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# Modern Apprentices' Literacy Learning: A Formative Evaluation

## **Authors**

Prepared for the Department of Labour by:

Professor Frank Sligo, Dr Elspeth Tilley, Dr Niki Murray, Dr Bronwyn Watson,  
Associate Professor Margie Comrie, and Dr Franco Vaccarino

Adult Learning and Literacy Research Group  
Department of Communication, Journalism and Marketing  
Massey University Wellington and Manawatu

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New Zealand  
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## EXECUTIVE SUMMARY

The Modern Apprenticeship Literacy Programme with Literacy Aotearoa began in April 2008. This pilot involves 191 Modern Apprentices (MAs) (as at 31 December 2008) who undertook a literacy and numeracy programme with one of the Literacy Aotearoa-affiliated member providers (Nga Poupou), designed to assist them to improve their literacy skills and increase their opportunities to complete their MA qualifications. The current report describes the results of a formative evaluation of the MA Literacy Programme, as a first step toward understanding the impacts that literacy and numeracy assistance have in assisting MAs toward their learning, workplace, and personal goals.

The demographic data on all MAs enrolled up to December 2008 in the MA Literacy Programme, show that overall the typical MA is male, under 20 years of age, identifies as New Zealand European, speaks English as a first language, and is likely to be in the first year of the apprenticeship. The case studies, which form the core of this research, show similar demographics across the sample.

In collaboration with Literacy Aotearoa (National Office) and Nga Poupou, 14 case studies were set up. The case studies identify the views of people involved with the MA Literacy Programme on the literacy challenges faced by MAs, the MA Literacy Programme's outcomes in addressing those challenges, and the strengths and weaknesses of the current approach. From this, we recommend strategies with the aim of enhancing outcomes in the short term, and specify key areas where further research is necessary to identify optimal long-term approaches.

In addition to functional literacy challenges (that is, practical difficulties with reading, writing and numeracy), there are other key challenges for those working to address MAs' literacy. They are: (1) a divide between the 'literate' world and the 'trade' world in that the value of literacy is not always well recognised among those in trades; (2) MAs employing coping strategies that mask their problems with functional literacy; and (3) time and fatigue demands upon many MAs in workplaces which do not sufficiently facilitate on-job time and support for learning.

Strategies that work and are used in the MA Literacy Programme to address these challenges are, in particular: (1) three-way collaboration among literacy tutors, MA coordinators (MACs), and employers to comprehensively monitor and support MAs during training; (2) one-to-one tutoring with a consistent literacy tutor to establish a relationship of trust; (3) a 'non-classroom-style' learning environment; and, (4) techniques to ensure that literacy tuition occurs in a way that is consistently relevant to the MAs' trade-specific learning goals.

When these strategies are in place, the outcomes are perceived to be very positive. They are: (1) noteworthy improvement to MAs' confidence so that they are not only able to *be* enthusiastic about themselves and their learning, but they are also able to *do* a significantly enhanced range of on-job tasks; (2) much faster progress with bookwork; (3) functional literacy improvements; and (4) development of independent learning and organisational skills.

Suggestions for strategies to further enhance and broaden these outcomes include: (1) better systems for communication, resource-sharing and information-sharing among all involved, including the establishment of a complaints system; (2) encouraging or incentivising employers to become more willingly involved with their MAs' literacy and learning progress; (3) capping MACs' maximum number of MAs to ensure adequate mentoring (especially relevant for those with identified literacy issues); and (4) sufficient funding to provide MAs with literacy tutoring hours matched to their needs.

Areas needing further investigation in order to identify optimum strategies and best practice approaches include: (1) better insight into the kind of workplace culture that fosters MAs' success, and that avoids the problem of literacy disconnect from trade practice; (2) exploration of gender norms in the workplace that impede successful literacy and trade learning; (3) earlier detection of MAs' health-related learning barriers; (4) means of embedding study skills as well as literacy learning into trade/ technical learning; (5) strategies for recruiting MAs into literacy tutoring; (6) obtaining systematic assurance of MAs' literacy and associated trade learning; (7) ensuring learning materials use language suitable for MAs' with literacy issues; and (8) the feasibility of using online and mobile media such as online forums, virtual workshops, and text-messaging. This last is with the aim of facilitating three-way communication exchange and progress updates, sharing resources and teaching ideas, and better design, delivery, and updating of learning materials.

In summary, the MA Literacy Programme is working very well within the constraints imposed by the circumstances of its application. The MA Literacy Programme should be continued, since it is clear that the benefits to both MAs and their places of employment are many and marked, and the overwhelming majority of comments on Literacy Aotearoa's services are positive. Not one person offered purely negative feedback, and all the respondents' recommendations are for enhancements and expansion of the service. In our assessment, the literacy tutoring support offered by Literacy Aotearoa is professional, well-organised, and closely matches the needs of the individual MA.

However, Literacy Aotearoa cannot do the job alone and even the best of literacy tutoring by itself is not enough to create sufficiently literate MAs. Critical additional elements are **first**, a supportive employer who understands the necessity for literacy at work and its potential to boost productivity, and who wants to allow time for the MA to undertake some theory and bookwork on the job. **Second**, each MA needs a MAC who is a genuine mentor with a strong service ethic, and who keeps a close and almost parental eye on the MA's learning. **Third**, excellent collaboration is needed in the form of a partnership among employer, MAC and literacy tutor, with all sharing information and best practice, and all working collectively to support the MA. **Last**, if a workplace is to benefit from its members' improved literacy and learning ability, it needs to have a culture that is positive about literacy and learning, and open to innovative ideas and new ways of seeing the industry and the work to be done.

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## 1. INTRODUCTION

The Department of Labour (the Department) is responsible for a cross-government programme of research and evaluation on workforce literacy, language and numeracy skills. Its purpose is to build the evidence base to inform practice and policy development around improving adult literacy, language and numeracy skills. This is in partnership with the Tertiary Education Commission, the Ministry of Education and the Ministry of Social Development.

The Modern Apprenticeship Scheme is a flagship initiative launched in 2000. The scheme supports young adults to begin and complete formalised industry training, by surrounding them with a support network (in the form of a Modern Apprentice Coordinator (MAC)) (Mahoney, 2009). Modern Apprenticeships are administered by the Tertiary Education Commission (TEC).

Modern Apprenticeships are targeted at those between the ages of 16-21, although older age groups can also be included to a limited extent. Apprenticeships are generally three to four year programmes of study at levels three or four on the National Qualifications Framework (NQF) (Mahoney, 2009). The coordination role of Modern Apprenticeships is contracted out by TEC to approximately 23 industry training organisations (ITOs), and some Tertiary Education Institutions (TEIs) and Private Training Establishments (PTEs) (Mahoney, 2009). In this report, when discussing these organisations as a group, they will be called Modern Apprentice Coordinator Organisations (MACOs). Modern Apprentice Coordinators (MACs) visit the Modern Apprentice (MA) and employer at least once a quarter. Apprenticeship workbooks and resources are designed by the industry-specific ITO. Each industry has its own resources and apprenticeship training structure.

To improve literacy, language, and numeracy (LLN) in the workforce, the TEC contracted Literacy Aotearoa to deliver an MA Literacy Programme.<sup>1</sup> A key objective of the programme is for MAs to “become effective and self-directed learners” (Literacy Aotearoa, 2008, p. 6). Literacy Aotearoa contracts this work to its network of 47 nationwide adult literacy providers (Te Poupou when discussing one; Nga Poupou when more than one). The MA Literacy Programme, evolving from a previous MA Whanau Literacy Pilot Programme, began in April 2008. A minimum of 100 MAs were proposed with a maximum of 30 hours LLN tutoring for each on a rolling enrolments basis. The primary mode of delivery is one-to-one tuition. The MA Literacy Programme is a contextualised approach, using LLN tuition alongside and through apprenticeship course materials.

The different roles held by the MAC, the employer, and the literacy provider for the MA Literacy Programme are summarised in Figure 1. MACs are responsible for the initial referral of an MA to Literacy Aotearoa (National Office). To assist with this, guide points for MACs have been developed by Literacy Aotearoa (see Appendix A). MACs also provide continuing support to the MA and liaise with

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<sup>1</sup> Reference to the MA Literacy Programme throughout this report refers to the contextualised literacy tuition associated with the apprenticeship materials, not a specialised literacy course.

training providers to support learning. An adult literacy specialist at Te Poupou (trained to identify specific LLN issues) conducts an assessment interview which assesses a wide range of literacies. Individual tuition is arranged to begin within 15 working days from the referral and an individual learning programme in negotiation with the learner is developed. This is linked to the MA's course work, relevant Unit Standards, and the overall training plan (designed by the MAC, employer, and MA).

**Figure 1. Procedures for Modern Apprentice Literacy Support**



Literacy Aotearoa  
Choice Change Freedom

## Procedures for Modern Apprentice Literacy Support

### Modern Apprenticeships Co-ordinator (MAC)

- MAC identifies literacy need of Modern Apprentice (MA), ensures MA "buy in" for literacy support, has employer support
- MAC emails completed referral template to Literacy Aotearoa National Office  
[apprentice.support@literacy.org.nz](mailto:apprentice.support@literacy.org.nz)

### Literacy Aotearoa National Office (09) 378 2080

- Literacy Aotearoa contacts and emails referral to closest / appropriate Provider within 1 – 3 days
- 47 providers nationwide offering tuition within a 10 km radius of their site

### The Provider

- Provider contacts MAC within 3 – 5 working days of receiving referral from National Office to arrange time for assessment interview
  - MAC liaises with MA and confirms time of assessment, ensures course materials are brought to interview
- Provider conducts initial assessment interview within 3 – 5 working days or up to 10 working days if the MA is unable to meet prior (provider contacts National Office if there are delays further than this timeframe)
  - Provider ensures MA is clear about the placement process, has contact details for the Provider
  - Provider communicates with MAC – confirm tuition day and time
  - Tuition usually takes place at provider site

**Programme commences within 15 working days**

### Provider / MAC Relationship

- The MAC has primary role to support MA to achieve goals as identified in Training Plan (an agreement with MA, MAC and Employer)
- The MAC's expertise and support is utilised by the Provider, e.g. clarification about course material and requirements
- Communication is maintained between Provider and MAC to ensure best outcome for MA

### Non Attendance and Exit from Programme

- Provider discusses with MA unexplained absence within 5 working days of absence – MAC advised – solutions sought
- Provider discusses with MA and MAC irregular attendance – solutions sought

## **1.1 The research objective**

The purpose of this research project was to conduct a formative evaluation of the impact of the literacy tuition provided by Literacy Aotearoa Poupou for MAs. This evaluation research, funded by the Department of Labour, reviews the perceptions of MAs and their Co-ordinators (MACs), adult literacy tutors, and employers on the MA literacy programme. The impact of the literacy tuition on MA progress in the apprenticeship, both in terms of theoretical bookwork and practical on-jobsite impacts, was assessed. The intended outcome of this evaluation is to provide a judgment of the merit of the MA literacy programme identify issues for future consideration.

It should be acknowledged that LLN support is only one part of the solution to successful Modern Apprenticeship completion. When discussing completion of Modern Apprenticeships, other factors need also to be taken into account, such as the economic environment and social deprivation. However, these wider factors are outside the scope of this research evaluation, and are only touched on where specifically mentioned as an issue by several interviewees.

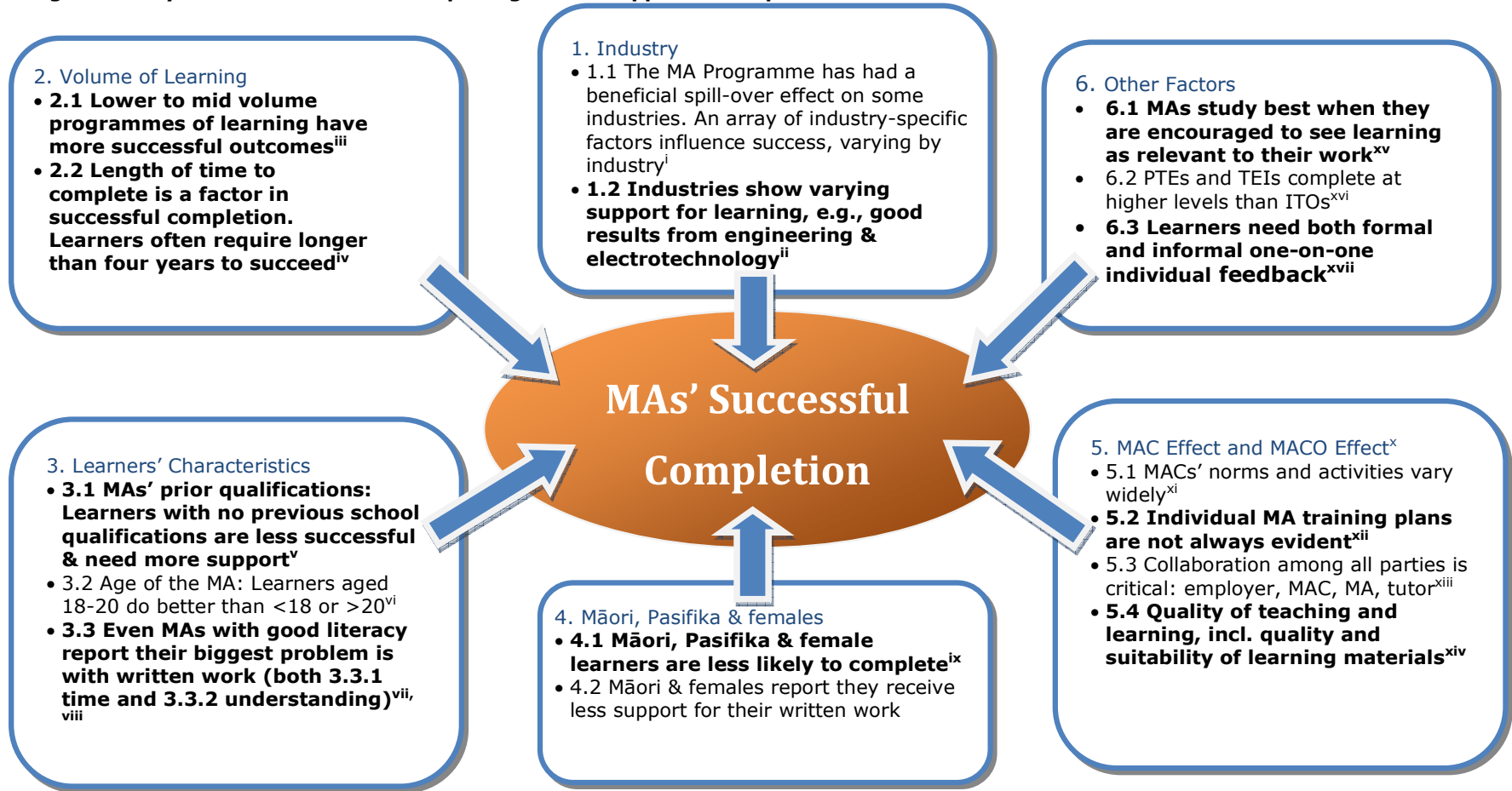
## **1.2 Description of MAs in the Modern Apprenticeship Literacy Programme**

Key demographic data of all MAs who began their apprenticeships in 2003 was compared against the data for MAs in the literacy programme to assess the representativeness of the group. The comparison showed that similar numbers of males were taking part in the MA Literacy Programme as in the Modern Apprenticeships Scheme overall. Modern Apprentices over the age of 20 were overrepresented in the literacy programme attendees. Proportions of Māori learners engaging with the literacy programme were similar to the proportions of MAs engaged in the Modern Apprenticeship Scheme overall. However, those who identified as New Zealand European were slightly less represented, while those identifying as Pasifika or 'other' ethnicities were overrepresented.

