difficult to get a foot in the door.*
  - *Time. It often takes months/years to sow the seed and go from an idea to actually delivering something.*
  - *As an employer-led provider, it is difficult to offer pilot 'try before you buy' sessions for fewer employees (or a shorter course) in the initial stages. The funding round is open for a very short period of time.*
- Lack of knowledge that literacy and numeracy are issues in the workplace (3)
  - *Employers will often say, we don't have a literacy problem, so you are trying to engage in a them in a problem that doesn't exist, or which is someone else's responsibility.*

Other challenges included: employers' lack of understanding about the benefits (2) and the length of time it will take to upskill employees (1); and poor previous experiences with providers who, "have baffled and confused them with a lot of jargon or who have offered 'free training'".

Providers thought they could be helped in a number of ways to better engage with employers. The key points they made include:

- More promotion of literacy and numeracy messages by central government / TEC so that employers are better informed about the issue and the fund (7)
  - *Dedicated people and a national advertising campaign to bring employers on board and show evidence of success.*
  - *Possibly more advertising of the benefits of workplace literacy and/or more funded resources and time to market programmes. Possibly a workplace champion/ambassador who could help 'sell' the training to companies.*
  - *More media attention by central government to illustrate the literacy issues affecting workplace productivity and wellbeing.*
  - *More information from TEC around what employers can use / assistance available to develop in-house programmes at the conclusion of two years in WPL.*
- A more flexible approach to funding use (5).
  - *Being able to work with a number of employers at a central location and bring smaller groups together. 20 is still significant for most employers to get their heads around. No restriction on the number of years a company can access funding, i.e. funding going beyond two years*
  - *Possibly more flexibility around hours and delivery.*

- More transparency / certainty about the employer-led fund (3)
  - *The process for employers accessing TEC WPL funding has been very cloudy in terms of deadlines /windows etc. This uncertainty makes it hard for businesses to plan and for us to advise. It would be easier to sell shorter programmes to employers.*

Individual comments were also made about:

- Providers wanting to have information about which companies had already been worked with so providers could focus on those that have not yet had programmes
- Subsidies for employers to cover the cost of releasing staff
- More funding needed
- The need to reduce the number of approved providers

Seven providers made additional comments at the end of the survey, with three of them raising further points about the lack of flexibility in the funding model with particular regard to:

- Tutors not being able to be paid when learners do not show up – which causes a downstream effect of not being able to attract good tutors
- The need to be able to work with small companies who have less than five workers – this is particularly relevant in South Auckland
- The rigidity of the employer-led fund, including short funding rounds, lack of opportunity to have pilot or short courses, the two year requirement.
  - *Another challenge is the two-year requirement. We know that many employers are accessing year after year of funding through providers. Big companies in low margin sectors will always need support in this space. Even when they move to self-funded initiatives it's only natural they will require ongoing funded support. The presence of a specialist on site means the sustainability issues can be more closely encouraged and monitored. Employer-funded models have greater restrictions on who is eligible ... Providers are not bound by the same rules.*

### Comment

The providers' responses show they are working hard to engage employers in programmes and this is challenging for many of them. They are, in the main, working in the high need regions with high need industries. This is confirmed by their reporting data.

This approach also shows the supply side drives demand, with providers working hard in both TEO-led and Employer-led to engage employers with programmes. It also shows that where there is no, or limited supply, there is limited demand, such as in the Waikato region.

When the data from the stakeholder and employers are put with the provider survey it shows providers need to work in this way as there is still a lack of awareness around literacy and numeracy skill needs and workplace issues that are underpinned by poor literacy and numeracy skills. While employers recognise this overtime, this awareness and identification

of need has, in the main, come about as a result of the WPL work that is being done in their companies<sup>8</sup> rather than through other information or communication sources.

The stakeholders from industry associations had some awareness of literacy and numeracy and numeracy issues in their sectors, but they did not know what could be done about it, or where to go to get support other than work through ITOs. Those stakeholders operating at a regional level have little awareness of anything related to literacy and numeracy. While they hear about skills issues they don't know what is happening to resolve them or the extent to which central government is working to resolve the issues by supporting employers through funded programmes.

### *Considerations for the future*

- Given the overall lack of awareness that still exists in the market, the TEC might want to consider supplying more support for providers in terms of connecting them with employers, or making stronger connections with ITOs who have existing employer networks and who can operate in a brokering way to connect employers and providers.
- Alternatively it is essential to tap into existing networks rather than create stand alone TEC / Skills Highway. This point has previously been made by stakeholders and employers (Alkema, 2015) and has been reiterated here.
- While Skills Highway has tended to focus on the Employer-led strand and engaging employers with that, it is time to think about the bigger picture of employer engagement so that WPL programmes become demand, rather than supply driven.
- Consideration might also need to be given to the requirements placed on the Employer-led strand compared to the TEO-led strand, particularly those that relate to the application and reporting process and the strict criteria of two years of funding.

## **Section Two: Effective Practice in Workplace Literacy Programmes**

The current requirement for WPL funding is approximately 40 hours of face-to-face delivery in work time. Given that this delivery is likely to happen in different ways, the second stage of this research project used a case study approach at seven practice sites to ascertain how WPL programmes are developed, organised and delivered and how this leads to successful outcomes for individuals and the companies they work in.

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<sup>8</sup> This point was also made by a different group of employers interviewed in 2014 for the Skills Highway Review (Alkema, 2015).

