



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)**

**National progress report submitted by
the Government of New Zealand**

This report is submitted on behalf of the Government of New Zealand in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Ministry of Education
Submission date	15/03/2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
<p>Government Ministries</p> <p style="text-align: right;">Agriculture <input type="checkbox"/></p> <p style="text-align: right;">Defence <input type="checkbox"/></p> <p style="text-align: right;">Education <input checked="" type="checkbox"/></p> <p style="text-align: right;">Foreign Affairs <input type="checkbox"/></p> <p style="text-align: right;">Health <input type="checkbox"/></p> <p style="text-align: right;">Interior/Home affairs <input type="checkbox"/></p> <p style="text-align: right;">Labour <input type="checkbox"/></p> <p style="text-align: right;">Others (<i>please mark and specify below</i>) <input checked="" type="checkbox"/></p> <p style="text-align: right;">Tertiary Education Commission</p> <p style="text-align: right;">Civil society organisations <input type="checkbox"/></p> <p style="text-align: right;">National non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">International non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">Educational or research institutions/Universities <input type="checkbox"/></p> <p style="text-align: right;">Private sector companies <input type="checkbox"/></p> <p style="text-align: right;">United Nations agencies <input type="checkbox"/></p> <p style="text-align: right;">Non-UN bilateral or multilateral organisations <input type="checkbox"/></p> <p style="text-align: right;">Others (<i>please mark and specify below</i>) <input type="checkbox"/></p>	

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

1. Definitions and data collection on adult learning and education		
	Yes	No
1.1 Does your country have an official definition of adult education ? <i>If Yes, please provide it in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> The phrase 'Adult and Community Education' is regularly used in practice. It refers to a process whereby adults choose to engage in a range of educational activities within the community. This occurs outside of the formal education system in which tertiary education occurs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Has your country adopted or developed an official definition of literacy ? <i>If Yes, please provide it in the space below:</i> Literacy is the written and oral language people use in their everyday life and work; it includes reading, writing, speaking and listening. It includes building the skills to communicate (at work) for speakers of other languages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> The above definition is used by the Tertiary Education Commission (TEC), the government agency responsible for funding tertiary education. Numerous other definitions are utilised across the sector by different organisations and education providers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>):	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i> New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (<i>please provide details below</i>):	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i> There were previously no standardised mechanisms in place to assess the literacy of those in the workforce or further education. To address this, the Literacy and Numeracy Assessment Tool for Adults ("Assessment Tool") was developed by the Tertiary Education Commission in 2007. The Assessment Tool is a predominantly online adaptive diagnostic assessment which helps	<input checked="" type="checkbox"/>	<input type="checkbox"/>

learners know where their literacy and numeracy competencies sit against the Learning Progressions. The Learning Progressions are a framework that shows what adult learners know and can do at successive points as they develop their skills in literacy and numeracy.

Further information about the Assessment Tool can be found at:
<http://literacyandnumeracyforadults.com/Assessment-Tool-Support/Assessment-Tool-Quick-Links>

Information about learner competencies, as derived from Assessment Tool results, are currently being collated and managed. This will help inform government more accurately about the profiles of learners in literacy and numeracy education as well as the impact of interventions.

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

In recent years, key achievements have been made that facilitate a better understanding of the adult literacy and numeracy needs of New Zealanders.

In the first instance, and as a foundation for the adult literacy and numeracy sector, the government commissioned development of the Learning Progressions by a group of subject matter experts. These are a framework that show what adult learners know and can do at successive points as they develop their skills in literacy and numeracy. Individual steps from one (lowest) to six (highest) are identified within the Learning Progressions to more specifically identify competency. The Learning Progressions cover listening, speaking, reading, writing and numeracy. The Learning Progressions have established a common environment for discussing literacy and numeracy competence in New Zealand.

Having established the competency framework, the government also commissioned the development of the Literacy and Numeracy Assessment Tool for Adults (Assessment Tool) in 2009. This is a predominantly online diagnostic assessment to identify where exactly learners sit against the Learning Progressions. The Assessment Tool is the key mechanism for obtaining literacy and numeracy information about learners. The Assessment Tool is now mandatorily used across all government-funded adult literacy and numeracy programmes, and each learner is required to undertake two assessments. This requirement has only been in place since 2011, but will provide a succinct picture of the needs of learners, as well as their improvements. The Assessment Tool is used at no charge by tertiary education providers.