### ***1.2.1 Completion of Modern Apprenticeships***

A literature review was undertaken to highlight factors relevant to completion of Modern Apprenticeships, with particular reference to the factors important for MAs with low literacy skills. Figure 2 shows these factors and the multi-dimensional nature of successful MA completion. Table 1 provides further detail on each factor, listing in the first two columns each factor and how it is supported by previous research. The third column sets out an agenda for further relevant investigation in areas not yet systematically researched to date.

**Figure 2. Key Factors Relevant to Completing Modern Apprenticeships**



Factors of especial relevance to MAs with low literacy

Citations: <sup>i</sup>Jeffcoat & Jeffcoat, 2006, p. 87; <sup>ii</sup>Mahoney, 2009, p. 18 & p. 37; <sup>iii</sup>Mahoney, 2009, p. 37; <sup>iv</sup>Mahoney, 2009, p. 19; <sup>v</sup>Mahoney, 2009, p. 11; <sup>vi</sup>Mahoney, 2009, p. 30; <sup>vii</sup>Jeffcoat & Jeffcoat, 2006, p. 88; <sup>viii</sup>Jeffcoat & Jeffcoat, 2006, p. 88; <sup>ix</sup>Mahoney, 2009, p. 26; <sup>x</sup>Mahoney, 2009, p. 32; <sup>xi</sup>Mahoney, 2009, p. 15; <sup>xii</sup>Jeffcoat & Jeffcoat, 2006, p. 88; <sup>xiii</sup>Mahoney, 2009, p. 37; <sup>xiv</sup>Jeffcoat & Jeffcoat, 2006, p. 88; <sup>xv</sup>Sligo, Watson, Murray, Comrie, Vaccarino, & Tilley, 2007, p. 9; <sup>xvi</sup>Mahoney, 2009, p. 17; <sup>xvii</sup>Tilley, Sligo, Shearer, Comrie, Murray, Franklin, Vaccarino, & Watson, 2007, p. 86

**Table 1. Key factors relevant to completing Modern Apprenticeships**

<b>Factors relevant to MA Completion</b>	<b>What has been learned to date relevant to MAs and potentially to MAs with low literacy</b>	<b>Where further insights for effective decision making are needed</b>
<b>1.1 The MA scheme has had a beneficial spill-over effect on some industries<sup>i</sup></b>	Some indicators exist as to where industry training appears to be more successful, associated with the MA scheme	What are the characteristics of the success that the MA scheme has had in a spill-over sense, and can those characteristics be exported to other industries?
<b>1.2 Industries show varying support for learning<sup>ii</sup></b>	Some preliminary information is now known about which industries are most and least successful in providing a supportive learning environment. E.g., engineering and related industries have strong completion rates	On an industry-by-industry basis, what are the barriers and conduits to learning success in each instance?
<b>2.1 Volume of learning is a factor in successful completion<sup>iii</sup></b>	Lower to mid-volume programmes of learning have more successful outcomes	Do different industries have good ways in which they have accommodated lower-volume learning programmes? If so, can they be copied elsewhere?
<b>2.2 Length of time to complete is a factor in successful completion<sup>iv</sup></b>	Learners often need longer than four years to complete	What are the obstacles to giving MAs more time to complete in specific industries? What are the key industry-specific means to keep MAs in training?
<b>3.1 MAs' prior qualifications can predict successful completion of study within five years<sup>v</sup></b>	Learners with no prior qualifications are least likely to complete. No or low qualifications are also linked to low literacy  Lesser-qualified learners need more support	What examples are there of exemplary practice of putting in place more support for MAs with the lowest or no prior qualifications?
<b>3.2 Age of the MA is relevant: Successful completion is linked to age<sup>vi</sup></b>	Learners aged 18-20 do better than <18 or >20	What can different industries and training providers do to better support MAs <18?
<b>3.3.1 Even MAs with good literacy report their biggest problem is with written work: (a) comprehending materials. Also see 5.4 below<sup>vii</sup></b>	Problems exist with learning materials such as low readability, complexity, insufficient visual material, and outdated content.	What is exemplary practice in the production of textual and visual teaching and learning materials? What learning from such materials and their use can be applied within other contexts?

Factors relevant to MA Completion	What has been learned to date relevant to MAs and potentially to MAs with low literacy	Where further insights for effective decision making are needed
<b>3.3.2 Even MAs with good literacy report their biggest problem is with written work: (b) time to complete<sup>viii</sup></b>	Many MAs (including with good literacy) feel unable to complete written requirements in the time available. This will have major implications for MAs with low literacy	What is best practice in supporting MAs so that they can complete their materials, and are demonstrably responsible for their own success?
<b>4.1 Māori, Pasifika and female learners are less likely to complete<sup>ix</sup></b>	Problems with LLN are probably associated with the specific needs of Māori and Pasifika learners. Māori and female MAs report getting less support for their written work	What is exemplary practice in supporting Māori and Pasifika in completion, and can this be applied in other settings? What are the best examples of good support for female MAs?
<b>5. ITO effect: ITOs demonstrate variations in respect of their practices towards MAs<sup>x</sup></b>	Some ITOs are more successful than others in obtaining MA completion	What are the characteristics of MA completion within the most successful ITOs and are those characteristics transferable elsewhere?
<b>5.1 ITOs' norms and activities vary widely and are influenced by industry and ITO norms<sup>xi</sup></b>	MAs' success is partly dependent on MACs' expectations. MACs have varying workloads, some with high numbers of MAs	What is best practice among the most successful MACs, and can this success be replicated elsewhere?
<b>5.2 Individual training plans are not always evident but should be a key tool for planning and development<sup>xii</sup></b>	Some MAs were unaware they had an Individual Training Plan. Others found them of limited value. However ITPs are thought to be of especial benefit to MAs with low literacy	What are the best features of successful use of Individual Training Plans in the workplace, and can this knowledge be shared?
<b>5.3 Collaboration among all parties is critical: Employer, MAC, MA, literacy tutor. MAs' success is strongly supported by such collaboration<sup>xiii</sup></b>	Variation is apparent in the extent of collaboration between employer and MAC. MAs with the greatest needs may be the least self-directed learners and the most in need of collaborative support	What is best practice in this collaboration? What are the implications for when a literacy tutor is involved? How best to encourage employers to see the value of literacy and then inculcate a culture of valuing literacy in their workplace?
<b>5.4 Quality of teaching and teaching materials is important in MA success. We list this as a separate factor in light of its apparent salience in low MA completion. Also see #3.3.1 above<sup>xiv</sup></b>	Quality of teaching and teaching materials is variable across industries. Low quality learning materials are likely to have greatest impact on MAs with low literacy. Material is often not well written for the learners' abilities; different learning styles are not catered for; learners are insufficiently engaged via interactive learning	Are there instances of exemplary teaching and learning materials that can be identified and shared?

Factors relevant to MA Completion	What has been learned to date relevant to MAs and potentially to MAs with low literacy	Where further insights for effective decision making are needed
<b>6.1 MAs study best when they are encouraged to see learning as relevant to their work. This engages them in learning and builds their self-confidence<sup>xv</sup></b>	Quality of trade and technical teaching is important in helping learners achieve success	What are the best available models of teaching and learning by industry?
<b>6.2 PTEs, TEIs and ITOs all provide MAC services for MAs<sup>xvi</sup></b>	There is some evidence that ITOs perform less well in obtaining MA completions	What characteristics seem to occur in respect of PTE and TEI performance in MA completion that can be identified and shared?
<b>6.3 Learners need both formal and informal one-on-one individual feedback<sup>xvii</sup></b>	One-on-one feedback to learners in both formal and informal modes is probably variable across industries	How can this one-on-one feedback to learners in both formal and informal modes be successfully facilitated in a range of industries etc?



## **2. METHODS**

As noted, the MA literacy programme through Literacy Aotearoa has been in operation since April 2008 and continues to enrol referred MAs on an ongoing basis. As of December 2008, 191 MAs had been referred for literacy tuition.

The research project was conducted in two stages. The first stage included a frequency analysis of a Literacy Aotearoa database of all MAs in the literacy programme as of December 2008. The second stage, and the focus of the study, was a series of 14 case studies, each designed to feature an interview with the MA, the MA's employer, the MAC, and the adult literacy tutor. Collaboration with Literacy Aotearoa (National Office) was ongoing throughout each stage of the research.

### **2.1 Frequency Analysis**

Literacy Aotearoa (National Office) provided their database of the MAs who were receiving or had been enrolled to receive LLN assistance through one of their 46 Poupou in 2008. This database held information on demographics, MAC referral comments, LLN need assessments (derived from Literacy Aotearoa's initial assessment process), progress indicators, tuition hour allocations, number of unexplained absences, and reasons for exit (see Appendix B for recommendations for improvements to database information collection). The database was analysed using SPSS Version 16.

Qualitative comments in the database were categorised so as to allow for a count of frequencies. While Poupou tutors and managers are responsible for entering information into the database, the data is gathered from a number of sources. For example, referral information is provided by MACs, initial assessment data usually by the Poupou manager, literacy progress indicators by the Poupou tutor, and workplace outcomes by the MAC (who liaises with both the local employer and literacy tutor). Inconsistency in terminology across industry type and level of specificity with recording of qualitative data impacted on the comparisons that could be made between groups of MAs.

Descriptive information on the high, moderate, and low literacy need groups is summarised below, categorised further by continuing or exited status. Students who were continuing were attending LLN tuition as at 31 December 2008 or (due to rolling enrolments) had been referred to Literacy Aotearoa but had not as yet started tuition. Students who had exited had either achieved their learning goals or left for other reasons.

Detailed analysis of the demographic characteristics of the different need groups is available in Appendix E. A detailed quantitative analysis of the referral issues, LLN assessments, and progress and outcome indicators for all MAs in the MA Literacy Programme are provided in Appendices F and G for interested readers.

The demographic data show that overall, regardless of level of LLN need and continuing or exited status, the characteristics of the typical MA participating in literacy tuition as outlined earlier still hold.

Notably, just over a third of MAs were in the 20-29 age bracket across the need groups and continuing or exited status. Most MAs were in the first year of their apprenticeship across the need groups. However, there was a higher proportion of exited MAs who had engaged in literacy tuition in the third year of their apprenticeship, especially within the high need group. Overall, most MAs were recommended to attend two hours of literacy tuition per week.

The tuition generally took place after work for both groups. However, in the moderate and low need groups, continuing MAs were approximately twice as likely to take part in literacy tuition during work time as their exited peers. This could imply that the need to access literacy services outside of work hours may be an influencing factor on the number of exits.

## **2.2 Case studies**

Fourteen case studies were completed (a total of 46 interviews), one each in Palmerston North, and Blenheim, two each in Dunedin, Northland, and Tauranga, and six in Hamilton. Some MAs shared the same literacy tutor, MAC, or employer. Interviewees were a self-selected sample invited to participate by the manager of Te Poupou.

A professional transcriber transcribed each interview (for the interview schedule, see Appendix C). Coding of the transcripts was conducted using grounded analysis (Glaser & Strauss, 1967; Glaser, 1992), with the aid of a qualitative data analysis package called HyperResearch (ResearchWare, n.d.). Grounded theory means key themes are deduced from the data during multiple close readings in which the researcher maps the overall content by taking notes of repeated or similar ideas, and identifying reoccurring key words or language patterns. Broad patterns are thus detected across all interviews, as opposed to establishing hypotheses in advance and matching a pre-built coding 'frame'. This helps to discover unexpected content and ensures that the data (not researcher inquiry) shapes findings. HyperResearch manages the production of coding notes and assists with collapsing or expanding theme categories until a series of discrete codes and sub-codes is obtained. Each grounded theory code is checked to ensure that it is supportable in reverse; able to be illustrated by "extensive amounts of rich data" (Charmaz, 2000, p. 514), for example multiple comments from survey responses that fit the code description.

### **2.2.1 Description of the Interviewee Sample**

Descriptive information is provided in Table 2 on the MAs in the literacy programme compared to the research project's interviewee sample. The demographic data show that overall the typical MA in literacy tuition is male, under 20 years of age, identifies as New Zealand European, speaks English as a first language, and is likely to be in the first year of the apprenticeship. The data on the interviewee sample show the majority of this group also fit these descriptors.

**Table 2. Descriptive data on MAs in the Literacy Programme and the interviewee sample**

	MAs in Literacy Tuition (N = 190)*		Interviewee Sample (N = 14)	
	Number	Percent	Number	Percent
<b>Gender</b>				
Male	180	94.7	14	100.0
Female	10	5.3	0	0.0
<b>Age Group</b>				
Under 20	117	61.6	9	64.3
20-29	70	36.8	5	35.7
30-39	2	1.1	0	0.0
40-49	1	0.5	0	0.0
<b>Ethnicity</b>				
Māori	30	15.8	0	0.0
NZ European	143	75.3	14	100.0
Pasifika	4	2.1	0	0.0
Other	13	6.8	0	0.0
<b>First Language</b>				
English	178	93.7	14	100.0
Māori	2	1.1	0	0.0
Other	10	5.3	0	0.0
<b>Year of Study</b>				
First Year	124	65.3	12	85.7
Second Year	46	24.2	1	7.1
Third Year	15	7.9	1	7.1
Fourth Year	5	2.6	0	0.0
<b>Assessed Level of Tuition Need</b>				
1-19 hours	23	12.1	0	0.0
20-30 hours	84	44.2	4	28.6
31+ hours	83	43.7	10	71.4
<b>Regularity of Attendance**</b>				
Regular	119	63.3	9	64.3
Irregular	69	36.7	5	35.7
<b>When Tuition Took Place</b>				
During work time	40	21.1	1	7.1
After work time	139	73.2	12	85.7
Both during and after work time	6	3.2	0	0.0
Not applicable	5	2.6	1	7.1
<b>Recommended Tuition Hours/Week</b>				
Up to 1 hour (or 1 hour a fortnight)	50	26.3	0	0.0
From 1.5-2 hours	116	61.1	12	85.6
Not supplied	24	12.6	2	14.3
<b>MAC Organisation</b>				
Apprenticeships Works	7	3.7	0	0.0
BCITO	35	18.4	4	28.6
CPIT Trades Innovation	1	0.5	0	0.0
Crop and Food Research	3	1.6	0	0.0

	<b>MAs in Literacy Tuition (N = 190)*</b>		<b>Interviewee Sample (N = 14)</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
ETITO	1	0.5	0	0.0
EXCITO	1	0.5	0	0.0
FITEC	2	1.1	0	0.0
G & H Training	13	6.8	1	7.1
GDI	1	0.5	0	0.0
Hairdressing ITO	7	3.7	0	0.0
Horticulture ITO	6	3.2	0	0.0
Hospitality Standards Institute	6	3.2	0	0.0
Infratrain	23	12.1	1	7.1
Job Finders	23	12.1	5	35.7
MasterLink	3	1.6	0	0.0
MITO	25	13.2	1	7.1
NZ Flooring ITO	2	1.1	0	0.0
Otago Polytechnic	4	2.1	1	7.1
Plumbing, Gasfitting, and Drainlaying	1	0.5	0	0.0
Regent Training	10	5.3	1	7.1
Skills4Work	3	1.6	0	0.0
Smartcareers	4	2.1	0	0.0
Trade Education	2	1.1	0	0.0
Wellington Open Polytechnic	1	0.5	0	0.0
Whangarei Educational & Business	5	2.6	0	0.0
WITO	1	0.5	0	0.0

\*One case did not have any information in the database.

\*\* Two data sets were missing. One participant had not yet started their literacy tuition.

Of note, there were no female, Māori, or Pasifika interviewees, perhaps reflecting the low numbers of these demographic groups in the Modern Apprenticeship Programme overall.