## Research approach used at the practice sites

This stage of the research started with a scan of existing literature on workplace literacy programmes (See Appendix One) and from this a framework of good practice indicators was developed and has since been refined. (See Appendix Two). The interview schedules for employers, tutors and learners were developed based on the key elements identified in the literature, namely:

- Communicating
- Engaging with the issues
- Identifying the issues
- Planning
- Designing and delivering
- Assessing the impact
- Sustaining

Although not articulated in the literature these elements incorporate theories in action that build from both organisational learning theory related to double loop learning<sup>9</sup> and learning theories, including adult learning theory.<sup>10</sup>

In order to get a mix of industry, region, TEO-led and employer-led programmes we used a purposive sampling approach to select the practice sites. Three volunteered to participate.<sup>11</sup> The remaining four sites were selected on the basis of their region and industry. The practice sites were:

- Company A, door manufacturing, large urban
- Company B, construction, large urban
- Company C, drug pharmaceutical manufacturing, large urban
- Company D, food processing, large urban
- Company E, food processing, provincial urban
- Company F, kitchen manufacturing, provincial urban
- Company G, packaging, provincial urban

At the practice sites, data were gathered through interviews with the person responsible for the programme within the company; the programme provider and/or tutor; and learners. (34 interviews). In addition a focus group with five learners was conducted at one site and lessons were observed at two sites.

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<sup>9</sup> Argyris (1991) which sees organisations reflecting on the root causes of issues, putting in place a solution and then reflecting on the outcomes and assumptions on which these were based and then rethinking their approaches to organisational development.

<sup>10</sup> These theories include Lave and Wenger's (1991) situated learning theory; Bandura's (1977) social learning theory; Merizow's (1990) transformative learning theory; and Knowles (1984) adult learning theory.

<sup>11</sup> Providers were asked as part of the survey whether they were interested in participating, with 10 of the 15 saying they were.

## Elements of good practice

Establishing, delivering and sustaining learning programmes funded through the WPL Fund is a complex process as workers and employers attend to the conflicting priorities of production and learning and keep within the funding parameters of the WPL. Namely, 40 hours of delivery within work time over a 10-40 week period. WPL programmes are more than just learning programmes. Delivered in the appropriate way and to sufficient numbers they can be also be seen as part of wider organisational development programmes.

Each of the seven elements of practice was explored at the practice sites. While these are described separately they do not necessarily happen in a linear way within companies. Communication, measurement and sustainability are interwoven throughout a programme.

### Communicating

Communication is more about ‘small c’ communication rather than shouting it from the roof tops ‘big C’ communication, but there is something about that too – more often associated with ‘Celebrations’. Communication is required throughout a WPL programme and is why it is described first.

Communication happens throughout the course of a workplace literacy programme. It is about, ‘What is said to whom, when and how’. It is a process that is layered and iterative. It is about what is said about literacy and numeracy – or not, as the case maybe.

- It starts with the initial communication an employer (at senior management or decision-making level) has with a provider around the business needs and needs of employees. The purpose of this communication is to inform or persuade the employer about the benefits of a programme or encourage them to get one underway. The conversation may also be about the range of funding opportunities available.
- Once a decision is made to have a programme, communication continues through conversations with supervisors. These people are key enabling agents who essentially “allow” workers off the job to participate in training. The purpose of these conversations is to inform and persuade supervisors about the programme and equip them with the tools to encourage and support potential programme participants.
- In turn it continues with messaging to employees. The purpose of these messages is to encourage and support employees to participate in the programme.
- Once the programme is underway communications between employer and provider continue. It is a two-way process where the provider talks about the progress being made by employees and in turn the employer talks about what is starting to happen in the business.
- Communication culminates with a celebration for the employees on the programme.

Communication happens in both formal and informal ways. It may be formal presentations to senior management before a programme starts about “why get a programme going”? There may be ongoing attendance at company meetings by the providers and/or progress reporting by a provider to the employer. Less formal mechanisms are the corridor conversations, with supervisors, Health and Safety managers – the happenstance meetings or deliberate (but informal) acts of communication with workers on the shop floor or in their smoko rooms.

The messaging is around business benefits, return on investment for managers and about upskilling for employees. In all but one practice site those interviewed were adamant that the messaging was not about literacy and numeracy because of the perceived stigma associated with this.

In Company B the provider met with divisional managers to enthuse about the programme and build internal support for the training. She provided a short amount of information about the programme and then left time for managers to ask questions about how it might work and what would be involved with assessment. Her focus was on business issues where she asked questions such as, “How many people do you employ to fix issues or check over the accuracy of data?” The provider calls this the ‘desensitisation’ period. In addition to talking with management, the provider also spent time in the smoko room talking with participants about the course, always avoiding using ‘literacy and numeracy’ terms. Here she thinks the key is to be enthusiastic about this learning opportunity and to stress that it isn’t like school. Her preference is to describe the training as ‘upskilling’ and learning ‘tips and tricks’ to be better at work

In Company C communications start with conversations at the General Manager and Human Resource manager level. Once the programme is underway the provider has continuous engagement with senior management at the monthly staff meeting and attends, on occasion, the daily quality meetings. The messaging at this company differed to the others as the majority of the workforce is ESOL learners. In keeping with this, the messaging about the programme is that it is about, “literacy, pathways and English”. However it is branded as ‘rOpex’ with its own logo, so it is being talked about in a business way.

Communication is not just about the provider being the deliverer of messages. It also includes providing company staff with the tools to use to communicate with the workers. In Company G the provider developed a poster about the programme that could be used as communication tool and also talked with supervisors about how to talk with workers about the programme.

Communication is not one way – i.e., top-down. At two of the sites there were opportunities for participants to communicate with management through their end of programme presentations.

At the end of the programme in Company C participants communicate back to management the opportunities for improvement (OFIs) they developed during the programme. The manager noted, “*These ideas have not surfaced in the past either through a suggestion box*



*or when employees have been asked for their views.”* The manager was overwhelmed by the seemingly simple suggestions that had come from staff on the programme. He believes staff are able to think about these “little things” that management doesn’t have the time to focus on.

Key actions for communications throughout the programme:

- start with messages about business benefits
- talk with the right people at the right time – i.e. senior management, training coordinators, supervisors, participants
- report on progress
- celebrate success

### Engaging with the issues: Starting the conversation

Of the seven companies, five were approached by the provider and two programmes came about as a result of the company initiating the contact. Of interest here is that six companies had previous experience with their provider. This experience came through knowing providers from previous workplaces, through contacts or through having other training programmes delivered by the provider in the company. So while the programmes were provider-initiated, the companies were going with someone they knew about and trusted. This is in keeping with the ‘word-of-mouth’ findings in the provider survey.