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Y e s	N o	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Language, Literacy, and Numeracy Action Plan at http://www.tec.govt.nz/Documents/Reports%20and%20other%20documents/literacy-language-numeracy-action-plan-17-september.pdf The Tertiary Education Strategy (TES) 2010-15 also identifies raising literacy and numeracy skills as a priority. http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PolicyAndStrategy/TertiaryEducationStrategy.aspx	2008
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	At a high level, the target group is the 1.1 million adult learners (43% of adults aged 18 to 65) who are estimated to not have sufficient literacy and numeracy skills to participate in a modern economy. Within the Tertiary Education Strategy, the TEC focuses specifically on those in work or close to work (through Workplace literacy and foundation level tertiary provision) as well as Maori, Pasifika, and Youth learners.	
Adult literacy		

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Y e s	N o	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i>		

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i>		
Learners are able to apply for recognition of prior learning, including adult education and adult literacy participation, as a potential contributor towards a qualification. Judgements are made by the tertiary education organisation.		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		
The Government's Tertiary Education Strategy 2010-2015 contains specific priorities to lift adult literacy and numeracy. The Language, Literacy, and Numeracy Action Plan 2008-12 remains in effect.		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI)	<input type="checkbox"/>		

Education Sector Plan			
Sustainable development strategy	<input type="checkbox"/>		
Other (specify in the space below)	<input type="checkbox"/>		
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>	2010-2015	Tertiary Education Strategy
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2008-	Unified Skills Strategy
Education For All Fast Track Initiative (EFA FTI)	<input type="checkbox"/>		
Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
Other (specify in the space below)	<input type="checkbox"/>		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Y e s	N o	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

If Yes, please elaborate how they have been involved.

In 2009, the Government accepted submissions on its draft Tertiary Education Strategy. Further, special initiatives with adult literacy and numeracy, such as the development of the Learning Progressions, were open to consultation and collaboration with the sector and sector experts.

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

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3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
Ministry of Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tertiary Education Commission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Zealand Qualifications Authority	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Department of Labour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of Social Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Department of Corrections	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ako Aotearoa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Te Puni Kokiri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Zealand Defence Force	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Zealand Police	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Governmental:				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
New Zealand Council for Educational Research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National Center of Literacy and Numeracy for Adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adult and Community Education Alliance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Workbase	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Industry Training Federation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tertiary education providers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Industry training organisations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide name and contact details:</i> The government published the Tertiary Education Strategy 2010-15 which sets out the government's priorities for tertiary education. The Tertiary Education Commission funds providers to ensure that the priorities are achieved.</p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide name and contact details:</i> The Ministry of Education has overarching policy responsibility for adult education, including adult literacy and numeracy, and the TEC is responsible for operationalising government policy. In particular, the TEC has a dedicated Literacy and Numeracy Team tasked with strategic oversight of adult literacy and numeracy operational interventions. The TEC also has direct responsibility for investing in and managing adult literacy and numeracy funds.</p>		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> Government agencies meet with sector reference groups to discuss issues.</p>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> Since 2009, the TEC has funded the National Centre for Literacy and Numeracy for Adults (the Centre). The Centre facilitates professional development and collaborative opportunities as a centre of excellence and focal point for the adult literacy and numeracy sector and its stakeholders. The Centre is hosted by the University of Waikato.</p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i> The government's investment into literacy and numeracy has significantly lifted the sector's capability to deliver literacy and numeracy education. Capability funding to assist providers has improved their ability to implement, monitor, and evaluate the effectiveness of the adult literacy and numeracy education providers. The TEC also funds the Centre to provide professional development, capacity building, and advisory services. This helps build the capability of providers and tutors delivering literacy and numeracy programmes.</p>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input checked="" type="checkbox"/>	<i>Budget allocation</i> <input type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