Each learner is designated at the initial needs assessment by Te Poupou Manager as either low, moderate, or high needs. Low need is defined as requiring up to ten hours of LLN tuition to achieve learning goals and would be utilised where a learner exhibits a specific, precise need which is within a Learning Progression range of their skill base (McNab, personal communication, 2009). Moderate need is defined as a learner who has some minor gaps in their learning, or a specific but more complex learning need (however, all within a Learning Progression range of their skill base) (McNab, personal communication, 2009). Moderate need learners are assigned to between 11 and 30 hours of LLN tuition. High need learners are those with more complex needs (McNab, personal communication, 2009) and often would require more than 31 hours of LLN tuition<sup>2</sup>.

<sup>2</sup> Designation into the low, moderate, or high needs category is an estimate made at the time of the initial assessment. The hour allocations as reported here have been changed slightly to represent categories that do not overlap e.g., the original categories are: low (0-10), moderate (10-30), and high (30+). In practice, membership of a category is flexible and can change as learning needs are re-assessed throughout the tuition process.

Ten of the interviewees were in the high needs (31+ hours) group, with four in the moderate (11-30 hours) group. Most of the MAs in the interviewee sample were located within the MAC organisations of Job Finders (who work across several MA trade areas) (5) or the Building and Construction Industry Training Organisation (4). The majority of the interviewees were recommended to attend tuition for approximately two hours per week. Generally tuition took place after work.

The average number of hours the interviewees had attended tuition up to the end of December 2008 was 16.5 hours. The minimum number of hours completed overall was four, whereas the highest was 42. Nine interviewees had completed ten or more hours of LLN tuition. The majority (12) participated in one-to-one LLN tuition as per the TEC contracted primary mode of delivery. More detail on the referral issues, assessed LLN needs, and progress indicators for the interviewee sample is provided in Appendix D.

### 3. CASE STUDY RESULTS

The case study data as presented below reinforced key points from the frequency analysis about LLN needs and outcomes of the literacy programme, as well as extending these findings. Evidence from the case study data has been aggregated to address each of the four key research questions. Interviewees responded to questions that were specifically framed to ask about the Modern Apprenticeship Literacy Programme. However, we acknowledge that it is not possible to ascertain where (if at all) respondents may have referred in their answers to other tutoring from outside of the Modern Apprenticeship Literacy Programme. The quotes used in the examples for each section illustrate the general tenor of responses for each theme.

#### 3.1 What literacy and numeracy issues do MAs present to Literacy Aotearoa with?

The interested reader is referred to Appendix F for information on specific LLN needs and issues raised in the MAC referrals and the assessed needs as gathered by Literacy Aotearoa Poupou in the initial needs assessment.

In the case study data, we identified an overall category of comments regarding “literacy challenges” — that is, things that interviewees suggested were barriers to MAs’ literacy which had to be overcome. The challenges category was dominated by MAs’ “direct” literacy and numeracy issues, such as functional literacy needs. It also included a range of “indirect” or contributing issues, such as the role of workplace or industry culture in encouraging (or not encouraging) MAs’ openness to literacy training. The breadth of these indirect challenges indicates the complexity of MAs’ literacy challenges and the role that factors and parties outside literacy tutoring can have in influencing learning success. The case study data reflected information gathered from Literacy Aotearoa’s database on MA progress indicators and comments on issues and solutions with the MA Literacy Programme by providers. Analysis of the quantitative data gathered on referral issues and progress indicators of MAs in the MA Literacy Programme is provided in Appendices G and H for comparison.

In the frequency tables below, themes are presented in decreasing order of frequency. As the data are qualitative, frequencies do not have statistical validity. However, presenting themes in ranked order from those that occurred most often to those that occurred least often demonstrates which issues were described most frequently. To facilitate readability, we have provided just a very small sample of the numerous quotations to illustrate typical comments on a particular theme.

The 281 comments from interviews relating to the respondents’ perceived literacy challenges were grouped into 15 themes. A description and examples of each theme are given below in Table 3.

It is important to recognise that the data show it is the **complex interaction** of MAs’ relationships with their employer, MAC, literacy tutor, and other influencers such as workmates and family that creates their particular situation.

Recommendations by agency for the MA Literacy Programme and wider influencing issues are given at the end of the case study section. Where an issue is beyond the scope of any of the agencies or parties involved directly in the MA Literacy Programme, this is noted as a recommendation for “policy”, to indicate its broader genesis and implications. Use of the term policy is not intended to exclusively imply that government should intervene, but to indicate that there exists a broad society-wide issue. The issue may need further consideration and response on a range of fronts beyond those parties directly involved in the design and implementation of the MA literacy programme.

Some of these issues may not appear to be strictly defined ‘literacy challenges’. Nonetheless, they were noted by the respondents as issues that impeded literacy outcomes. We have taken our lead from the respondents’ data in including these wider issues here as challenges. This is because the data show that respondents describe broader contextual challenges almost as frequently as specific narrow challenges when discussing MAs’ literacy aspirations, achievements, and barriers. The data imply therefore, that successful approaches to enhancing literacy levels across the whole population of MAs will need to take into account both the macro and micro factors impacting literacy outcomes.

**Table 3. Challenges themes ranked in order from most to least frequent**

<b>Challenges</b>	<b>Comments (N)</b>
Functional Literacy Challenges	76
Disconnect Between ‘Theory’ and ‘Practice’	37
Practical Wisdom / Learning Style	31
Modern Apprentices’ Coping Strategies	26
Time and Fatigue	22
Motivation	18
Health	13
Reactance to Failing	12
Modern Apprentices’ Organisational / Independent Study Skills	11
Family Background	6
Transport / Remoteness	5
Every Learner Different	5
Financial	4
Missed Foundational Steps	4
Other	11

### **3.1.1 Challenges: Basic reading, writing and math challenges**

By far the most common type of challenge mentioned was “functional” literacy challenges. MAs needed to up-skill in traditional functional literacy areas such as reading, writing, and math in order to fulfil their apprenticeship’s theory or bookwork components. Mathematics challenges included the basics, often issues with trigonometry, which several employers and MACs indicated they also found problematic. Writing difficulties included legibility, being able to structure an answer, and, to a lesser extent, spelling. For reading, comprehension (including understanding what was required when reading learning materials), was the key challenge. Oral communication skills were also a challenge..

**Table 4. Sample comments on reading, writing, math and communication challenges**

<b>Interviewee type</b>	
<b>Sample comments (math)</b>	
Employer	You start moving into tangents and logarithms and root geometry. That's where [the MA] was particularly stalling and that's where it's been a particular help.
MA	Square metres is where I get quite screwed up [and for] ramps you've got to calculate angles.
MAC	Most of my apprentices including myself – a lot of us old school guys have problems with trigonometry.
Tutor	Most of them mentioned the maths component has been the most difficult.
<b>Sample comments (writing)</b>	
Employer	They're very untidy ... their hand writing is actually quite hard to read.
MA	'Cause of the way I filled it out they couldn't read it or understand it properly.
MAC	He was having trouble signing his own name, it was nearly to a point of putting a cross there.
Tutor	They don't quite know how to put the answer into words ... from the literacy point of view it's a question of helping them to structure answers.
<b>Sample comments (reading)</b>	
Employer	That's what the latest cars do, they'll have 17 or 18 computers on board and they all talk. If one fails ... you need to read the information to understand what's going on.
MA	Just taking key words out of questions and processing those has been probably the biggest help.
<b>Sample comments (oral communication)</b>	
Employer	He finds it hard to communicate with people sometimes, just on their level and I heard the odd comment that tradesmen would be a bit annoyed with him
MAC	I don't know whether...they get the practice at listening carefully to what people have said. That's a different kind of literacy ... a verbal literacy I suppose.

### **3.1.2 Challenges: Disconnect between 'theory' and 'practice'**

The next most common theme was a divide between "theory" and "trade". We labelled this "disconnect" to reflect how MAs, literacy tutors, employers, and MACs perceived a split between practice and theory, or "doing the job" and "doing bookwork". This divide was characteristic of the world view of some employers and MAs in particular. However, it also comes through in comments of some MACs and, less frequently, literacy tutors, who questioned the value of literacy to a trade. These interviewees made the point that other skills (such as working with the hands) are as valuable to society as being able to read and write. Yet such skills may be discounted in a narrow functional definition of literacy. Problematically, though, if MAs sense these attitudes at work, this awareness may feed into their own feelings of disconnect between what is required and what is actually valued in the workplace.



This category included comments in which what happened in literacy tutoring and what happened at work were seen as occurring in two different worlds. Literacy and trade contrasted as different entities, with literacy often viewed as “not necessary” to succeeding on the job. For example, some MAs learned theory only outside their work and saw it as not really part of the job. Others had entered a trade because they expected it not to include writing. Some employers reflected on their own lesser literacy skills, and they and some MACs pointed out that they had not required this “in the old days” in order to reach their level of trades expertise.

Elsewhere, interviewees’ remarks bridged this divide. For example (in Section 5.1.15, Challenges: Other), a MAC observed that the technological sophistication of modern cars meant mechanics need to understand complex computer-based readout, not just wield a spanner. Here, though, the comments constructed a gap rather than a link between theory (or literacy) and practice. Some employers questioned the value of MAs “doing theory”, as did some MACs, saying it did not make them “more productive”. Similarly, one MAC wondered whether making MAs “more literate” made them more productive.

Other coding (Section 4.2, What literacy and numeracy course content, teaching strategies and resources are being used by Literacy Aotearoa and in what ways are they effective?) shows examples of when this divide is bridged. Some workplaces, for example, encourage MAs to bring their theory materials to the shop floor and discuss them with workmates during work time. Some employers tell MAs that more opportunities will open up to them if they are competent in bookwork. In such instances, MAs find the disconnect less challenging. On the other hand, other coding (Section 4.3.5, Issues and suggestions: Instrumental approach) indicates that sometimes an instrumental approach is employed to bridge the divide temporarily. The aim is simply to get MAs through their bookwork rather than create any genuine connection between trade and literacy competencies.

**Table 5. Sample comments on the disconnect between ‘theory’ and ‘practice’**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	Years ago we would cut our own roofs ... We just did it a manual way and it worked. A lot of kids go into doing a trade because they think they’re not going to do any writing.
MA	I ask the guys at work ... and some of them are going “I don’t remember this one, why the hang do you need to do it?”
MAC	You know when I did my apprenticeship well you could get by, you could get by, by doing your practical work. And our name of the game is to get them out there building you know and qualified. The qualification doesn’t need to be that high tech.
Tutor	He’s actually said once I’ve done this I don’t need to do any more writing again.

### **3.1.3 Challenges: Practical wisdom / learning style**

Closely related to the theme of disconnect were comments about MAs' perceived differential skill levels. This often involved the view that MAs had practical command of job skills but had difficulties in reading or writing about those skills. These comments usually comprised an observation that while MAs may be challenged in literacy, they possess strong practical competencies and an ability to learn by doing or watching. In other words, the belief was that MAs do not lack essential trade skills and may well make excellent tradespeople. But they are unable to match their ways of acquiring or expressing knowledge with the particular learning or expressive requirements of their apprenticeship's bookwork component. This has become a key hurdle for some MAs.

**Table 6. Sample comments on practical wisdom / learning style**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	Really good technician, does all the work but fails on the paper side.
MA	By doing it, it's the easiest way for me. ... I find it hard to learn out of a book.
MAC	Being a [tradesperson] is practical, about having practical skills and [the MA] has done very well with that. Unfortunately ... there is the theory side of the qualification as well and that's where he's really struggling.
Tutor	Some will never achieve the skills for literacy but they are both excellent workers and have great skills with their hands. The majority have excellent memories and are very valuable to their employers. A skilled artisan is equally important as a skilled literacy person; we need all types to make a complete world.

### **3.1.4 Challenges: Modern Apprentices' coping strategies**

Another frequent challenge was the difficulty of identifying or discussing literacy because of MAs' well-developed coping strategies. Young MAs in particular felt stigma around their literacy. This made them disinclined to request assistance, even when directly asked about their learning needs. Many had sophisticated strategies for avoiding or managing situations in which their literacy levels might be on show, and were reluctant to receive literacy tutoring for this reason.

Several interviewees indicated that this stigma is compounded in male-dominated trade workplaces. MAs were trying to fit into a masculine culture that required them to work hard, play hard and not show weakness: "men can be dreadful teases". Understandably, some MAs went to considerable lengths, including lying about their progress, to avoid admitting their difficulties. This developed into a coping strategy to avoid being mocked or bullied as not achieving the dominant model of masculinity in the community they were trying to join.

Because of some MAs' success in disguising their literacy difficulties, poor progress in completing units was often the first time employers or MACs realised the need for literacy assistance. However, as discussed below (Section 4.3.4, Challenges: Recruiting Modern Apprentices into literacy learning), this discovery often came well into the Modern Apprenticeship when the MA was already behind schedule. This put both literacy tutors and MAs under pressure to complete the

units by deadline. Such pressure tended to create an instrumental approach to “just getting it done” during the tutoring rather than both literacy tutor and MA feeling they had adequate time available to deal in any deeper way with literacy development.

Several interviewees described how a compound interaction of coping/avoidance strategies and lack of confidence created an ever-increasing barrier to literacy. MAs felt unconfident because of past situations in which they believed they had failed at literacy-related tasks. Therefore they avoided their bookwork, failed to make further progress, then felt even less confident about their ability. Later coding (“what works”) reveals the many innovative strategies that literacy tutors and others deploy to stop such a spiral.

**Table 7. Sample comments on MAs’ coping strategies**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	I didn’t realise how bad it was because he never alluded to it.
MAC	Generally we don’t identify those issues initially. We’re dealing with teenage boys and it’s very obvious ... that they don’t want that to be public. I think subconsciously they hide it themselves, they think their literacy and numeracy is okay. ... And they feel as though they can cope. You know they’re not typically readers of stuff, and they’ve coped .
Tutor	People generally have really good strategies of...coping and sometimes it’s a few lessons down the track before you really ... find the nitty gritty of why they are there.

### **3.1.5 Challenges: Time and fatigue**

Another challenge for some MAs was fitting in bookwork and extra literacy tutoring alongside the demands of job and family. Some interviewees talked about time spent on social life as a barrier to learning, with employers tending to see this as a bigger problem than the working demands made on the MA. One employer said that Modern Apprenticeships were not difficult in terms of time commitment (“even though everyone will tell you that it is hard”), but the consensus of comments suggested that it is. As noted above, some employers did not see their MAs’ theory learning as a priority or set aside time for it at work. However, most of the comments in this category from MAs and literacy tutors pointed to how tired MAs were after a full day’s work and the impracticality of expecting them to have enough energy left for learning.

Lack of time at work and home encouraged an instrumental approach to tutoring. If MAs were working on their bookwork only during tutoring sessions, literacy tutors felt bound to focus on “getting them through” rather than on literacy matters. Literacy tutors were aware that sometimes this was a last chance for MAs whose employers had given them an ultimatum. Thus they wanted to help MAs to achieve their required units in time so that they did not lose their job.

Some employers encouraged MAs to bring their books to work. Integrating study with its application this way enhanced MAs’ progress (see Section 4.2.3, What’s working: Show application of learning). When time elapsed between doing and writing, it was difficult for MAs to remember what steps a process involved in

sufficient detail to write about them. It was not uncommon for MAs to have completed the practical work for their units but, not having written them up at the time, be unable to prove it.

**Table 8. Sample comments on time and fatigue**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	You know he works 45 hours a week now, so how much more do you put on him?
MA	Finding the time to do it. ... We do quite long hours. Lots of the time you get home and you don't want to do bookwork, you've just been doing physical work all day. You just want to rest.
Tutor	You make the best use of the time they spend here. They are tired, most have done a 9/10 hour day. Some come in the morning before work. Some come on Saturdays. If they are really tired it is no time to be trying to encourage them to learn something they know they have already failed in.