Company A initiated the contact with the provider. The company manager had worked with the provider in a previous work place and wanted to get a programme underway as he had noticed that when he arrived at the company there was no history of internal promotion and a high level of disengagement and frustration amongst the staff. Some parts of the business also had high staff turnover. The manager at Company A wanted to give staff skills and qualifications, both in literacy and numeracy and manufacturing as well as developing their sense of worth. The company also saw the literacy programme as a stepping stone to introduce lean manufacturing qualifications into the workplace.

The manager from Company D had been involved with a workplace literacy programme at a previous company. Then during the annual engagement survey she realised there were issues at the company with people not applying for jobs as they could not read the application forms. There were also issues with staff (those with English as a second language (ESOL)) not being able to read signs. The provider had worked in the company on a health and safety training programme that had been successful so the company worked with them to set up a literacy and numeracy programme.

The provider had had conversations with Company E over quite some time. The employer-led fund was seen as a way to engage the company and the conversations were around its flexibility and what can fall into the scope of delivery. The company saw 40 hours of learning time as attractive and feasible. The provider had previously run a leadership programme that had included staff from Company E and this “helped to sell” the literacy and numeracy programme as those staff had all been positive about the training.

The provider of services to two of the companies had initial conversations with employers based around two areas: Workplace issues at the site and the extent of these – i.e. at individual, team or site level; staff issues at the site and whether the extent of issue is unknown, or is a minor or major problem. The terms used are around business-based activities. This approach is in keeping with what stakeholders and employers say they want and with what other providers say they do with the employers.

The companies all recognised they had literacy and numeracy training needs in their workplaces, although they did not talk about them in this way unless they were ESOL related. Various companies talked about wanting to work on skills for now and for the future.

*We get very busy in April and May and staff have varying degrees of emotional skills and some are not able to cope with stress. They needed verbal techniques and to be able to use these for diffusing situations when things get difficult. (Employer G)*

*There is a need for employees to communicate more in English. The risk with not communicating in English means there is the potential for something disastrous to happen. (Employer C)*

Company F talked about how they had noticed that staff would get plans and then ask a lot of questions about them. The employer finally realised this was because the staff couldn't read the plans. They had expected staff with trade qualifications to be able to do this, but acknowledged that 'older guys' are really good at hiding the fact that they cannot do the paper work.

Company B was looking for a solution for a current problem relating to poor or incorrect completion of business information (e.g., incident reports, time sheets). The company also has a future need as they are currently investing in smart phones for staff loaded with the Application Messaging Service (AMS) application so staff can provide business information on-the-go using the new technology.

While the employers recognised there was an issue, the causes of the issue become clearer as they have conversations with providers. However, getting to a point of agreement about a programme takes time and conversations with the right people.

Within Company A the programme was initiated by the manager, but it took two years to convince senior management to get it underway. Once the manager had built up enough trust within the company to implement a programme, he chose to start when the business moved premises and lost 35% of its floor space, by selling the WPL programme as a way of making the workforce more efficient during the downsizing.

Senior management at Company D didn't need much convincing. But a Return on Investment case had to be made to balance the time taken away from production against the benefits of a programme. In this company, the provider, supported by the training manager, made the case, *"We put a meeting together and talked about business outcomes and engagement levels. We also talked about how we employ these people and we need to develop them."*

The other companies required no convincing, mainly because they had seen the success of other training and with one company the idea of it being “free” sold it to them. The key factor with all the companies was talking to the right people and the right time.

*We got on to the right decision-maker and had the right conversations. (Provider E)*

The key actions that lead to engagement are:

- Have conversations about business
- Make a business case based on business issues
- Get to the right people in the company
- Have someone in the company who is prepared to work-for, promote or champion getting the work underway

### Identifying the issues

While the initial conversations are around business issues the finer grained analysis and planning starts once funding applications have been successful in the employer-led or agreement has been reached in a TEO-led programme. This is a key stage of the process as any programme for adult learners needs to be real, relevant and relate directly to their learning needs. At the same time any programme in the workplace must meet business needs in terms of what the business would like to see improved.

This phase of a workplace literacy programme requires gathering data from the workplace. This can be done in a range of ways. The company may have data available, e.g., production data, health and safety data, waste data, timesheets, engagement surveys that can be used to assess any workplace issues the employer may want attended to in a programme. In this phase the providers can also assess the types of tasks workers undertake; assess the worksites; review any workplace documentation (e.g., health and safety material; induction training); and have conversations with management and supervisors.

*There are discussions with the site manager and training co-ordinator. We took notes and developed ideas for how the programme could be run. We also had some of their documentation. (Provider E)*

*Part of the pre-course is conducting a needs analysis to either confirm with the company there is a need for the TEC funded literacy and numeracy training or to suggest an alternative. ... Time is spent with the tutor going through company health and safety and induction policies. This then allows the tutor more freedom [to walk] the factory floor. An absolute necessity as on occasion we teach next to them on the line if they can't be released from their job. (Provider A)*

Provider A noted the importance of spending about three weeks in a ‘meet and greet’ phase which familiarises her with the factory, the work processes, the team leaders and one-on-one time with employees on the factory floor. Provider A considers this the most important

investment at any stage of the programme, as not only does it familiarise her with the workplace it also allows her to do some 'soft assessments' of employees' skills. Time is also spent observing individual jobs. This helps tutors to map the job skills to the Learning Progressions<sup>12</sup> so that once the Literacy and numeracy for Adults Assessment Tool (the Assessment Tool)<sup>13</sup> is used, any gaps between literacy and numeracy skills and the job requirements can be seen.