New Zealand dollars

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	11,455 (all education) 4,564 (tertiary education)	11,724 (all education) 4,465 (tertiary education)	Treasury Core Crown Expense Tables http://www.treasury.govt.nz/budget/forecasts/prefu2011/72.htm
<i>Sub-national governments</i> ⁵			
<i>Total</i>	11,455	11,725	

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	63	57	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input checked="" type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief description:</i> The TEC administers several funds which support adult literacy and numeracy provision. These include funding to provide workplace literacy and numeracy, intensive literacy and numeracy for learners with greater needs, and funds for refugee education.</p>		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Maori, Pasifika, youth, those in or near work, and learners undertaking foundation-level qualifications . The government also funds specific programmes for prisoners, migrants, and rural residents.	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	There is some focus on the government's priority groups for those with contracts for funding to provide literacy and numeracy programmes	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	There is some focus on the government's priority groups for those with contracts for funding to provide literacy and numeracy programmes	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
On adult education On adult literacy	Provision	Demand
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language. <i>(add as many lines as needed)</i>		<i>Mark if language of learning materials</i>
English		<input checked="" type="checkbox"/>
Maori		<input type="checkbox"/>
Sign language		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i>		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		<i>Yes</i>	<i>No</i>
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide references or attach documents on local community participation:

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

A cornerstone of New Zealand's adult literacy and numeracy strategy has been amending foundation-level tertiary courses to include literacy and numeracy provision that is embedded in course delivery. This means that literacy and numeracy skills are taught within the context of qualifications and as part of business-as-usual for tertiary providers. This particularly responds to the strategic priority to ensure adults who graduate from these courses are equipped with the necessary literacy and numeracy skills for New Zealand workplaces. This also responds to the pedagogical principle that literacy and numeracy education is most effective when it is relevant and tailored to learner needs and interests.

Literacy and numeracy is also a key lever for helping address other priority groups under the government's Tertiary Education Strategy, particularly raising the achievement of Maori and Pasifika learners. To this end, literacy and numeracy initiatives are designed to respond to the cultural contexts and unique learning needs of Maori, Pasifika and youth learners, as culturally and socially relevant contexts are key to successful learning.

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>

If this information is available please attach the corresponding figures and documentation, or provide the references:

The government collects regular reports from tertiary education providers. These reports include information about enrolments, course completions, and use of the Assessment Tool. Reports also identify whether literacy and numeracy education is targeted, or embedded within an existing foundation-level course.

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)

	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If this information is available please attach the corresponding figures and documentation, or provide the references:

The Assessment Tool includes a function for tertiary education providers to compare an individual student's results from two Assessment Tool sittings. This provides a picture of a student's progress. Work is also underway within government to extract and manage data from across all providers on improvements learners make between initial and progress assessments using the Assessment Tool. This will help the government better understand how learners progress, taking into account factors such as amount of provision and whether provision is embedded or targeted. This will then inform evidence on the effectiveness of certain interventions. This work is complex, because the cohort of learners is highly

diverse in skill and experience, and literacy and numeracy provision is often a support mechanism to other courses and to much broader achievement. This means the successes of literacy and numeracy provision will manifest in different ways, rather than simply performance on the Assessment Tool.

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
Adult education Adult literacy	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If yes: Who participates more?</i> Women Men	Adult education	Adult literacy
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes? Adult education Adult literacy	Yes <input type="checkbox"/> <input type="checkbox"/>	No <input type="checkbox"/> <input type="checkbox"/>

If measures have been undertaken please provide a brief description and references:
This information is not available.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

Opportunities for education in New Zealand do not discriminate on the basis of gender.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input type="checkbox"/>		
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input type="checkbox"/>		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input type="checkbox"/>		
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input type="checkbox"/>		

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
University	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Private company	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (<i>academic year ending in 2010</i>)		
Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)		
Adult literacy	n/a	

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	Mark all that apply
Adult education	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (<i>If yes, mark all that apply</i>)		
	Monitoring	Evaluation
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>Please provide a brief description and references:</i></p> <p>In general, tertiary providers are required to develop and implement an education plan (or "Investment Plan") as a condition of funding from the government. The TEC monitors the progress of tertiary education providers in implementing these plan as a key mechanism to monitor achievement and the effectiveness of investment. The New Zealand Qualifications Authority quality assures tertiary education providers and has added literacy and numeracy standards into its external evaluation and review processes.</p>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