### **3.1.6 Challenges: Motivation**

Some respondents (a few literacy tutors and MACs but, more often employers) felt that MAs' own motivation was their biggest challenge. No MAs thought this. Literacy tutors tended to see motivation as connected with low confidence, while employers and MACs tended to see it as intrinsic within individuals or in younger people. At least one MAC and one employer said they constantly pushed MAs to do their study, and implied that no progress would be made otherwise.

One MAC had at times found it difficult to decide whether barriers were genuine literacy difficulties or "an excuse not to go to night school". He had solved this by further communication with the MAs in question. Another MAC noted that, once the literacy support programme began, he became aware that much lack of progress which he had previously attributed to motivation or social life distraction ("beaches, surfing and summer and other things like alcohol and girls") were actually attributable to functional literacy challenges. He realised that his attribution of motivation as the root cause of incomplete bookwork had sometimes masked underlying literacy problems.

**Table 9. Sample comments on motivation**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	They like defying people, they don't like rules and things like that, well they need to be put into place. I think that's something that really quite necessary if this is to continue.
MAC	Up until we started working with Literacy Aotearoa here we had problems of young guys not progressing. We've got other problems here ... and that's beaches, surfing and summer and other things like alcohol and girls and stuff like that which is right through the country. But I thought that was the main problem but since we have taken on Literacy Aotearoa here we've put quite a few of our apprentices with them and we've come across [literacy] problems that have existed and we didn't actually pick up on.
Tutor	The motivation factor goes hand in glove with confidence I think. Say you lack the confidence then your motivation suffers greatly as well.

### **3.1.7 Challenges: Health**

A number of interviewees commented on MAs' health challenges, such as eyesight or hearing difficulties and, in particular, previously undiagnosed dyslexia.

**Table 10. Sample comments on health**

<b>Interviewee type</b>	<b>Sample comments</b>
MAC	It's amazing how many people we've found that are dyslexic.
Tutor	And some of them are physical. Deafness, eyesight problems ... I think he's motivated but it is dyslexia.

### **3.1.8 Challenges: Reactance to failing**

Related to the observation by literacy tutors (above) that apparent motivation issues may be related to confidence, some interviewees (again, particularly literacy tutors) thought that a complex literacy challenge involved what we would term MAs' "reactance" to prior failure. Reactance is a common psychological response in which individuals do the opposite of what they are asked to do by an authority figure in order to protect themselves from what they have previously experienced as harm (Brehm & Brehm, 1981; Dillard & Shen, 2005). If they have experienced detriment to their emotional well-being from attempting to follow instructions, they will avoid following similar instructions in future. For MAs, reactance often seems to occur as the result of loss of confidence, causing a psychological barrier to attempting literacy tasks, as they have come to see literacy as unobtainable.

**Table 11. Sample comments on reactance to failing**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	He just can't step up. And that might be a confidence thing. I don't think there are any barriers other than what [the apprentice] puts on himself.
MA	What made me more nervous in coming back in is the way they would treat me.
MAC	If they fall behind kids of this age say "I've fallen behind now so why do I bother and just drop out".
Tutor	A lot of them don't write because of their spelling, they've had someone laugh at their spelling. Some of the young ones when they've failed so frequently...it's almost like a learned behaviour.

### **3.1.9 Challenges: Modern Apprentices' organisational / independent study skills**

Some comments indicated that MAs need better skills in independent study or personal organisation if they are to make independent progress with their bookwork outside their guided tutoring. While MAs were often capable of completing bookwork when working with a literacy tutor or small group, no progress might occur outside scheduled study time. Sometimes MAs did not ask for any help during class. They just wanted a dedicated time and space to concentrate. Other MAs could tackle their bookwork once given a starting point or structure for breaking it down into manageable sections. Some perceived that

they did not know how to begin to do this on their own. (Note that respondents here were mainly referring to the LA programme, but in some instances may have had their other trade learning in mind.)

**Table 12. Sample comments on MAs' organisational / independent study skills**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	The other thing I tried to do with [this MA] is actually you say being systematic and looking at a job and actually saying, right, at the start, how am I going to do this job? ... So planning right up front, planning the job.
MA	If you're at home you wouldn't be doing it ... if you were at home and you didn't have this class, if you keep coming across hard questions you couldn't [answer, you'd] just fold your book up and give up.
Tutor	He's very disorganised. And so it's a question initially when they come to me I try to say to them "look if you try and structure, you have to do a particular segment, now first of all make sure you read it properly and when you come to the answer you refer back to the index for that particular section you can re-read it" so it's just a question of explaining to them.

### **3.1.10 Challenges: Family background**

Family background or influence was mentioned by some interviewees as contributing to MAs' literacy challenges.

**Table 13. Sample comments on family background**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	It's bloody hard to break the cycle when your parents are in gangs and things like that.
MAC	His family thought that they could help him, but the level of the work that he's doing is just over their head.
Tutor	Family circumstances, people shifting a lot. A number of them have come from pretty dicey situations.

### **3.1.11 Challenges: Transport / remoteness**

Distance or remoteness was a challenge for some MAs travelling to tutoring. At least one MAC commented positively that involving Literacy Aotearoa with MAs had made a difference because it had literacy tutors working in remote areas.

**Table 14. Sample comments on transport / remoteness**

<b>Interviewee type</b>	<b>Sample comments</b>
MAC	When I signed [this MA] into his apprenticeship I had to drive way up to this mountain-side and just about ripped the bottom out of my car. There is an outside, outlying area and the systems that we've got in place with Literacy Aotearoa are good because they have got people in the outlying areas.
Tutor	[Attendance issues] can happen because of transport, working out of town, they are not always sure of where they will be working. It is not like a city business with a lot of staff. This can be only a five to twenty man team so if you remove half the workers, you can cause problems and safety issues, plus if they are working out of town travel time can be up to an hour each way. So 2 hours' travel and two hours' lessons and there is a whole morning or afternoon gone. It may work well in a city but not in the smaller centres even with the best will in the world.

**3.1.12 Challenges: Every learner different**

One challenge with successfully providing learning support was that every MA was different. Some needed just a quick pointer in the right direction while others required long-term assistance. Literacy tutors working across several case studies also pointed out that that regions and industries were all different. Elsewhere, interviewees said that one-on-one tutoring is what MAs most value. Section 4.2.5, What's working: Flexible learning environs, reinforces that learners need unique and flexible approaches.

**Table 15. Sample comments on every learner different**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	Every kid is different; you know you don't get two the same that's for sure.
MAC	Some of them need a lot of help over a long period of time and some of them just need a short a little bit of help.
Tutor	As long as the differences in areas are taken into account. There are so many different areas and each have their own problems ... It is what is best for the apprentices, so you can possibly never have the same for everyone.

**3.1.13 Challenges: Financial**

Several comments related to financial issues as creating a literacy challenge. Examples included MAs using out-of-date textbooks or finding texts expensive, or not attending classes because of cost. As Literacy Aotearoa's founding kaupapa is that students are not charged for their tuition, the reference to "classes" above would refer to tuition undertaken through other training providers as part of the Modern Apprenticeship.

**Table 16. Sample comments on financial challenges**

<b>Interviewee type</b>	<b>Sample comments</b>
Tutor	Books are expensive so if money is tight, they are at the bottom of the list.

### **3.1.14 Challenges: Missed foundational steps**

Several interviewees commented that a big challenge for MAs when they started tackling their bookwork was that they had missed earlier, foundational learning steps. The learning steps that were missing are determined through Literacy Aotearoa's initial assessment process, prior to placement. Literacy tutors often needed to address literacy learning steps that had been missed before they could properly work with MAs on the bookwork itself. However, once the missing steps were covered, learning capability was often set free.

**Table 17. Sample comments on missed foundational steps**

<b>Interviewee type</b>	<b>Sample comments</b>
MAC	This apprentice in particular missed out a core part of his high school learning and my feeling is that the tutor found that core area that he had missed out on and worked on that and ... the doors opened up. Again, very bright young man.

### **3.1.15 Challenges: Other**

Some comments did not fit obviously within any category above and were coded "challenges other". These ranged from an MA's comment that polytechnic just did not suit him, to an employer's observation that simply being new on the job is a big challenge in itself, to an MA's sense of uncertainty at his future because there was no immediate likelihood of employment. One MA said he had been unable to document his practical work because he could not access a digital camera.

One MAC perceived a wider cultural shift away from reading. For him, young people, especially boys, were doing little or no reading once they left school, so that their literacy was going backwards, particularly if there was a long gap between school and apprenticeship. Conversely, reading demands were going up, as in motor engineering cars were more complex and more documentation was needed to learn how to analyse and repair them.

**Table 18. Sample comments on other challenges**

<b>Interviewee type</b>	<b>Sample comments</b>
MA	When I finish, because it's like well there is no work there, what am I going to do?
Tutor	Boys do not, unless they come from a reading household, do very much reading after they leave school. Possibly car magazines, pay slips, are about all. Girls do read more, magazines, beauty tips, the backs of supermarket/chemist products, diaries, notes to friends. So often their reading is better, but their spelling and grammar is about similar to male levels.



### 3.2 What literacy and numeracy course content, teaching strategies and resources are being used by Literacy Aotearoa and in what ways are they effective?

The case study data contained many responses that illuminated this question. However, the data provided information that went beyond Literacy Aotearoa’s tutoring strategies. Effective end results do of course flow from literacy tutors’ expertise and teaching ability. Yet no less important is what happens when MAs go back to the workplace, or talk to their MAC or family. We include here, therefore, all the information that respondents provided about “What’s working”, strategies or actions that the interviewees thought were leading to positive outcomes for the MAs enrolled in literacy tutoring.

This section overviews interviewees’ insights into ways they had successfully addressed challenges described above. We group the 242 comments mentioning successful strategies into seven themes, each indicating approaches that respondents said were achieving positive outcomes. Various disparate ideas about successful strategies were coded “other”. This reflects observations that unique solutions are required for different MAs, regions and industries, and that specific tailoring of solutions is necessary. Ranked from most to least frequent, the seven themes of “what’s working” were:

**Table 19. What’s working themes ranked in order from most to least frequent**

<b>What’s Working</b>	<b>Comments (N)</b>
Collaboration	76
One-on-one	41
Show application of learning	28
Recruiting MAs into literacy learning	28
Flexible learning environs	24
Structure or discipline	8
Other	37

#### 3.2.1 What’s working: Collaboration

Many comments described forms of collaboration as the best way to achieve MAs’ learning results. Sometimes this meant collaboration between two or more MAs collaborating in learning, inspiring each other through cooperation or friendly competition. More often it referred to the employer’s participation or three-way collaboration between literacy tutor, MAC and employer. However, it should be noted that in practice, there are issues of who has the responsibility to lead this collaboration, with literacy providers often undertaking this duty without adequate funding support. More than one MAC used the term “triangle” to describe the optimal support arrangement: “a triangle with the MA and the four of us working together”. This latter emerged as one of the most effective ways to help MAs reach learning goals. The key elements in this three-way collaboration were:

- Team sharing of information enabling all three parties to monitor and encourage the MA;
- An aim to work in concert to support the MA’s learning and to share resources;
- An attempt to stay aware of issues and successes and provide back-up to one another as well as to the MA.

In overcoming the challenge of disconnect through collaboration, literacy tutors were grateful to employers and MACs who were available to answer tutors' questions (e.g., about the MA or about learning materials and their application) and supply industry-specific materials. Access to this information permitted the literacy tutor to better understand the applied world of the MA's trade. MACs and employers were grateful to tutors who fed back to them regular reports on MAs' progress. MACs and literacy tutors were grateful to employers who provided time and equipment (such as cameras) and advice on bookwork to the MA to help them progress and who answered bookwork questions during work. One literacy tutor said that the learning progressions had assisted the three-way communication process. For the most part, however, this collaboration happened serendipitously, through the goodwill of all involved rather than as a standard or planned process.

Some employers took a particular interest, often paternalistic, in MAs' progress. In one case the employer was the MA's father, but evidence of an *in loco parentis* role was apparent elsewhere. These employers used encouragement along with admonition or warnings about consequences. For example, one employer:

- Held special MAs' meetings;
- Provided cameras and access to photocopying at work;
- Encouraged other staff to assist MAs with bookwork after work or during rain;
- Had a spreadsheet to systematically monitor MAs' progress;
- Involved the MAs' family as well when discussing progress; and, finally
- Issued a kind-but-stern ultimatum.

Both MACs and employers reported that employers' multi-faceted interventions usually had positive outcomes. However, not all employers wanted to take such a committed interest. A MAC described a similar commitment to mentoring that went beyond what was officially required. He:

- Transported MAs to training in his own car;
- Attended initial meetings with literacy tutors and even assessments as a support person;
- Made visits more frequently than the required schedule;
- Liaised with MAs' families;
- Was constantly available to answer questions by phone or text message;
- Attended MAs' graduations; and
- Made many other efforts to support them beyond the minimum, including setting up additional tutoring and night classes.

Both employers and MACs reported benefits from this kind of intensive work with MAs. Some found it rewarding to help others. Several employers indicated that developing MAs' all-round capabilities had a flow-on productivity benefit to their business. However, comments elsewhere indicate that employer support for MAs' learning is not universal. Nor are the necessary levels of communication with literacy tutors and MACs always in place to enable such oversight.

In another positive collaboration a MAC set up a programme to visit schools to explain to teachers the changing nature of the industry, particularly the levels of

literacy required. The MAC had noted that the disconnect we describe above was also present in schooling. That is, some teachers believed that trades generally did not require particular literacy skills. Thus they were not focussing on literacy development for students whom they had categorised as future tradespeople. The MAC felt that school visits to re-educate teachers and students on literacy requirements resulted in teachers and incoming apprentices having a more realistic understanding of the trade.

**Table 20. Sample comments on collaboration**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	We communicate between each other as well so that if there are any issues that [the literacy tutor's] got then she can talk to us about it. If she is not understanding some of the questions well then she can ask [our foreman] and we are in contact all the time, just letting us know how they are progressing as far as the bookwork goes. ... if we have wet time for instance at work we encourage them to bring their books to work ... and there might be an hour and they get a bit of feedback from their fellow workers that way.
MA	Work has been good like that. Like when I'm painting the bench if I'm waiting for my panels to dry I just cruise in the smoko room and start doing some unit stuff and they're fine with that.
MAC	With us and the ITO and we work together to help and it's like a, it's a triangle with the apprentice and all 4 of us work together when it's with the literacy and we all know exactly where we are and we discuss it regularly and that way he gets to progress.
Tutor	<p>Their motivation comes from the support they get from their buddies as well, from their workmates and I think that's a big factor with the apprentices. ... Social support, it's social and moral, you know, the belief that they assume they will be able to do this and they're behind them and I think that's a big factor in motivation.</p> <p>They would answer his questions and they would help him if he had no understanding of particular elements of what he was reading and it was beyond my knowledge to explain further to him. They were very much prepared to do so in their own time after work.</p>

### **3.2.2 What's working: One-to-one**

Another strong theme was the value of one-to-one tutoring. Literacy tutors' availability to answer questions as they arose drew MAs to attend class. Literacy tutors and MAs developed interpersonal working relationships that enabled the MA to feel safe and reduced their coping and avoidance behaviour. One literacy tutor said better results occurred when the MA always worked with the same tutor every week. But this did not always happen, as when there was a pool of tutors, allocation could be based on other factors than the existing tutoring relationship. Sometimes, where several MAs are at a similar stage within the same industry, a small group is valuable. However, the individuality of each MA's learning within their specialist trade field was often perceived as best met with one-on-one tutoring. Here tutors can focus on literacy teaching oriented to the MA's current stage rather than using generic approaches.