At this stage it is essential to consider some metrics for measuring the impact of the learning programme. Only one of the practice sites spoke of having measurements in place, and there is real benefit in doing this, particularly if employers want to think about the return on investment they are getting for the training. However, while only one site talked about having measurement indicators all the employers, providers and programme participants were able to talk about the outcomes of the programme.

The key thing at this stage is the development of a partnership between the employer and the provider. The employer knows the work place and the issues and should be in the driver's seat around what needs to be addressed. The provider's role is to gather evidence to underpin the design and delivery of the learning programme.

The key actions in the identifying issues stage are:

- Identify the issues
- Gather evidence from the workplace to support the design of the programme
- Start to think about measurement metrics based on the workplace issues

## Planning

There are a number of tasks associated with the planning stage of a programme. At the high level is thinking about where and how the programme fits into the company's training and development programme (where there is one) and career pathways. This was mixed at the practice sites with seemingly little attention being paid to it. At one site a programme had acted as a catalyst for getting a career pathway established, with the provider initiating this. However, two employers talked about getting people the skills they required so they could go into leadership roles and three others talked about people getting the skills they require to progress on to industry training. So they are thinking about progression. It is clear though that this is an area that needs to be more strongly considered at the outset as it helps to create the platform for sustainability.

As might be expected the logistics / scheduling was uppermost in the employers' minds as production takes precedence. Key to making this work is getting the supervisors / team

<sup>12</sup> Further information can be found on <http://www.literacyandnumeracyforadults.com/resources/354426>

<sup>13</sup> Further information can be found on <http://www.tec.govt.nz/Resource-Centre/Software-tools/Literacy-and-Numeracy-for-Adults-Assessment-Tool/>

leaders on board as they are responsible for releasing staff. This is where good communication really comes into its own. The better the supervisors understand the programme the more likely they are to try and accommodate the release time.

At Company E the provider held discussions with the training co-ordinator who she saw as being pivotal to making the scheduling happen. There was liaison between the training co-ordinator about how to get staff released and working release time around shifts. As the programme progressed the provider had to be flexible and accommodate the seasonal shut down that occurred earlier than anticipated. They accommodated this by increasing the number of delivery hours in this slower work time.

*It's not easy trying to run a business and getting people off the floor for training. We went back to supervisors and talked about how to fill holes when people are in classes. We looked at some casual workers we can get in to fill holes. Not easy. (Employer E)*

Employers and providers grapple with running programmes around rotating shifts, employees who work away from a central site, annual leave, and employees who need extra time to get to class if they need to work around hygiene requirements. Sometimes workers came to class before or after shifts and were paid for this time.

The workers provided their perspective on being off the floor. For some of them it was challenging and sometimes stressful as they realised that work was backing up and would still need to be dealt with on their return to the floor. For others it was not an issue.

*This course went on for weeks. The time could have been better spent. I didn't enjoy the combination of being told to go and the pressure of work. I was thinking, 'I don't want to be here. I've got all this work to do and it's not getting done'. (Employee F)*

*I was told. I didn't mind. It is a couple of hours off work. (Employee G)*

Along with when to get workers off the floor the decision needs to be made about how long to get them off the floor for. The practice sites varied from 2 ½ - 4 hour sessions. The decision about size of groups and who to put together also needs to be made. At some sites it was cohort groups of people with similar jobs at others it was people from different areas coming together.

At the practice sites there was some surprise learning about groupings. While originally most employers and providers thought it would be ideal to get groups who work together to learn together this was not possible in the work environment. Hence employees from different departments were put together. This had the unexpected outcome of employees learning more, firstly about the business and secondly about how the parts of the business connect and how each person's work affects the other. For example, in one workplace people from production and quality teams learnt about each other's work and are now working better together. At another company, production and pre-production did the same and the workers talked about how this had given them a better understanding of how their work impacts on each other.

The Literacy and Numeracy for Adults Assessment Tool (Assessment Tool) was used by two companies at this stage to help with the selection process. While both noted the challenging logistics of this, they felt it was advantageous in terms of helping to select the people who were going to be asked to go on the programme.

*Testing – someone organised people into a room to do this. The provider was there all day. They did a plant tour ... and then tested and grouped accordingly. It was a massive logistical nightmare. They tested 60 and there are 45 on the programme. I'm not sure who got the people. (Employer D)*

Selecting employees for the programme happened in three ways – there were the ‘told’, the ‘shoulder-tapped’ and the volunteers. As might be expected, the ‘told’ had mixed feelings. Some were resentful and others while not appreciating it at the start realised that it was beneficial for them.

*I was told to go, so not too stoked. I was busy and wanted to get the work done. (Employee F)*

*The supervisor gave me a note. I was picked to come. It felt good – the opportunity to learn more. (Employee D)*

*[Employer] approached me. I have no formal education and completed a tool making apprenticeship in 1975. It was a no brainer, but I was dubious about how some of the other staff would take it. (Employee A)*

In an ideal world all employees would be volunteering, but in many places this is not a feasible approach. What is important with selecting participants is that the “right” people are told, asked or volunteer for a programme. That is, the people who want to be there, are willing to learn and who have literacy and numeracy needs. As with the engagement stage, communication is essential.

The key actions in the planning stage are:

- Link the programme to the company training and development programme
- Get the support of supervisors to work on scheduling / logistics
- Finalise the measurement metrics
- Select course participants

### Designing and delivering

Having talked to employers and employees, walked the site, observed work, reviewed documentation it's time to get down to the design business! What each of the practice sites showed is that, for the most part, these programmes were not ‘off the shelf’ but customised to business and employees’ needs. Two providers talked about using instructional designers who take the data collected in the ‘identifying the issues’ stage and design the programme as a whole. This is not then to say the teaching becomes ‘paint by numbers’, follow a strict

curriculum approach as providers and tutors talked about the room within these programme for deliberate acts of teaching and adapting as they go along.