Lifelong learning Adult education Adult literacy	<i>Mark all that apply</i>
	<input type="checkbox"/>
	<input type="checkbox"/>
<input checked="" type="checkbox"/>	
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p> <p>A Literacy and Numeracy Research and Evaluation Programme is shared between the Ministry of Education and the Department of Labour, with input from the TEC.</p>	

<p>6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>
<p>Quality assurance is provided by the New Zealand Qualifications Authority. The TEC has provided resources to support and advise providers, but does not directly undertake quality assurance. The TEC does audit curriculum to inform funding decisions when required.</p> <p>The National Centre of Literacy and Numeracy for Adults provides pre-service and in-service professional development. Polytechnics, private providers, and universities use the services of the Centre. This assists in raising and maintaining the skills of educators.</p> <p>It is difficult to isolate the average salary for literacy educators, because literacy provision is often embedded in mainstream courses.</p>

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	Mark if taken place
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input checked="" type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

Since 2009, a number of significant achievements have been made in this area. They include the development and completion of the Learning Progressions and the Assessment Tool as already discussed. The Assessment Tool was a finalist in the Excellence in ITC in Government awards in 2010.

In addition, in 2010 the government commissioned the development of the Pathways Awarua online literacy and numeracy education programme. This is a web-based resource that allows learners to log-on and undertake self-paced and independent literacy and numeracy modules. Like the Assessment Tool, the programme is also premised on the Learning Progressions. The modules have been designed to reflect New Zealand cultural contexts. Pathways Awarua was launched in 2011 with tertiary educator providers to use with their learners as an extra-curricular activity. Educators can receive training in using and administering Pathways Awarua.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

New Zealand adult literacy and numeracy interventions are premised on key principles to maximise learning opportunities. These include that:

- learning is maximised where education takes place in culturally and socially appropriate contexts. To this end, government-funded initiatives in adult literacy and numeracy should respond to the cultural context of learners.

- learners achieve most when education is context-specific. As such, the majority of literacy and numeracy education is embedded in foundation-level courses. This is becoming business-as-usual across the sector. To assist this process, tertiary providers have access to a temporary incentive fund that helps establish the necessary infrastructure to embed literacy and numeracy in foundation-level courses.

- literacy and numeracy opportunities should help to achieve productive workplaces. To this end, the Workplace Literacy program specifically caters for the learning needs of employees by providing

workplace-relevant education. Intensive Literacy and Numeracy programmes generally provide for those with greater literacy and numeracy needs.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	<input type="checkbox"/>	<input type="checkbox"/>
... women and girls?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		
Specific funding and strategies have been implemented for Maori, Pasifika, youth, prisoners, refugees, learners with English as a Second Language background etc. This is with the intention to build literacy and numeracy skills for success in everyday life. For example, a subfund has been set up to provide specific places for refugees to learn English, and the National Centre for Adult Literacy and Numeracy collaborates with a wānanga (Maori tertiary institution) to ensure professional development improves educators' skills when working with Maori learners.		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		
<p>The Tertiary Education Strategy established objectives and priorities, including for literacy and numeracy. This does not include specific targets. However, there are currently more opportunities for adults to receive literacy and numeracy learning opportunities. Since 2007, there have been more than 121,000 additional adult literacy and numeracy learning opportunities made available in New Zealand.</p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<p>As detailed, in recent years the government has invested significantly into building an educational infrastructure, fostering professional development, and developing capability. These investments are maturing and key work has already taken place. A key focus will be ensuring the professional sector continues to respond to the needs of learners and continues to access professional development opportunities.</p>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<p>Accurately evaluating the success of literacy and numeracy programmes is difficult. There is enormous diversity in programmes due to many courses being tailored to respond to individual needs. Broad comparisons across literacy and numeracy provision are not always possible because different funds have differing purposes and target learners. Also, success will manifest in different ways for different learners.</p>

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

The government remains committed to raising literacy and numeracy skills. The Ministry of Education will continue to manage policy, and the TEC will continue to implement policy. Funding for targeted provisions and for key resources will be made available in future – this will ensure this programmes can continue to be reviewed and maintained.