**Table 21. Sample comments on one-to-one tuition**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	I couldn't put our two guys together, wouldn't work, no way ... Totally different outlook of life, totally different attitudes, you know. ... They get on extremely well. But ... you wouldn't want them in the same classroom because one would grab all the attention and the other one would miss out ... one to one is the answer.
MA	I need the one on one because if there is a large group they tend to help the ones that are getting it through faster and leave the ones that aren't as fast behind. One on one is a lot easier than being in a room with other people-- I find it distracting.
MAC	Literacy Aotearoa have done a very good job in matching the tutor with him because they get on exceptionally well and they relate well. These boys started progressing because it was a one-on-one situation, they had no peers watching them and if they did have problems they would talk about it and work through it.

### **3.2.3 What's working: Show application of learning**

Another strong theme was that progress in literacy learning was enhanced when connected with the MAs' applied study in their trade. Sometimes this happened because the literacy tutor was also expert in the trade. In contrast, one MAC preferred a non-specialist tutor because the MA then had to explain things in layperson's terms. Usually, though, trade experience was considered the ideal pre-requisite for a literacy tutor, so tutors were well informed on how bookwork related to on-the-job tasks and could communicate that link to the MA. One MAC suggested that this link needed to happen early, so that those considering a trade became aware at school that they would need to learn maths. Several employers described positive outcomes when they took time to talk through the theoretical side of work that the MA was performing in the workplace as it happened.

**Table 22. Sample comments on application of learning**

<b>Interviewee type</b>	<b>Sample comments</b>
MA	He's just helped ... easier to understand. He's an ex-builder.
MAC	The tutor is well grounded in the qualification and provides assistance for whatever the guys want.
Tutor	When they strike a problem with a question I will expand upon the answer and explain "this is why it's important, you know in your building situation this is why it's important". That is a feature that is very important. There needs to be a combination of skills between ourselves doing the sort of academic stuff from a theoretical point of view and maybe coming off the notes that students have, to the tradesperson who has years of experience of applying that stuff.

### 3.2.4 What's working: Recruiting Modern Apprentices into literacy learning

MACs also noted how they successfully recruited MAs into tutoring. Occasionally it was because the MA requested it. More often, recruitment involved a long, subtle process to identify those with needs and circumnavigate the stigma attached to literacy problems. The aim was to encourage MAs into what most MACs carefully referred to as "extra tuition", not literacy support. Some employers suggested that emphasising pay incentives was effective, others that issuing ultimatums had worked. Often problems came to light incidentally as a result of mentoring by MACs, signalling the importance of MACs staying in touch with MAs. Some respondents suggested ways that recruitment might be improved (see Section 4.3.4, Issues and suggestions: Recruiting Modern Apprentices into literacy learning).

**Table 23. Sample comments on recruiting MAs into literacy learning**

Interviewee type	Sample comments
Employer	I said "okay you need those three done by this Friday or I'm going to present you with a contract that says spanner-hand ... we'll leave your apprenticeship behind until the end of the year and then we'll ... revisit it" "... but I want to become a [MA]" I said "then you need to get these ... down to me by Friday". The result has been very encouraging.
MA	The training assessor. ... said "oh if you're having a bit of trouble just ask these guys it's a free, free tutoring, just go and have a yarn to them". And so far so good.
MAC	They obviously talk about it back at work, you know the help that they're getting and then later on another apprentice will approach me and say "can I go to that same programme?" you know so that's got to be testament itself of the success, because that's in two workplaces that's happened
Tutor	Any of the apprentices that are struggling if they can be told "if you need a little bit of help, just a little bit of a boost".

### 3.2.5 What's working: Flexible learning environs

Another common theme was that an informal or flexible learning environment best suited MAs' needs. Several MAs thought that all they needed was a quiet, no-pressure space to get on with their work, with the literacy tutor on hand for support if needed but not formally instructing them during the session. Literacy tutors and MACs often made efforts to create a situation that did *not* feel like a classroom and did not have an authoritarian or highly structured atmosphere, such as by providing refreshments, relaxed start and finish times, and a focus on supporting the MAs at their own pace. These individuals commented that MAs appreciated their efforts and responded well.

**Table 24. Sample comments on flexible learning environs**

<b>Interviewee type</b>	<b>Sample comments</b>
MA	[I like] just having no pressure on you, like you can just, I don't know, you don't get told what to do, when to do, how to do stuff, you just turn up and they help you out just with everything that you're not up to scratch with. He, [the literacy tutor] is there to help you, teach you how to do stuff that you don't know. ... He doesn't rush or anything. It's always nice, I come in and "oh would you like this, like that?" Like a glass of water or coffee and tea.
Tutor	I don't like operate it in a classroom situation ... I'm not the school teacher, I'm there to help them and they know that. We try and create I mean it's such a silly little things as we put on a few snacks for them and you know we try and make it, they've left work, they probably hadn't had time to go home and have a meal and ah there are a few sweets and cakes and biscuits on the table and they can just ... And they're not thinking gosh I'm hungry you know.

### **3.2.6 What's working: Structure or discipline**

A few comments suggested that a helpful aspect of the literacy tutoring was that setting a regular time for the MA to do bookwork created structure or discipline around regular study habits for the first time. This theme differed from the 'independent study skills' section as these comments about time-frame indicated that MAs did feel confident and competent to study on their own but needed the framework of an allocated time. The comments about independent study skill indicated MAs who faced difficulties knowing how to study on their own even when they had set aside a time.

**Table 25. Sample comments on structure or discipline**

<b>Interviewee type</b>	<b>Sample comments</b>
MA	Having a certain time to sit down and do the work actually helps instead of doing it in your own time really. That's the best part is why you get so much done.
MAC	I think part of that has been that it's been structured, that they have to do this one night a week or once every two weeks and even getting into the habit of actually setting time aside to actually do it, it's creating good habits in as far as routine, let alone what they're learning as far as literacy/numeracy

### **3.2.7 What's working: Other**

There were 37 comments coded "what's working — other" since they did not clearly fit within the more dominant themes above. This reflects the range of strategies being used and, as discussed above, varying approaches are often required to match each MA's unique needs. Many of the effective strategies discussed below are teaching and learning approaches that literacy tutors and MAs found useful. Many literacy tutors developed their own teaching strategies and resources, often from scratch.

Other comments express appreciation for particular aspects of the MA Literacy Programme. For example, more than one respondent felt that the speed of getting MAs into tutoring once their needs were identified was very positive. This timeliness is likely due to the overall management of the referral process by Literacy Aotearoa (National Office) as, previously, MACs had to apply to the Tertiary Education Commission for funds and, once approved, had to contract a provider. Another positive was when literacy tutors lived locally so that travelling was reduced. In some cases literacy tutors visited MAs in their homes, which seemed to work well.

**Table 26. Sample comments on 'other' aspects of what's working**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	For let's say 80% of the apprentices it's quite easy doing it on the computers, you know typing it seems to be easier.
MA	[The literacy tutor] lives over here. ... It's a bit easier than travelling so I go over there and he just we just sit down he just helps me.
MAC	As soon the literacy/ numeracy side of the key skills support was opened up and we could just refer directly to an organisation suddenly we could use that in an effective way and pretty much instantaneously. I can get them into the system within a week or two, it happens very fast. So that's for me is a big plus, there's not waiting around with lots of red tape Literacy Aotearoa are good because they have got people in the outlying areas.
Tutor	The good thing about going to people's houses is they can't escape, you know.

### **3.3 What issues arise from course materials, training resources, and the structure of the MA Literacy Programme?**

Interested readers are referred to Appendix H for an outline of the issues and solutions discussed by Nga Poupuu in the Literacy Aotearoa database with regard to the MA Literacy Programme. The case study data as outlined below encapsulates the same key points.

This section contains descriptions of "what's *not* working" along with positive suggestions for improvement or change to the available services. All respondents saw valuable outcomes from the MA Literacy Programme. Therefore comments were made in the context of seeing literacy support as beneficial and as seeking to enhance already positive outcomes.

The majority of these Issues and Suggestions relate to areas outside the control of the Literacy Aotearoa MA Literacy Programme, such as apprenticeship texts and prior schooling. While the interviews sought to generate perspectives on what is not working in the MA Literacy Programme, and the questions asked were confined to this specific scope, often related contextual issues (outside the immediate scope of this project but clearly impacting upon it) were volunteered by respondents in answering these questions. As these issues are relevant to a

full understanding of how to make a current literacy programme work with these respondents, they are all included here. This is an advantage of the grounded theory method in gaining understanding of complex issues, in that it allows space in the findings for unexpected responses and new information. These may go beyond the issues that the research agenda may have initially set as foci. Yet they are valuable in signalling the multi-factored realities of issues as they are actually lived, and helping to develop solutions that take into account the whole picture.

The 267 comments in this “Issues and Suggestions” category were grouped into 13 themes. These themes are ranked in Table 27 by the frequency with which they were mentioned.

**Table 27. Issues and suggestions themes ranked in order from most to least frequent**

<b>Issues and suggestions</b>	<b>Comments (N)</b>
Failure of School	55
Texts	52
Communication and information sharing	34
Recruiting MAs into literacy learning	33
Instrumental approach	27
Non-specialist tutors	20
Administration	11
Too few hours	9
Problems with Polytechnic	4
Distance/remoteness	3
Consistent literacy tutors	2
Other	9

### **3.3.1 Issues and Suggestions: Failure of School**

Respondents talked more about school (when raising issues, concerns, problems, or making recommendations for change) than any other topic. Every type of interviewee (literacy tutors, employers, MAs, and MACs) identified school as an issue of much concern. Concerns ranged from impractically large class sizes to students being labelled a “problem” or “failure” and “sat at the back of the class” and ignored. Many MAs left school believing themselves incapable of learning or with habits of learning avoidance. Respondents proposed that students in difficulties with school should be removed earlier and put into alternative learning situations where they might have a chance to start achieving before learning to fail had set in. This might include being taken into a workplace so they could see a connection between learning to learn and succeeding in a trade. One employer described an MA who had done this as one of his most valuable employees. Another employer said that schools must give students a more accurate depiction of what modern trades comprise, while another suggested that, like him, current trades’ people should visit schools to give a more realistic picture of career options.



**Table 28. Sample comments on failure of school**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	I don't think the school system is working. They come to us, and they should know this stuff. It's basic maths. Some of them come out of school thinking they're going to be nothing because some teachers tell them that. A lot of it is teachers' parameter of a [tradesperson] with dirty old overalls on and dirty hands and they work on the car. Well if you go and have a look around this workshop ... It's not what it was 15 years ago.
MA	When I was at school ... they made you feel like you were six years old continuously all the time.
MAC	I don't think they're coming into the industry with the literacy and numeracy skills that are required for an apprentice to achieve.
Tutor	These guys disengage from school early on.

### **3.3.2 Issues and Suggestions: Texts**

Many of the "Issues and Suggestions" comments referred to problems with texts and learning materials, being the learning materials and coursework designed by ITOs and used as a resource within the MA Literacy Programme. Texts were seen as too complex, outdated, insufficiently visual, too cumbersome in practice to carry around a site, too broad in their coverage, or simply irrelevant to what actually happened at work. Texts with many pages were off-putting. Literacy tutors agreed that most of them could be written in far more accessible language without losing content. Most literacy tutors were not given copies of the texts themselves but if they had had them would have found teaching easier. Many thought that better access to support materials (trade-specific as well as generic teaching materials) was necessary.

Literacy tutors stated that texts need to be rewritten with the literacy levels of MAs in mind. Some thought that texts had improved over the years but there was still insufficient visual material and little awareness of the needs of people with literacy difficulties. As a note, part of the aim of the Tertiary Education Commission's Embedded Literacy Project is to support ITOs with this.

**Table 29. Sample comments on texts**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	In some cases—some of the units—it’s very old school. You’re never going to come across that situation unless you’re into [specific aspect of trade].
MA	I always feel like pulling the book apart, getting different folders and going okay these are the more important ones, these are the next important ones ... ‘Cause the way they’ve done it, it just won’t work for everybody. Most of the times the stuff that they’ve got in the book is completely different from the way that you get taught to do it when you’re working. My one has like no diagrams for my unit standards. There’s nothing ... they’re very confusing.
MAC	The information that they get for their apprenticeship sometimes appears to be a language understanding exercise rather than [a trade] exercise.
Tutor	Even a good reader would have had trouble answering the questions with the forms and the material that he had. There are technical errors both in the presentation but also in the detail of the material itself. The thing that I would love to get and I haven’t got is a set of their textbook exercises so that when I’m stuck with a problem I can figure it out ready for next time.

**3.3.3 Issues and Suggestions: Communication and information sharing**

Literacy tutors, MACs, and employers frequently requested better communication, particularly information-sharing and feedback mechanisms. They recommended simple reporting forms to be filled in weekly to document MAs’ progress. Some employers and MACs wanted to know what tutors were covering with apprentices so that they could reinforce it in the workplace. Other employers asked if apprentices were attending tutoring regularly so that if there was an absence they could follow up with the apprentice. In particular, all parties felt in the dark about whom to contact with a complaint or a suggestion. Respondents were asked questions about the literacy tutoring programme but when they suggested difficulty with communication and information their responses were sometimes broader. This encompassed a sense of wanting more communication about the workings of the MA programme as a whole as well as specifically the literacy provision within that. Several respondents suggested that more information about availability of literacy support services and how the literacy tutoring system worked would be helpful. Where these comments specifically related to issues around recruiting MAs into literacy tutoring they have been coded under the next section, below, on recruitment.

Sharing of resources via enhanced communication among MACs in different industries and regions and literacy tutors in different regions was also sought. This would reduce the risk of re-inventing the wheel. Where face-to-face forums had been held, these had been very beneficial.

**Table 30. Sample comments on communication and information sharing**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	A standard notice — like we keep a record of and the students fill out a little, just a couple of lines after each session saying this is what I did, this is what I learnt, this is what I achieved, and for us to send a copy of that to you would be no trouble at all. ... Because that's where I think things are. It's, for me, it's failing somewhat.
MAC	There is probably a forum somewhere where you can go to but I don't know where it is. I don't know what the trail is. I don't know who to tell, to ... just pick up the phone or whatever and say "hey, listen this part in the manual is wrong".
Tutor	We seem not to have a quality system for reporting, non compliance ... a process where if somebody thinks if something is not right, then you've got a piece of paper you can fill in to feed it back.

### ***3.3.4 Issues and Suggestions: Recruiting Modern Apprentices into literacy learning***

The predominant view was a need for earlier detection of literacy difficulties (although one employer thought that those with lower functional literacy might be discriminated against if there were a systematic diagnostic process early in an apprenticeship). Most literacy issues were not picked up until delays were evident with the MA returning material. By this time, MAs often faced a difficult task to catch up. In other cases, initial parts of a Modern Apprenticeship were mostly applied hours with little bookwork, so there was a delay before literacy issues surfaced sufficiently to get attention.

One MA said he had asked repeatedly for help from the start of his Modern Apprenticeship but had been ignored. Modern Apprentice Coordinators reported a focused effort to identify issues early but more than one suggested specialist diagnostic training for MACs was needed. One MAC thought that he had too many MAs to give each one intensive attention, even though he strove to provide more than the minimum requirement.

Most respondents who discussed student recruitment into literacy support said it needed to happen earlier. Some commented that MAs would have been referred earlier had the support on offer been better understood. There were many comments on the necessity for better communication between employers, MACs, literacy tutors, and MAs specifically at recruitment time.

One employer suggested literacy tutors should visit workplaces at the start of Modern Apprenticeships and explain what the tutoring offered. He would be happy to host such a meeting and suggested that MAs might be more receptive to literacy tutoring if it was explained face-to-face at work by literacy tutors themselves. Other employers were not prepared to provide time during work hours for such activities, or for the MA to attend extra tutoring. These employers are unlikely to be actively encouraging recruitment to literacy support and may even be tacitly or explicitly discouraging it.