For those who had not already used the Assessment Tool this was how their programme started. As with those who used it pre- the programme the logistics were challenging. Companies tend to use the paper-based version as access to computers is an issue in many workplaces.

At Company E the paper-based version of the Assessment Tool is used at the beginning (during the first few sessions) and end of the programme. The provider said, while the Assessment Tool is not particularly engaging for employees, the tutors are good at talking with employees about it to reduce any anxiety they may have. The tutors explain what the results mean to each of the employees. Employees are told the results are shared with management, but not in a way that allows individuals to be identified.

Providers also assessed speaking and listening. This was done in both formal and informal ways. For example one provider has individual sessions at the start of a programme where employees are talked with. Another uses a more formal speaking and listening test they have developed where the focus is on interactive listening.

So what then makes for a programme that engages employees? Like all adult programmes the learning must be relevant to them in their working or home lives. Employees need to see a use for the learning and are then more likely to value it. This is where working with company documentation comes into its own. It is about the customisation. Various examples of this were used at the practice sites:

- ESOL learners using personal information for form filling
- Assistant supervisors using the digital software as they do in their workplace
- Health and safety documentation
- Solving real workplace production or communication issues

In addition as many of these programmes cater to workers who are not confident about learning, tutors need to build their confidence and trust. It was clear from the workers at the practice sites that there was concern and some scepticism at the start of a programme, but for most these feelings disappeared as programme progressed. This is down to the hard work of tutors who were described positively by the employers and the learners alike.

*[Tutor] made a huge difference. At first I was a bit peeved to be thrown into it. We didn't apply ourselves straight away. But it was relevant to work – having to listen to staff. And relevant to having a teenage daughter at home. I'm now sitting and listening to her. (Employee F)*

*The tutor was cool fun and it was good to work with mates. It's interesting to see the comms style of workmates. We worked on comms 30 percent of the time. I've changed the way I communicate with people. I process what I'm going to say. (Employee G)*

The classroom situation is about mixing it up – using the workplace documentation, and mixing it with written, oral and practical activities. What one tutor described as, “Random acts of fun!”

The four-hour learning session at Company D took place in a noisy workplace environment. The tutor comes in an hour before the session to set the room up with posters and charts that are filled as the lesson progresses with the deliberate teachable points e.g., new vocabulary. The session starts with a recap of the previous session – and employees can use their folder to refer back to what they learnt.

There were conversations around health and safety, stretch targets at work and what this might mean. To reinforce the point about stretch targets, team work and finding solutions the tutor had the seven learners complete a ball activity to see how many balls they could keep in the air at a time. They had to work out for themselves and started with three and worked up to 11. Each time they added an extra ball the tutor would throw in a percentage increase question. The discussion at the end of the activity then went back to stretch targets and the need for team work and planning.

So after the “random act of fun” it was time for deliberate acts of literacy and numeracy teaching. Here the topic of the importance of detail in health and safety reporting was introduced and the need for sentences to be written in a way that conveyed the right meaning. Then the learners settled into some individual sentence work – followed by group discussion.

Music was played throughout the session and the tutor sees it as an integral part of learning. At the start music is playing – it makes the room more welcoming given the background noise. Queen’s ‘One Vision’ was used to reinforce team work and working together, and Trinity Roots; Little Things’ was used to support the work around ‘dotting the ‘ls’ and crossing ‘ts’.

*I like it – totally yes. He is very active. The way he teaches and presents is clear. Good discussion. He works on questioning when people don't understand. The first day I was a bit scared. The third day, I'm in. Love his music. The workbook stores everything ... new words. I look at it and it reminds me. (Employee D)*

The importance of relevance to the learners was brought home when learners talked about learning that wasn't needed for their work or that was generic and not specifically tailored to their needs. As such they did not appreciate it or see value in it.

A key point that came through at the practice sites, is that learning is not just about knowing about what to do at work. It is also about learning how to work, how to work in teams, how to communicate, how to think, strategies to apply in different situations. These were appreciated by the employees who feel they now know more about how to communicate with others and how to apply strategies in different situations



At Company G the employees talked about knowing more about how others work, that there was a better attitude in terms of thinking about other people and that they now knew more about the communication and working styles of their co-workers.

At Company D employees had learnt a technique for dealing with Really Annoying Thoughts (RATs). This helps them deal with things that might annoy them at work and at home. They also learnt at to ask “why, what, how” to probe or ask in order to clarify or know more about a situation. *RATS, I use at work and at home and also the what, why, how. It give me ideas for learning and planning things. I stop and think about the consequences ... RATs are important for thinking. I talk differently. I use questions.*

While it is ideal to use company documentation it is not always possible when the language level of the workers means they do not understand it.

Company C’s solution was to go to the word level and find the 100-200 most used words at the factory and work with the ESOL workers on these. In an ideal world these workers would be able to attend more intensive language classes but this is not possible with them working 12 hours a day, six days a week. As the learning needs of the workers is so high, the provider has two tutors in a room to deal with this.

The use of workplace documentation and tools aids the transfer of learning to the workplace. Learners talked about practising new communications techniques in their workplaces and applying new learning in a range of situations.

At Company F two workers talked about how they’d learnt to approach and speak to difficult staff members and how they had learnt to be assertive. They had also taken their newly acquired writing skills and developed work flow charts and diagrams. *“This is now a SOP – the course booted us along to get it together.”*

However transfer is not always easy when workers are doing physical, repetitive and mundane tasks and have little opportunity to practise new literacy and numeracy skills.

Company E has worked to improve this by introducing the workers to Pathways Awarua which they can use in their own time and there has been a small uptake of this. The company plans further work with Pathways Awarua as part of its sustainability planning.

Key actions in the design and delivery stage:

- Design and deliver programmes relevant to adult learners in the workplace
- Talk about how to transfer / use the learning into the workplace
- Have ongoing conversations about progress with the employers and employees

### Assessing the impact

Measuring the impact of programmes was done in a range of ways. This included using the Assessment Tool, getting anecdotal feedback from managers, using course evaluation sheets

with employees, and getting managers to see employee presentations. This is in addition to ongoing anecdotal feedback that employers get as the programme is progressing.

Impact is most often talked about as it relates to the business generally and as it relates to the employees' family lives and community input and often describes positive behavioural change. The key themes to come through were improved engagement at work, improved business processes, and enhanced personal lives. Employees' personal growth was a point made at some of the practice sites. Personal growth is exemplified by workers doing things in their family or community that they have not done before.

So what do employers notice?

Employer D talked about getting a more engaged workforce and the subsequent behavioural changes. She noted that more engaged staff results in people being prepared to 'go the extra mile' for the business. She also talked about staff understanding more about the business and gave the example of *"Measurement is about understanding wastage, not the wastage itself."*

Employer C thought the value from the programme comes from the impact it has had on the employees. *"They are connecting now, they have shiny eyes, they feel valued."* However, he also talked about the value that employees' project work gave to the company. For example the employees whose project focussed on waste product that occurred through bags splitting on the conveyor belt. Here, employees looked at why this was occurring and came up with a suggestion for putting a guard on the belt. This has saved the company \$9000 a month in waste product.

At Company A behavioural changes are also occurring as staff understand more about the business. One observed change has been staff now turning off lights as they recognise that the \$15,000 monthly power bill was a large part of company expenditure. The employer sees a sense of pride in the workers who are now engaged and driving positive change from the factory floor. He also noted there has been a decrease in rework and product quality has improved, as have delivery times. Staff turnover has also decreased. Other changes have occurred for individuals in terms of promotions and staff going on to further qualifications.

Employer E talked about better engagement at work, better understanding of the cost of wastage and better attendance at work. While the provider thought improved attendance could not solely be attributed to the programme it occurred at the same time as the programme. The employer noted an improvement in report writing and also commented on the change in the employees' attitude from one of initial reluctance to participate to having a sense of achievement, *"Some say this is the first certificate I've ever got. You see it in their eyes what it means to them."*

Employer F noticed a change in engagement and confidence levels. She said the gross margin and materials margin has improved, but thought this could be the result of better budgeting. However she did say the company had produced 20 percent more product than the previous year, *"With less drama and more smoothly"*. While some of this she put down to the team having more experience she also thought the team felt invested in. Employer F said the

Assessment Tool results showed improvement, but that what happens in the business is more important than this.

Part of the measuring impact process is starting with good base-line data. As previously mentioned, this has not been done in the majority of these companies. Doing this allows for meaningful and realistic measures to be put in place. As a result, most of the impact / changes made by the programmes and talked about at the practice sites was qualitative, anecdotal and/or pertained to individuals. This is likely to be due to companies not being familiar with tracking business improvements associated with training generally and therefore not setting measurement indicators at the start of programmes.

Company C's programme is for ESOL learners who have been working on learning 100-200 words and on pronunciation. The small changes that have been noticed are supervisors now have a better understanding of what the workers are saying and workers are better able to follow work processes. For example they are now putting waste product in the drums as required. Previously it went anywhere and it was not always clear what was waste and what wasn't. Hence there is a saving in both time and money.

**Key actions in the assessing stage are:**

- Assess change against the established business metrics
- Use a range of tools to assess change or progress, including the Assessment Tool

### **Sustaining**

There is an expectation with WPL funding that a footprint will be left behind in companies who, after two years, are expected to be able to continue on their own in some way. How realistic or possible this is, is dependent on a number of factors, including the size of the programme (i.e. the number of employees), the size of the company, how the provider works on company documentation, the learning modules that can be left with the company and how in-house staff are upskilled. Five of the seven practice sites were working in some way to build from or sustain the momentum of the programme.

Sustainability is not about repeating a 40 hour programme for employees. Sustainability is about building on and from the programme so that learning continues within the business and for the individual employees.

When to start thinking about sustainability is contested. There is some thought that it is best to get a programme up and running in the first year, as this is challenging enough in its own right. Then in the second year think about how it might be continued. However, when looking across the practice sites it is clear that providers and employers had been thinking about sustainability from the outset.

There are two levels to consider for sustainability. Firstly at the macro organisational level where sustainability comes in the form of dovetailing into existing training structures and

career development so that foundation learning forms part of this. Where this does not already exist, the WPL programmes provide the opportunity for providers and employers to have conversations about the 'where to next' for employees. It also comes from upskilling internal staff, such as trainers, so they can recognise literacy and numeracy issues in the workplace, deliver internal training that better meets the needs of employees and/or support employees as they go through industry training.

Secondly at the micro level there are the 'smaller' things that can be done to ensure literacy and numeracy skills continue to develop or that company documentation is written in such a way that it makes sense for employees. For example, this includes:

- reviewing induction training to ensure all new employees understand the requirements of their jobs and the health and safety practices in the workplace
- rewriting policy documents so all employees understand them
- reviewing Standard Operating Procedures (SOPs) so they are written in a consistent way and able to be understood by all employees.

The practice sites exemplified sustainability in a range of ways and to varying degrees. What was clear was sustainability conversations need to be led by the provider as often the employer has not thought about the 'where to next' or that the programme link in a wider programme of organisational development.

At Company C the employer talked about having invited an ITO in for conversations about how to progress staff on to qualifications. For the higher level staff this will be management qualifications and for those on the floor it will be a Level 2 Certificate. He is also proposing they continue to review the SOPs. In addition one of the quality projects completed by employees on the current WPL programme is going to be used at induction and the 100-200 word list will continue to be used in the company. A challenge for Company C is how to continue to develop the English skills of the mainly ESOL workforce who have little opportunity to speak English at home or at work. One of the approaches is to set aside an English corner in the lunchroom where there will be an opportunity for workers to practise their English language.

At Company E the training co-ordinator has been upskilled so he can better support employees as they go through their Level 1 qualifications. The provider has trained him to use the Assessment Tool and he is also registered as an Educator on Pathways Awarua. Company E is looking to install more computers so workers can access various sites and Pathways Awarua is one of these. They see Pathways Awarua as a relevant resource now that it includes the driver's licence option.