An MA said other MAs plagiarised their workbooks from others to compensate for their literacy problems. Several mentioned that answer books could be obtained from which answers were copied without really developing MAs' own ability. A general consensus existed that, because of such issues (and especially with detection mainly relying on assessment of completed bookwork), many more MAs who would benefit are not currently being recruited into literacy assistance.

**Table 31. Sample comments on recruiting MAs into literacy learning**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	The apprenticeship coordinators know about it but I didn't even. You know if we know about it as well then you know here is something in place that can help you guys.
MA	It's like "well I have been asking since I started" and they finally got through that I wasn't joking about it.
MAC	There is probably potential there to just help us a little bit more with how we help them. ... Because we're not experts, we don't have that sort of training. And not that we're trying to be experts but just to give us a little bit more knowledge so we can help them and help identify those ones that maybe are getting by, but we haven't actually uncovered there is a problem.

### **3.3.5 Issues and Suggestions: Instrumental approach**

Comments under this theme indicated general concern about the instrumental orientation of literacy tutoring to help students complete their bookwork, when tutors also wished to work on and build MAs' literacy skills. Several reasons were proposed for the more instrumental approach followed. First, the number of tutoring hours available was considered insufficient to help the MA with all their literacy issues. Second, both MAs and literacy tutors understood the time pressures to meet deadlines. Third, literacy tutors developed strong bonds with their MAs and were motivated to help them to complete their apprenticeship training.

The applied focus of the tutoring was seen as positive in that it kept MAs on task as they could see direct relevance to the qualification. Yet it was also identified as a concern. Some queried whether instrumental progress was being made *instead* of literacy progress, rather than as well as.

Overall, the limited number of tutoring hours available creates a shared expectation that short-term, instrumental approaches to teaching and learning are sought. This creates a fix for the short-term problem, as it were. Yet it does not draw trades people into the kind of lifelong learning that is necessary to create a more highly-skilled and productive workforce.

**Table 32. Sample comments on the instrumental approach**

<b>Interviewee type</b>	<b>Sample comments</b>
MA	When I first started here they were getting me to do reading and writing and all the rest of it but I haven't really being doing that, I've been just trying to get the units out of the way. ...assignments just to get all the right correct answers, each assessment.
Tutor	<p>His contract is running out ... so we've really got the pressure on ... The only chance he gets to do his work ... so I said ... "look this is taking up time that you could be using to do your Unit standards" ... I met with him last night ... and acted as his writer and he dictated stuff to me just to make a bit of progress.</p> <p>We're not actually teaching literacy or numeracy, we're getting through the book. Their sole aim is to finish that particular assignment, it's not to learn how to read and write or do maths and that's where the problem comes in because you could try and encourage them to read more or encourage them to write more but you can't, they're not that interested. We'll figure out the answers to the questions together and because I'm a faster writer than you then we can get more done by me actually doing the writing.</p> <p>They learn better if we talk the answers through, I write it down then they copy it is a better option than trying to teach them just to read and write.</p>

**3.3.6 Issues and Suggestions: Non-specialist tutors**

Several employers and MACs felt that literacy tutors lacked sufficient industry knowledge to support MAs effectively. The tacit knowledge that exists in trades is a valuable resource and may be being lost because of the disconnect between the communities of practice of trades and of literacy. However, the issues of availability of resources and communication between MACs and literacy tutors were apparent. Enhancements in these areas may be better solutions than recruiting more specialist tutors. Several comments indicated that the more familiar the literacy tutor was with specialist trade materials, the higher the likelihood of an instrumental mode directed at getting the work done rather than enhancing literacy. More research is needed to identify the optimum approach.

**Table 33. Sample comments on non-specialist tutors**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	There was a bit of a non-understanding of the industry by the tutor. They couldn't quite see what some of my young guys were trying to ask them, why they needed this particular thing done this way. Maybe if some of the tutors had a bit of an understanding of the ... industry ...
MA	I'd suggest trying to get tutors within industry, but who also have her skills of [literacy training] ...
MAC	I have spoken to [the literacy tutor] and she said she has to often ask her brother who is a [tradesperson] or try and find out. And one of the things that she suggested was possibly having resources.
Tutor	The tutor finds themselves in a situation where they're trying to help somebody in a specialised field with special vocabulary and they might or might not know very much about it.

### 3.3.7 Issues and Suggestions: Administration

A few comments related to administrative or organisational issues faced by respondents. Some of these, such as delayed arrival of learning materials from ITOs, could be solved with better communication systems between MAC organisations and ITOs.

**Table 34. Sample comments on administration**

<b>Interviewee type</b>	<b>Sample comments</b>
Tutor	One thing that we did have a very large hiccup initially when we started was to get the motivation established. He started early in our sessions, he was building up that momentum, he had books sent to him and then weeks went by, no books, no replacements arrived. So each week "sorry they haven't turned up", another week would go by, "sorry they're still not here". ... After several enquiries and it took several, the books started to arrive but in the meantime we had that big gap of another a number of weeks, not just one or two but three, four, five, was a big spell for this young man who had no motivation anyway. He was starting to say "hey let's get on I can get myself into a pattern of doing this" and then all of a sudden it was cut and that was huge.

### 3.3.8 Issues and Suggestions: Too few hours

Several respondents asked for more funding to enable those who need further support to have more tutoring hours. The literacy support is achieving good results (and some learners achieve their learning goals within 30 hours) but the 30 hour limit is frequently too short.

**Table 35. Sample comments on too few hours of tuition**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	We were discussing this morning about the amount of hours that are allocated for each Modern Apprentice and how there is certainly not enough ... it's an under-funded area.
MA	When it was twice a week it was quite easy because I would just circle or I'd put an asterisk by it yeah to refer to. ... So that's the only advice I can say for Literacy Aotearoa they need help with funding.
MAC	It's quite difficult because some people don't even need 30 hours, it's just somebody to actually say approach it this way and they learn their strategy, they apply it to all the modules, and off they go. Whereas others like [this MA] probably 30 hours isn't enough. He'll sort of use that up quite quickly especially if he's going twice a week. I'm hoping that there is availability for you know a special application to apply for additional.
Tutor	Thirty hours for at least half the apprentices is nowhere near enough. In fact 'they' are asking us to achieve something in 30 weeks that the schools have not achieved in 10 years, which is just so not possible. All we can do is the best we can and help for as long as we can.

### 3.3.9 Issues and Suggestions: Problems with Polytechnic

Several comments were made about polytechnic study that were in a similar vein to the criticisms of school. It appears that classroom situations don't work for many MAs, suggesting the one-to-one primary mode of delivery in the MA Literacy Programme is essential.

**Table 36. Sample comments on problems with Polytechnic tuition**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	Being in the polytech situation where there's too many kids he wasn't getting a lot of support. ... It's pretty hard when you've got 20 or 30 kids sitting at one class.
MA	I was asking the [polytech] tutor for help and he was just giving a quick explanation and then going off. Like, spending not really much time. ... And sitting there trying to work it out for a couple of hours, it gets a bit frustrating. A classroom of like 20-30 kids to one tutor and oh what can you do.
Tutor	The classroom full of apprentices and the teacher is there and he's got to cope with all these people and they can't, if there is a question needs answering he can't get immediately to them.

### 3.3.10 Issues and Suggestions: Distance/remoteness

The issue of distance or remoteness was pertinent for MAs in the MA Literacy Programme, and has implications for all MAs regardless of need for literacy assistance. Particularly in outlying areas, MACs need to have a capped number of MAs and a limited size of region in order to be able to cover their region and implement the pastoral aspects of their MAC role effectively. This stems from the frequent descriptions (above) of:

- The uniqueness of MAs;
- The differences between regions;
- The particular challenges for MAs in remote areas; and
- The importance of intensive monitoring and personalised mentoring.

One MAC suggested that the pace of life was different between city and country and that therefore it was essential to cover fewer MAs. Local knowledge was deemed essential to being on the same wavelength as MAs.

**Table 37. Sample comments on distance / remoteness**

<b>Interviewee type</b>	<b>Sample comments</b>
MAC	In outlying areas people from Auckland and Wellington and Christchurch need to understand the problems that are involved ... it's a little bit slower and it's a long, long way and I know this with [the MACO] they have problems. They've got training advisors working in city areas that cover close and they have say 150 apprentices or something working for them and they expect a guy up here to work with the same number.

### **3.3.11 Issues and Suggestions: Consistent literacy tutors**

Two literacy tutors recommended a consistent relationship between MAs and their tutor. Comments in other sections support that this is a strategy that works (and we understand that it is Literacy Aotearoa policy, so these two examples may be anomalous). In these two cases, this seemed to have occurred because an MA was late for tutoring, so their allocated tutor had started to work with someone else. The mention in “what works” of tutors who go to the MA’s home (as opposed to the MA being allocated a tutor from a pool) suggests one alternative strategy. Another may be for tutors to attend the workplace, provided employers can provide a suitable space with some privacy.

**Table 38. Sample comments on consistent literacy tutors**

<b>Interviewee type</b>	<b>Sample comments</b>
Tutor	It would be more beneficial for them to have the same tutor each night they come and we’re trying to do that.

### **3.3.12 Issues and Suggestions: Other**

Some comments did not fit with any of the dominant “Issues and Suggestions”. One suggested that MAs’ age range be broadened to give opportunities to a wider range of MAs. Some comments referred to the stress that job insecurity was currently causing, and one comment indicated that MAs had been terminated from the MA scheme because of redundancies. A MAC had left an unemployed MA “in the system” so he could continue learning despite not having a job. Note though that all of these issues fall outside the scope of the Literacy Aotearoa support for MAs. Nonetheless, they indicate issues that impact on broader policy issues.

**Table 39. Sample comments on ‘other’ issues and suggestions**

<b>Interviewee type</b>	<b>Sample comments</b>
MAC	He has been laid off and during that turbulent area he does need literacy help. Unfortunately right now we’ve struck a snag because boss has run out of work, a sign of the times ... It’s just the reality of what’s happening now. Yeah I mean I’ve left him in the system at the moment because you know sometimes these things are only temporary and talking to his employer quite regularly about it and just trying to hope that he will be back in the system.

## **3.4 What outcomes do employers and MACs report from the literacy and numeracy support?**

Frequency analysis of the progress indicators in the Literacy Aotearoa database reinforced the below case study findings. Further detail on the quantitative analysis of outcomes and progress is provided in Appendix G.

This section of the report overviews the outcomes that respondents perceived as resulting when strategies such as those described in Section 4.2, What literacy and numeracy course content, teaching strategies and resources are being used by Literacy Aotearoa and in what ways are they effective?, were put in place. Five



themes emerged from 174 comments, the strongest of which was MAs' enhanced confidence. Each theme appears in Table 40 with the number of comments. The "other" category was again frequent, reflecting that although there are some strong themes, diverse results appear for different MAs. Note that the outcomes were seen as overwhelmingly positive, all respondents seeing the literacy programme as beneficial in some way. Every interviewee had something positive to say and recommendations were for development, not discontinuation. Hence all outcomes coded here are positive. Any negative comments were included under "Issues and Suggestions" in the previous section.

**Table 40. Outcome themes ranked in order from most to least frequent**

<b>Outcomes</b>	<b>Comments (N)</b>
Confidence	50
Instrumental progress	36
Functional literacy enhancements	24
Independent learning	22
Other	42

### **3.4.1 Outcomes: Confidence**

The strongest theme here was that MAs' confidence had been much enhanced by the support they were receiving, and that this in turn had flowed into learning achievements. Employers and MACs reported that MAs were more confident with bookwork, more confident on-site, and more positive in themselves generally. This theme of strengthened confidence was so strong and the outcomes of improved confidence so impressive and diverse, we present a list of "**confidence to be**" and "**confidence to do**", to illustrate some of the impact felt at work and at home.

Confidence to be:

- He's quite open about his dyslexia
- His outlook on life has changed
- His whole demeanour has changed
- Unfortunately he had so much confidence he went and got another job
- He really came out of his shell
- He's the kid who glows to tell you he's done it
- He talks all the time like how well he's done
- He has an awakening awareness of his own worth.

Confidence to do:

- Is now enthusiastic about doing his books
- He talks confidently to the other boys
- He's better prepared to tackle huge challenges
- More confident not only in bookwork but also as a person on site
- He's now prepared to get into the paperwork
- He can now read his son bedtime stories
- He has the confidence to talk to customers
- He can now answer questions from customers
- He can now handle meeting new people
- He can now query and check instructions, so his work is more accurate
- He now does training electives, to learn more
- He's now dead on time for work

- He completed his paperwork quickly
- We can now give him things to do
- He can stand up at a meeting and present to other trainees
- He's now ready to work more independently
- He feels able to ask questions of his supervisor
- He rather than his girlfriend now fills out his timesheets
- He's now got all his licences
- He's giving me the paperwork regularly
- He's staying at work late to finish his paperwork
- He can now write explanations
- He can now write messages from the phone
- Now talking amongst one another about the work they're doing.

**Table 41. Sample comments on confidence**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	We have seen from total non-achieving to suddenly actually enthusiasm about actually doing his books. The tutoring was obviously very effective because he just immediately after the sessions got right into his paperwork and within a fairly short period of time he completed it which was just fantastic. Yes he I think just got that confidence.
MA	I'm now much more confident about reading things at work. Previously I wanted to do only the hands-on side of the job, but now I'm prepared to get into the paperwork. I couldn't read a normal book to my son pretty much, had trouble with that. And now I read him bedtime stories so it has helped my confidence.
MAC	His whole demeanour has changed since he started doing this. I don't think he's as dyslexic as he thought he was. I think he just needs that help to get through and the confidence to say "yes I am doing it right". I think that's what the literacy people have been doing for him. The boys are quite different and it's probably really improved their confidence not only in bookwork but even as a person on-site.
Tutor	He was a dream to teach though because I just taught him a few spelling techniques and skills and gave him the confidence to have a go and it wasn't long before he comes out "I just wrote some messages from the phone at work today. People read them, they didn't laugh." It's that holistic thing that is happening within his life because he has an awakening awareness of his own worth I think.

### **3.4.2 Outcomes: Unit progress**

The second most common theme was that MAs were making much faster progress as a result of literacy tutoring. Elsewhere (above, in "Issues and Suggestions") some interviewees saw instrumentalism as a problem if unit completion was occurring to the exclusion of broader or deeper literacy development. However progress is generally seen as a positive outcome of working with the literacy tutor.

**Table 42. Sample comments on unit progress**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	He's got through in the end quite quickly. ... It was really quite incredible how the assignments were just whizzing off to be assessed and he was improving and he just grew.
MA	I'm well ahead now compared to what I was. It's probably about twice or three times as fast.
MAC	The ones that I'm working with [have gone] from really totally non-achievement, just not achieving at all, to achieving very well in a very short period of time and I think it's just suddenly the tutors have got where the problems are and work with them on those and suddenly it's like opening up a door.

### **3.4.3 Outcomes: Basic reading, writing and numeracy enhancements**

A further theme in the "outcomes" comments was enhancements in MAs' reading, writing and numeracy.