In Company A there were peer networks. Here over the course of the programme a Samoan training team had been developed where course participants and others in the factory would gather in the training room to eat their lunch room and fill the white board with words and phrases.

Key actions in sustainability are:

- have a career development pathway for employees to build on the foundation skills developed in the WPL programme
- work on company documentation to ensure it is written in plain English
- upskill internal training staff so they are aware of and manage the literacy and numeracy requirements of ongoing training

### Practice Site Advice

So when it all boils down, what do the companies and providers think is a 'must-do' for a successful programme? There was no real consensus across the sites but the key themes to emerge are in keeping with the elements of good practice:

- Set meaningful goals for the employees such as working towards qualifications, *"Ultimately it isn't just about literacy and numeracy it is about the employee getting something meaningful out of it."*
- Base the programme on the needs analysis and then link this to the company strategy so the programme supports the business requirements.
- Have project management and co-ordination, *"Companies have their day jobs. There is no time to do this."*
- Commit to a programme, keep to it, get the logistics sorted and balance a programme with production, *"You know you're up against it, as production is the be all and end all. You have to find the balance ... get supervisor buy-in."*
- Communicate so everyone in the workplace knows what the programme is about and what it is expected to deliver.

### Comment

The practice sites provided a rich source of information about what makes for good practice in workplace literacy programmes. They provided evidence about what works and what doesn't. And evidence about the challenges required to deliver programmes successfully in workplaces

What the evidence from the practice sites shows is that getting WPL programmes under way, keeping them going and developing sustainable practices is challenging. What it takes is:

- Engagement and commitment at the senior level
- A strong partnership between the employer and the provider
- A connection with the programme to wider organisational development / business strategy
- Strong project management
- Buy-in at the supervisory level

- Flexible delivery times and approaches
- The use of relevant workplace materials
- Tutors who respect, motivate and engage employees.

The findings from the practice sites and other research (Alkema and McDonald, 2014; Gyarmati et al., 2014; Department of Labour, 2010) show that successful workplace learning does not happen in an unguided and unplanned way. Rather it happens when there is collaboration and partnership between the employer, provider and the employee. This approach means there is opportunity for business and individual growth. It means that all those involved learn both in and for work.

## Conclusion

The research shows that WPL funded programmes have the appropriate reach, in terms of industries and populations. Providers get into these markets as that is where the need is. However more needs to be done to flip the market so that it is demand rather than supply driven.

While the WPL Fund is for literacy and numeracy so much of what is done is about far more than literacy and numeracy. The Fund supports both business and individual growth with the messaging about literacy and numeracy sometimes getting lost somewhere along the way. This possibly occurs as the initial conversations are around business issues, and literacy and numeracy are terms associated with school and education. Therefore is it time to rebrand the WPL or reframe the messaging related to WPL and think along the lines of essential skills or skills for work?

However in saying this the evidence shows that WPL programmes are making a difference in workplaces and to individuals. The challenge for employers and employees is to sustain the gains and the work once the funded programmes are finished.

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## Appendix One: Approach to the Research

This research used a mixed methods approach by collecting and analysing quantitative and qualitative data. It set out to answer the following questions:

1. What is the current reach of WPL funded programmes? (region, industry, scale of programmes)
2. How is the current market reached?
3. Why do employers engage with WPL funded programmes? (drivers)
4. What would it take to change / improve the reach of WPL funded programmes? (drivers/leverage opportunities)
5. What are the elements of good practice in WPL funded programmes?

### *Data Collection*

1. Desk top data from TEC's June 2014 TEO-led reports and 2014 end-of year Employer-led reports. These provided information about companies, industries and target populations that were accessing funding through the WPL.
2. Online survey of WPL providers, both TEO and Employer-led. This provided information about how providers contact and engage employers and the opportunities and difficulties in this process. On 16 June 2015 Heathrose Research sent a short online survey to the 29 workplace literacy providers listed are on the Skills Highway website as preferred suppliers. A reminder email was sent on 22 June 2015. Eighteen providers responded to the survey. This is a 62% response rate. However, only 15 providers completed the survey, which reduces the response rate to 52%.
3. Interviews
  - a. The first set of interviews was with eight stakeholders. Stakeholders came from: a Chamber of Commerce; an Economic Development Agency; Four Industry Associations (Dairy, Forestry, Horizontal Construction, Building); a Union; and a Council Controlled Organisation. The purpose of these interviews was to establish the current areas of need seen by these groups for upskilling workforces regionally and by industry, and to get their views on what is working and how best to engage with business. Heathrose attempted to make phone contact with 19 stakeholders followed this with emails or left phone messages. We are not sure why the response rate was less than we had anticipated. Whether it is research fatigue or disinterest in the skills agenda is not clear.
  - b. The second set of interviews was with eight of the 2014 employers in employer-led programmes on their rationale for programmes, the benefits

they are seeing and ways to go about engaging others in their region or industry. Employers came from food manufacturing (3); horticulture (2); construction (building completion); and health care. All had been involved with programmes funded through the Employer-led strand of the WPL. Note we had aimed for 10 interviews but the employers had recently been interviewed for other TEC research so did not have time to participate in this research.

4. Literature Scan on literature about workplace literacy programmes. The purpose was to determine the features of good practice. A set of draft indicators were developed and used to inform interview schedules. The literature used included:
  - o Ako Aotearoa, (2014)
  - o Alkema and Rean, (n.d)
  - o Alkema and McDonald, (2014)
  - o Benseman, Sutton, and Lander, (2005).
  - o Department of Labour, (2010)
  - o Gyarmati, Leckie, Dowie, Palameta, Shek-wai Hui, Dunn and Hébert, (2014)
  - o McDonald, Alkema, and Benseman, (2014)
  - o Tertiary Education Guidelines for embedding (2009)
  - o Materials from the Industry Training Federation Good Practices Project, (2009)
  - o The workplace literacy case studies on the Skills Highway website.From the research and resources listed above Heathrose developed a draft framework of indicators of good practice in workplace literacy programmes and then used this to inform the interview schedules for the practices sites.
5. Practice Site Case Studies were undertaken with seven companies. The data collection methods consisted of interviews, focus groups and observations at seven practice sites, with a total of 34 people being spoken to.
  - o Company A, door manufacturing, large urban. (Face- to-face interviews with employer, provider and two learners.)
  - o Company B, construction, large urban. (Face- to-face interviews with employer and provider.)
  - o Company C, drug pharmaceutical manufacturing, large urban. (Face- to-face interviews with two employers, provider, two tutors, focus group of five learners, lesson observation of five learners.)
  - o Company D, food processing, large urban. (Face- to-face interview with tutor, phone interview with employer, lesson observation of seven learners, interview with one learner.)
  - o Company E, food processing, provincial urban. (Phone interview with provider, tutor and employer.)

- Company F, kitchen manufacturing, provincial urban, (Face- to-face interviews with employer, tutor, and four learners.)
- Company G, packaging, provincial urban. (Face- to-face interviews with employer, tutor, and four learners.)

### *Data Analysis*

The quantitative and qualitative data were analysed in different ways. The quantitative data went through:

- a. A comparative analysis between provider-led and employer-led programmes looking at similarities and differences. This provided an overview of how the WPL Fund as a whole was working January-June in 2014 for TEO-led, and across 2014 for the Employer-led, and the extent to which it is reaching unskilled workers in target industries and regions.
- b. A gap analysis which identified the current state and then how to reach the future state.

The qualitative data from the practice sites were subjected to a thematic analysis at the site level and then across site level. This identified the key features of practice in action and the extent to which the elements in the draft framework were present and held true across the sites. These findings were then used to refine the draft elements of good practice.

### *Reporting*

Heathrose provided the following reports to the TEC.

- a. An interim report on June 30 2015 which outlined the findings from the first four data collection points listed above.
- b. A draft final report on July 31 2015 which includes the findings from the whole project and the framework of draft good practice indicators.
- c. A final report on August 28 2015.

## Appendix Two: WPL Draft Good Practice Indicators

This framework is not intended to be used as a checklist, rather the indicators on the right hand side of the table are points for consideration. It is also not a linear process, for example communication happens throughout the time of the programme, as does working on sustainability and gathering evidence about impact. At this stage these indicators are draft and will require further discussion and refining.

<p><b>Engaging with the issue:</b> Starting the conversation</p>	<p><b>Communicating:</b> Telling the story / promoting the programme: to potential participants, senior management, supervisors; Listen to participants; Celebrate the successes.</p>	<p><i>Talking about business problems that arise in:</i></p> <ul style="list-style-type: none"> <li>● workplace efficiencies</li> <li>● customer service</li> <li>● workplace communication</li> <li>● health and safety</li> <li>● productivity</li> <li>● profitability</li> </ul> <p><i>Building awareness that low literacy will be affecting the business by using:</i></p> <ul style="list-style-type: none"> <li>● accessible phrases describing literacy</li> <li>● literacy statistics for their sector</li> <li>● ambassador employers who can enthuse about literacy training</li> <li>● a list/case studies of benefits that can be gained from workplace literacy training</li> </ul> <p><i>Providing general information about possible training solutions</i></p> <ul style="list-style-type: none"> <li>● funding sources</li> <li>● providers</li> <li>● paid/unpaid training formats</li> </ul>
<p><b>Identifying the issue:</b> Establishing the business and/or individual need</p>		<p><i>Using:</i></p> <ul style="list-style-type: none"> <li>● company data (production data, efficiency data, customer feedback, retention and absenteeism)</li> <li>● anecdotal evidence</li> <li>● other needs assessment such as task/job analysis</li> </ul>
<p><b>Planning:</b> Integrating the workplace literacy</p>		<p><i>Considering</i></p>

<p>programme into training and career pathways</p>		<ul style="list-style-type: none"> <li>● company/individual needs analysis</li> <li>● organisational development, training, career pathways</li> <li>● company commitment to training</li> <li>● a company champion</li> <li>● a suitable training approach and provider, or appropriate professional development opportunities for in-house trainers.</li> <li>● logistics (scheduling)</li> <li>● selecting the potential participants</li> <li>● measurement indicators to assess impact</li> </ul>
<p><b>Designing and delivering:</b> Developing and delivering a needs-based, work-context, literacy and numeracy programme.</p>		<p><i>Using</i></p> <ul style="list-style-type: none"> <li>● company data and task analysis</li> <li>● the Literacy and Numeracy for Adults Assessment Tool</li> <li>● authentic workplace material</li> <li>● explicit literacy and numeracy teaching</li> <li>● small group training</li> <li>● skilled, qualified tutors</li> <li>● peer mentoring</li> <li>● flexible training times</li> <li>● opportunities to practise in the workplace</li> </ul>
<p><b>Assessing:</b> Checking the impact</p>		<p><i>Using evidence from:</i></p> <ul style="list-style-type: none"> <li>● company data (paperwork, health and safety, productivity, customer satisfaction)</li> <li>● feedback from supervisors (on confidence, team work, problem solving, initiative)</li> <li>● participant evaluation</li> <li>● the Literacy and Numeracy for Adults Assessment Tool</li> </ul>
<p><b>Sustaining:</b> Continuing beyond the 40 hours</p>		<p><i>Reviewing and revising:</i></p> <ul style="list-style-type: none"> <li>● organisational support</li> <li>● company documents (for literacy and numeracy demands)</li> <li>● current training</li> <li>● training for in-house trainers</li> </ul>

		<ul style="list-style-type: none"><li>• training and qualification pathways</li><li>• peer groups to sustain / support continued learning</li></ul>
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