**Table 43. Sample comments on reading, writing and numeracy enhancements**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	When they first started it was just a real effort to even try and read what they were trying to say but now you can actually sit down and anybody could pick up a timesheet and read it and understand exactly what they'll be doing for that day. And even I've got to the stage now with [the MA] that I've been able to say to him "now you can teach this new guy how to fill in a timesheet because you do it so well" and so that gives him ownership of that and it gives them that feeling as if he has ... that responsibility and that I've acknowledged that he's actually been able to do that to a good ability, high standard.
MA	I used to be able to write [but it was] not really ... very good. Now I do homework some nights a week. Or I'll write myself and read a bit...he's shown me easy ways like look through the paperwork and only read the bits that you needed ... so I can find it and look at a page and get the information out now that I need.
MAC	He's gone from a kid at school who could not write, who could not read, to...reading unit standards and being able to slowly but surely read through them and write out. He left school illiterate. He, now with help from here, has done Unit standards.
Tutor	His reading speed is improving. He not only completed his apprenticeship but could also read the newspaper and his writing and spelling had both improved too.

### **3.4.4 Outcomes: Independent learning**

A fourth theme was that MAs could now better complete learning tasks in their own time. This included enhanced study skills and habits or improved skills such as comprehension and problem-solving. Learning benefits outside the classroom went beyond the apprenticeship materials. Some MAs had started reading to

themselves and to family, while others were doing elective units because they were now enjoying studying.

**Table 44. Sample comments on independent learning**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	They're actually doing electives, they're probably doing twice the amount that's required to get them through their thing because there are so many electives and they think 'oh yeah I've been doing some of that so I'll do that'. They don't have to do it but they choose to.
MA	All the time I try and read a lot now. I read <i>New Scientist</i> magazines. I read a lot of them.
MAC	Instead of saying "I don't understand that so I'll throw it away", he's made that step of saying, "maybe I need to ask that question next time I sit down with somebody".
Tutor	Just coming in now means he's got more and more able to not only work when he's here but also work when he's by himself.

### **3.4.5 Outcomes: Other**

Many comments did not fit within any of the themes described above and so were coded "other". These included general or non-specific positive endorsements of the overall MA Literacy Programme as well as comments that it had broadened access to apprenticeships. Also, MAs with enhanced literacy skills would have more advancement options open to them, as paperwork demands increased as they moved into more senior roles.

Further, comments indicated that it was not only MAs who benefited from participation in the MA Literacy Programme. Importantly, MACs and employers now could see new ways to support MAs with literacy needs whereas previously they struggled to know how to assist. One employer argued for MAs' literacy training as a sound business investment, as well as a social investment. Further research is needed to investigate how best to share this information with other employers, and how to motivate more employers to see MAs' progress as beneficial to their business.

**Table 45. Sample comments on 'other' outcomes**

<b>Interviewee type</b>	<b>Sample comments</b>
Employer	Because of their abilities and what they learn, my profit for my company increases probably three or four times that amount per week. ... I don't have to run around at \$45-\$50 an hour to check up them so there is a saving for a start. And also the increase of productivity because they know what they're doing instead of just standing there ... for an hour or two on end until help arrives. They can make a decision, go with it, pick up the phone, give me a ring and say "is it alright if I do this, this and this and that?" The job keeps going so therefore my production. So I'm making three or four times maybe more return on two hours a week investment — but a lot of companies can't see that.
MA	Less stress [with] trying to get my bookwork done. A bit more pay cause I'm getting it done and they've giving me a pay rise that they were holding back at the time.
MAC	It's helped me as a training advisor. Whereas in the past you think 'oh no what do you do here' and it was always such a difficulty to try and find out what you could do ... It's just taken a whole load off my shoulders that you can just put them towards Literacy Aotearoa and know that if they do have issues you know that they're going to get help and it's going to be good help. It's been marked not just minor changes, it's been significant changes. This system is working and it's in its infancy stages and we need it to work for these guys. ... Otherwise they'll fall by the wayside. If we didn't have this programme, people like him, there is another one too, you know there are all these different ones that have benefited so much from the programme. You can't not let them be tradesmen. ... They deserve, their only hold-up to being a tradesman is the theory.
Tutor	He also talks a lot more, like he'll try and explain what he's thinking. Finance needs to be in place for these people. They are very valuable; they will either be paying taxes and working for the next 40-50 years or on a benefit and spending time in prison. It's our choice.

## **4. SUMMARY OF IDENTIFIED ISSUES OF RELEVANCE**

The solid empirical platform that supports this summary includes triangulated analysis of 46 in-depth interviews, qualitative scrutiny of 191 database cases, a comprehensive literature review, as well as detailed interaction with key informants. Interpretive sufficiency is enhanced by the researchers' experience in this field including a previous three-year literacy study, also involving employers, employees and tutors. Each of the issues noted here is backed by extensive substantiation from transcripts: interested readers may contact the researchers for copies of the full-length data analysis reports.

It should also be noted that issues raised below are relevant to all parties involved in MAs' progress (one of the most frequent themes of comments overall related to perceptions that influences on MAs' literacy progress are complex and multivariate, with a collaborative, multi-point approach therefore the best response overall). For convenience, however, we have divided the issues according to the organisation to which they may be more pertinent.

### **4.1 Issues relevant to Literacy Aotearoa (LA)**

1. The respondents overwhelmingly felt that MA literacy support is beneficial. They identified many clear benefits to both MAs and their workplaces.
2. The vast majority of comments on LA's services were positive; not one person offered purely negative feedback; and all suggestions were for improving and expanding the programme.
3. Many respondents wanted greater sharing of information, resources and ideas between tutors, MACs, and employers. One suggestion was that literacy providers be funded to host more regular forums or meetings (LA has hosted some in the past), whether face to face or virtually.
4. Similarly, many respondents were keen for earlier formal connections between literacy providers, employers, MACs and MAs at the start of apprenticeships. LA indicated it already works with MAC organisations to publicise the literacy support system and what it offers to MAs and employers, but MACs in particular suggested further development of this contact would be beneficial to them. For instance, a brochure in the MAs' starter pack may be helpful. Likewise, information on identifying literacy needs and supportively recruiting apprentices into training was provided to MACs who chose to contact LA but MACs said this extremely useful information could be more widely distributed. Some literacy providers attend career expos; it may be useful for more to do so.
5. Many tutors indicated that expansion and formalisation of current practices of sharing tutor resources (both those developed independently by tutors and those provided by ITOs) would help literacy tutors working with MAs generally or in the same industry. This may include providing intranet or discussion forums.
6. A range of participants including tutors and MAs felt that MAs would benefit from specific training in study skills and personal organisation. LA indicated this was provided as part of literacy training, but respondents

felt it would be advantageous to offer study skills workshops to all MAs at the beginning of their apprenticeship, not just those identified as having literacy needs. If such training were operated by a literacy provider, it would have the added benefits of: increasing the likelihood of identifying literacy needs early in the apprenticeship; making all MAs familiar with the literacy support on offer; and introducing and normalising the idea of getting further training.

7. Many respondents commented on particular challenges for outlying areas, particularly in light of the benefits they noted when literacy tutors were available close to where MAs live and work.
8. Many MAs signalled their appreciation of and need for non-traditional, flexible learning environments.
9. The data indicated that consistent relationships between one literacy tutor and one MA were important to MAs.

## **4.2 Issues relevant for MACOs and ITOs**

1. Many respondents indicated that it would be beneficial for MACOs and ITOs (ideally in consultation with literacy providers who may have developed resources on this issue such as those developed by LA) to advise MACs and employers in more detail as to the typical coping and avoidance strategies that an MA with literacy, language and numeracy difficulties may use. This knowledge, along with recommended recruitment tactics, may speed diagnosis and intervention, which would in turn increase the likelihood of MAs reaching sufficient literacy levels to cope with bookwork during the term of their apprenticeship.
2. The data indicated consistently a perception by all parties that better communication would enhance outcomes for MAs. One repeated suggestion was for a communication 'triangle' (of MACs, literacy tutors, and employers, with MAs at the centre) to support the MA in literacy training. MACOs could develop a list of suggestions about how to go about this, such as a single database for recording attendance at training.
3. Many respondents felt that MACOs and ITOs had a greater role to play in making awareness of literacy support and its benefits (particularly its benefits to employers) more prevalent in their industries.
4. The data indicated that both employers and MAs perceived strong benefits to MAs' progress when MACs were highly involved in monitoring MAs' progress (such as keeping in contact above the recommended number of visits and through other means such as texting) and used hands-on mentoring strategies.
5. Tutors working with MAs within specific industries indicated that it would be extremely beneficial if they could be systematically issued with loan copies of the MAs' current textbooks and trade learning materials.
6. The data indicated a perception that, in some outlying areas, there was a need to make it easier for more MAs to access literacy training, such as by providing it in the workplace.
7. Many respondents suggested new technologies, like internet-based discussion forums and texting, could help MACs keep in regular contact with MAs, allow MAs to ask questions, and assist MACs, MAs, and Literacy Aotearoa tutors to share insights more frequently.

8. The data indicated a strong and widespread perception that updating MAs' learning materials would be beneficial. Some ITOs are already doing this, but respondents suggested it needs to happen widely, quickly and in a technologically sophisticated manner. Suggestions included:
  - Make materials more visual.
  - Make materials easier to update, and update them regularly.
  - Make materials physically smaller and less daunting for MAs' practical and learning style needs.
  - Marry theory component with practical examples.
  - Improve clarity and conciseness to match MAs' literacy levels.

### **4.3 Issues relevant for all parties involved in directing MAs into literacy tutoring and supporting their progress**

1. As noted above there was strong, repeated support in the data for the perceived benefits of a collaborative approach, such as creating a communication hub to quickly share issues relevant to MAs' learning including progress and absence reports.
2. Many respondents requested a clearer system to handle complaints and inquiries for both the literacy support programme and the modern apprenticeship programme in general. Suggestions included a single point of contact, and a way for people to make suggestions anonymously
3. Both tutors and MACs suggested there were benefits in ensuring that literacy tutors who were not trade experts had good access to trade expertise and resources. This might include virtual workshops for tutors, MACs and interested employers to share ideas and resources. Some respondents indicated that each party's contribution of time and resources to this would need to be funded.
4. Many respondents suggested improving ways of recruiting MAs into literacy learning, because of a perception that many who needed support were not identified, or identified later than was ideal. Some proposed strategies included:
  - a. literacy tutors visiting workplaces
  - b. systematic wider distribution of information on diagnosing MAs' difficulties and recruiting them
  - c. a systematic diagnostic or screening process for all new MAs to identify literacy needs early. It might be possible to use existing literacy provider first-meeting interview methods for this. However, this type of process requires specialist literacy skills to complete accurately, so again it was suggested that this strategy would require funding for increased infrastructure. The perceived benefits, however, included fewer drop-outs, and less likelihood of 'cloaking' being sustained right throughout an apprenticeship, such as by obtaining answer books and copying work from them (which was noted by more than one apprentice as a common practice).

### **4.4 Issues relevant for employers and employer organisations**

1. Many respondents suggested employer organisations can play a key role in improving employer support for literacy training, such as by telling



employers how their business can benefit from developing MAs' all-round competencies (not just their on-job skills). The data suggested flow-on effects of literacy training included better understanding of instructions, increased likelihood to ask for clarification of tasks, and therefore faster work with fewer errors.

2. Respondents suggested that supportive employers were those who:
  - a. provide time and space on the job for bookwork, ideally a specific scheduled timeslot each day
  - b. create opportunities for workmates to provide ethical assistance with MAs' study or to discuss bookwork requirements
  - c. provide resources in the workplace (such as other relevant reference texts, company cameras if needed to record on-site practical work for apprenticeship logbooks, or access to a computer to type work).
3. The data indicated benefits to MAs' progress when organisations created a positive culture around literacy skills in the workplace. Conversely, many respondents commented on the detrimental effects of a workplace culture that does not value improved literacy or subjects MAs to teasing or bullying because of their low literacy.

#### **4.5 Broader issues relevant for MA policy**

1. While, as noted above, respondents overwhelmingly felt that MA literacy support is beneficial, many respondents felt numerous MAs needed more than 30 hours to generate optimum benefit
2. Several respondents recommended back-up funding be made available to let MAs stay in literacy tutoring if their employment ceases
3. The data showed strong support for a limit on the maximum number of MAs that a MAC can take on, to enable more intensive mentoring. It was suggested that lower caps were needed in outlying or remote areas. Numerous comments indicated progress benefits when MACs communicated with MAs frequently in addition to the current quarterly face-to-face visit schedule. For instance, weekly phone calls, texts, or emails had enabled some MACs to quickly identify progress barriers and provide opportunities for the MA to raise issues.
4. There is currently work being done to create school-to-apprenticeship transition programmes and school linking programmes in some industries. There was support in the data for the value of these approaches, with several respondents proposing regular and systematic communication between industries and schools to ensure schools receive up-to-date information on the rising literacy levels necessary in modern trades. Suggestions included sharing existing best practice for improved connections (such as through school visits) between trade employers, MACs, and potential MAs before MAs leave school.

#### **4.6 Recommendations for a future research agenda (areas where more clarity is needed)**

1. The data indicate that greater precision and consistency are needed on ways to measure actual learning gains during the MA Literacy Programme. Potentially, an MA's development could be mapped against the learning

- progressions. Another suggestion was for exit assessments. Tutors warned however that any assessment used should not undermine the confidence MAs gained from literacy tutoring.
2. Clarity around progress indicators would also assist with determining whether literacy gains were greater or less when the literacy tutor is an expert in the MAs' trade, given respondents were divided upon this point.
  3. Further research may assist with developing clarity around systematic yet supportive ways to identify the coping strategies by which MAs may avoid literacy learning. Dr Niki Murray completed research on the coping strategies used by adults with low literacy levels in vocational courses, and that could be a pilot for similar work with MAs.
  4. The data signal that new MAs, as well as many employers and MACs, do not perceive how success in literacy creates the context for competency in trade skills. Further investigation is needed into how recognition of this connection can best be fostered. There has been good recent research into the skills-productivity nexus, but more work is needed to demonstrate how literacy development translates into better productivity in the workplace.
  5. Research into workplace culture (including better understanding of the source and nature of gender stereotypes of literacy as a non-masculine quality) may help to identify how employers can create a culture that supports literacy development.
  6. While beyond the scope of the current report, there was such strong and repeated evidence in the data of perceptions that schools are not meeting the needs of many low-achieving students, and that alternative approaches to school models may be more effective for many learners, that we consider it an ethical imperative to acknowledge that depth of feeling here.
  7. Respondents also repeatedly suggested that schools needed more reliable and comprehensive means of detecting and dealing with health problems, including dyslexia and hearing or eyesight difficulties, because of perceptions that incorrect or insufficient diagnosis of health issues was a significant contributing factor to MAs' literacy challenges.

#### **4.7 Concluding comments**

While the data indicated that the Modern Apprenticeship Literacy Programme provided notable benefits to all those interviewed, the interrelated nature of the issues raised by respondents suggest that a combined effort will best address MAs' literacy learning.

Beyond participation in literacy training, the data indicate crucial additional elements that support literacy (and associated) gains:

- MAs engage positively with literacy learning when they have an accommodating employer who believes that literacy is necessary at work and leads to productivity gains, and facilitates some theory and bookwork occurring on the job.
- MAs remain positively engaged with literacy learning when they have a MAC who is a genuine mentor, closely watching their learning and helping them problem-solve barriers to progress.

- MAs appear less likely to disengage from literacy training when their employer, MAC and literacy tutor collaborate, sharing information and best practice while working together to support the MA.
- MAs find the idea of participating in literacy training more attractive, and easier to assimilate with their other goals, when their workplace has a culture that is positive about the value of literacy and learning, not just to individuals but to the industry and the workplace as a whole, and is keen to benefit from its members' improved literacy and learning ability.

## 5. CONCLUSION

The Modern Apprentices Literacy Programme is working very well within the constraints imposed by the circumstances of its application. The literacy support programme should be continued, since it is clear that the benefits to both MAs and their places of employment are many and marked, and the overwhelming majority of comments on LA's services are positive. Not one person offered purely negative feedback, and all the respondents' recommendations are for enhancements and expansion of the service. In our assessment, the tutoring support offered by Literacy Aotearoa is professional, well-organised, and closely matches the needs of the individual MA.

However, Literacy Aotearoa cannot do the job alone and even the best of tutoring by itself is not enough to create sufficiently literate MAs. Critical additional elements are **first**, a supportive employer who understands the necessity for literacy at work and its potential to boost productivity, and who wants to allow time for the MA to undertake some theory and bookwork on the job. **Second**, each MA needs a MAC who is a genuine mentor with a strong service ethic, and who keeps a close and almost parental eye on the MA's learning. **Third**, excellent collaboration is needed in the form of a partnership among employer, MAC and literacy tutor, with all sharing information and best practice, and all working collectively to support the MA. **Last**, if a workplace is to benefit from its members' improved literacy and learning ability, it needs to have a culture that is positive about literacy and learning, and open to innovative ideas and new ways of seeing the industry and the work to be done.

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## **APPENDIX A: GUIDE POINTS FOR MODERN APPRENTICE COORDINATORS**

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### **Modern Apprenticeship (Pilot) Project 2008**

#### **Guide points for Modern Apprenticeship Co-ordinators**

##### **1) Ways to encourage Modern Apprentices to take up the offer of support with their course work:**

Some suggested comments:

- You will be helped to gain study skills that are for life – improve memory, research skills, goal setting, timekeeping
- Tuition is confidential
- The programme is flexible
- The tutor assesses your progress but does not use “tests”
- You will be supported to get assignments completed on time
- The tutor understands that we all learn in different ways
- Tuition is not like school - the tutor is trained and qualified to work specifically with adults
- Tuition can be provided in a one to one or small group situation, your preference is considered
- Thousands of adults in New Zealand get help to improve their literacy/numeracy skills
- There is no financial cost for getting this extra help with your study
- The literacy support you receive will help you be more confident in your everyday life as well as in your course work – e.g. reading newspapers, reports.; writing letters, memos; calculating budgets, measurements; discussing issues, problems, opinions

## 2) Modern Apprentices who may benefit from literacy specialist support:

Some possible indicators:

- Not succeeding in completing assignments
- Struggling and falling behind with course work
- Showing a need to take paper work home
- Being defensive when approached about work / homework
- Not taking part in group conversations / being reserved
- Making excuses to avoid reading and writing e.g. left paperwork/ glasses at home, sore eyes/ hand
- Expressing doubt about completing the course
- Lacking confidence
- Seeking assistance from other trainees
- Having a history of additional support at school level
- Having no school qualifications
- Lacking confidence to solve problems
- Talking negatively about school years
- Having an apparent lack of memory strategies
- Reading:
  - Apparent lack of comprehension,
  - inability to skim and scan text
  - inability to identify key words, phrases
  - Difficulty in navigating course book – use of contents, index etc
- Writing:
  - Lack of sentence structure, use of punctuation
  - Very slow to copy text
  - Handwriting – inconsistent use of upper and lower case letters / many scrawls and squiggles
  - Spelling - inconsistent / many errors
  - Very illogical errors in maths calculations / little evidence of working out

**Important note:** A person who displays some of the above indicators may have literacy/numeracy issues and benefit from literacy specialist support. The above indicators are only intended to be used as a guide for Modern Apprenticeship Co-ordinators, not as a literacy assessment tool.

## **APPENDIX B: RECOMMENDATIONS FOR IMPROVEMENT OF THE LITERACY AOTEAROA DATABASE**

- Record both explained and unexplained absences:
  - Including the number of hours of explained as well as unexplained absences would give a more accurate record of the number of tuition hours attended by each MA. This might assist in understanding lack of progress indicators for some MAs, or be used as an added argument for the benefits of literacy training – e.g., those who attend more hours may be seen to make further progress.
  - Keeping a record of explanations for absences might usefully show patterns and establish barriers to learning faced individually and generally by MAs.
- Regular/irregular attendance:
  - To systematise decisions over whether attendance has been regular or irregular, we suggest first deciding on a percentage that denotes the lower limit of “regular” (say, 85%) and then using a formula of the number of tuition hours attended divided by the number of tuition hours available to attend – e.g., where an MA has attended 8 hours over a 4-month period in which she/he was entitled to have attended 12 hours,  $8 \div 12 = 0.67$  or 67% attendance, making the MA an irregular attendee.
- Where possible standardise reporting terminology:
  - We recommend that where possible standard terminology is used by all reporting literacy tutors to clarify needs and LLN progress, e.g., currently “handed in”, “completed”, “marked” and “passed” are not clearly differentiated. Perhaps keep a check list of what MAs are “working on” and include Likert scales of progress as subjective evaluations.
- Industries to standardise measures of progress:
  - We recommend that industries provide standardised means of measuring progress towards apprenticeship completion to allow assessment of progress, particularly within industries, but making an across-industry comparison a future aim (see suggestions made by Dewson, Eccles, Tackey, & Jackson, 2000 for so-called “soft” outcome measurement).
- Workplace progress indicators:
  - The database has little information on workplace progress indicators. This is possibly due to a lack of direct contact between the employer and the provider. Following the TEC model, the MAC is the intermediary between the literacy provider and the employer. Therefore, we recommend that MACs should be systematically collecting this important information following common guidelines.



## **APPENDIX C: CASE STUDY INTERVIEW SCHEDULE**

N.B. Throughout the MA schedule in particular you will notice some repetition of the question drawing out examples of how things have changed. This is to ensure that evidence from different angles can be drawn out as the interview progresses, and serves to jog the interviewer's memory to do so.

### **Modern Apprentices:**

- Can you identify some of the main things that have changed for you in some way as a result of your support through [insert name of Poupou/tutor]? Can you give me an example of this?
- When you first started with [insert name of Poupou], what do you think worried you the most in terms of reading? writing? maths or calculations? What about now?
- What are the main barriers that get in the way of your learning? Can you give me an example of this? (MAs' perceptions will be explored and contextualised with reference to results from Literacy Aotearoa's pre and post assessment tools)
- Tell me about the things you like best about the programme content at [insert name of Poupou] that you have encountered. What are the very best things that the tutor has done that have helped you to learn? What would you say you are doing differently as a result? Tell me about the best learning strategies that you have come across as used by tutors or coordinators? [Explore here how the MA believes they learn best?] Why did these ones work well for you?
- When you think about the materials you use in your apprenticeship training, how does your programme at [insert name of Poupou] help you with them? (i.e. if they use workbooks, does the LLN programme help them to know how to approach those materials?). What about block courses (off-job training) or on-job training you have as part of your apprenticeship training? Are there reading, writing, or maths skills you are learning at [insert name of Poupou] that help you with this/these? What else would you like to learn?
- Tell me about the best outcomes that you think have resulted from the [insert name of Poupou] programme (e.g. skills gained and personal outcomes)? Can you give me an example of this? What would you say has changed or you are doing differently as a result?
- In what ways has your [insert name of Poupou] programme helped you with working toward apprenticeship qualifications?
- What have you liked most about your [insert name of Poupou] training? Can you give me an example of this? Are there any ways in which it could be improved? What would you say has changed or you are doing differently as a result? What do you think should happen now?

### **Modern Apprentice Employers and Coordinators:**

- Within your own workplace (for employers)/region (for coordinators), what math, language, reading, and writing issues are MAs presenting with? Can you give me an example of this? (For employers and coordinators focused on a

specific industry) Do you think this is similar or different to the situation for your industry as a whole?

- In your view, what are the best things that seem to be coming out of the LLN programme presented by [insert name of Poupou]? Can you give me an example of this such as any different behaviours? What would you say might be changing as a result?
- In what ways is the content of the [insert name of Poupou] programme most relevant to the needs of your workplace? To your industry? What would you say might be happening differently as a result? (For employers and MACs focused on a specific industry only). (For MACs covering a range of industries): In what ways is the content of the [insert name of Poupou] programme most relevant to the needs of your MAs in their workplaces? Can you give some examples of this?
- What are the best outcomes of the support you are receiving from [insert name of Poupou] (e.g. in terms of math, language, reading, and writing skills and wider life-skills for MAs who are involved in the Pilot Project)? What would you say may be changing as a result?
- In what ways does the course at [insert name of Poupou] seem to be assisting MAs in completing the industry-specific qualification? Can you give me an example of this such as in the form of different behaviours? (MACs that work across a range of industries may not have the specific knowledge that may be required to answer these questions).
- Do you have any recommendations that could enhance the [insert name of Poupou] programme and outcomes? What do you think should happen now?

### **Literacy Aotearoa Tutors:**

- What LLN programme content and resources are you using and in what ways? Why has the programme been designed in this way?
- What LLN teaching strategies are you using and in what ways? Why has the programme been designed in this way?
- What issues for you arise from the programme materials and training resources? Can you give me an example of this?
- How well has/have the MA/MAs been going in terms of LLN? What would you say has changed?
- How well has/have the MA/MAs been going in terms of their apprenticeship training and qualification? Can you give me an example of this?
- Do you have any recommendations to enhance the programme and its outcomes? How do you think things should happen differently now?

### **Comments for interviewer:**

- Be prepared to use any follow-up or probing questions as appropriate.
- Look for opportunities to probe the strengths and weaknesses of the MA programme materials as LLN learning materials – this can be with any of the MAs, tutors and employers. (This is potentially an important area of the research).
- Look for opportunities with the MA, MAC and Employer to probe the level of support they have for the LLN Programme.

- Do not use the word 'course'. Instead use 'programme' or 'literacy tuition/support' as the word course may be confused with other courses the MA attends.
- When discussing changes that have occurred and gathering examples, explore the range of changes that may have occurred e.g. work life, personal life, education.
- Each interview needs to be judged by each individual interviewer and therefore managed on a case-to-case basis

**Potential further questions or approaches:**

- Depending on the MA, could be worthwhile to probe issues of how they like to learn e.g. How do you like to learn best? (Class size, activities, tutor relationship etc). You've mentioned...Does this programme address these things?
- Are there particular stand-out industries or qualifications where things seem to be working especially well? If so, how do they achieve this?
- What do the tutors think about the value of the learning progressions in LLN learning? Do they think the learning progressions are reflected in the resources they must work with from the apprenticeship programme?

## **APPENDIX D: INTERVIEWEE SAMPLE REFERRAL ISSUES, LLN ASSESSED NEEDS, AND PROGRESS AND OUTCOME INDICATORS**

### **MAC referrals**

For the four moderate-need interviewees, MAC referral issues included study skills, general maths with a specific mention for trigonometry assistance, and finally a general request for assistance with all aspects of literacy.

The ten high-need interviewees were referred with writing issues (5), reading and math issues (4 each), and comprehension difficulties (2). One interviewee was referred for general literacy needs.

### **Initial needs assessment**

The moderate-need interviewees were assessed with math needs (4) and/or reading for understanding (2) issues. One interviewee each showed grammar and spelling difficulties and a need for study skills.

The high-need interviewees had a wider range of needs including (in order of frequency mentioned): writing including grammar and sentence structure; math; reading and spelling; comprehension; vocabulary; reading speed; and one mention each for motivation, planning, and speaking and listening.

### **Learning goals**

Two moderate-need interviewees each stated a goal to improve their math skills and reading for understanding ability. Other learning goals included to complete the apprenticeship and to improve in: reading questions; sourcing information; writing; confidence with maths; maths for unit standard completion; study skills; and, general literacy.

The learning goals were also varied for the ten high need interviewees. Interviewees mentioned improved reading and writing goals (6), spelling goals (5), comprehension and math skills (4), vocabulary (2), while one interviewee mentioned each of the following: to identify the barriers to completing math questions; to complete the apprenticeship manuals; and, to increase motivation.

### **Literacy progress**

Three moderate need respondents showed progress in their math skills, specifically understanding mathematical concepts, basic calculations, and trigonometry. One also mentioned an increased self-confidence in undertaking math problems. Other literacy progress indicators for this group included improvements in comprehension abilities (2), as well as improvements in reading, writing, and increased reading fluency (1) and, heightened confidence (1).

The high-need interviewees showed an improvement in writing (6), with one interviewee noting an increased confidence for these tasks; spelling and vocabulary (3); and, reading improvements (2). Other improvements included:

developing an understanding of the subject text and formatting required; being able to read and retell; planning and organising the coursework; an improved focus on the task; math; an ability to independently apply reading and comprehension strategies; and, improved confidence in tackling comprehension tasks independently.

### **Course work progress**

All interviewees were reported to be completing or progressing with unit standards, modules, and volumes. Moderate-need interviewees were reported to have completed at least one aspect of their course work, while high-need interviewees either had completed at least one aspect (unit/ module/ volume etc.) or had begun at least one unit standard. One high-need interviewee had completed 10 units while attending his LLN programme, another had completed four, a third three, and a final respondent had completed two. As mentioned in the introduction, there are difficulties comparing progress between MAs given the different use of terminology and work-book structure across industry type.

### **Workplace progress**

For the moderate-need interviewees, descriptions were given of increased confidence when talking to work colleagues and when approaching math problems in the workplace. Comments made about two high-need interviewees were: the respondent was able to complete a workplace assessment independently which would not have been possible before the LLN programme began with this individual; and, reports of a positive attitude change, with the interviewee more confident in his interactions with colleagues.

### **Personal progress**

Personal progress indicators for the moderate-need group included punctuality. The high-need group showed: improved time management; general personal confidence; the confidence to learn independently; pride in learning progress; and success at a test for a firearms licence.

## APPENDIX E: FREQUENCIES AND PROPORTIONS OF MAS IN THE LITERACY PROGRAMME BY LEVEL OF NEED AND CONTINUING AND EXITED STATUS

Table 46. Descriptive frequencies and proportions of high need, moderate need, and low need participants

Demographic characteristics	High Need				Moderate Need				Low Need			
	Continuing (N=58)		Exited (N=25)		Continuing (N=51)		Exited (N=33)		Continuing (N=9)		Exited (N=14)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Gender</b>												
Male	55	94.8	23	92.0	47	92.2	32	97.0	9	100.0	14	100.0
Female	3	5.2	2	8.0	4	7.8	1	3.0	0	0.0	0	0.0
<b>Age Group</b>												
Under 20	37	63.8	14	56.0	30	58.8	22	66.7	5	55.6	9	64.3
20-29	19	32.8	11	44.0	20	39.2	11	33.3	4	44.4	5	35.7
30-39	2	3.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
40-49	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0	0	0.0
<b>Ethnicity</b>												
Māori	12	20.7	5	20.0	3	5.9	7	21.2	1	11.1	2	14.3
NZ European	41	70.7	20	80.0	40	78.4	22	66.7	8	88.9	12	85.7
Pasifika	1	1.7	0	0.0	2	3.9	1	3.0	0	0.0	0	0.0
Other	4	6.9	0	0.0	5	11.8	3	9.0	0	0.0	0	0.0
<b>First Language</b>												
English	53	91.4	25	100.0	47	92.2	30	90.9	9	100.0	14	100.0
Māori	0	0.0	0	0.0	4	7.8	2	6.0	0	0.0	0	0.0
Other	5	8.6	0	0.0	0	0.0	1	3.0	0	0.0	0	0.0
<b>Regularity of Attendance</b>												
Regular	43	77.2	12	48.0	33	64.7	16	48.5	8	88.9	7	50.0
Irregular	14	22.8	13	52.0	17	33.3	17	51.5	1	11.1	7	50.0
Not supplied	1	1.7	0	0.0	1	2.0	0	0.0			0	0.0
<b>Year of Study</b>												
First Year	43	74.1	15	60.0	31	60.8	22	66.7	6	66.7	7	50.0
Second Year	12	20.7	5	20.0	17	33.3	6	18.2	2	22.2	4	28.6

Demographic characteristics	High Need				Moderate Need				Low Need			
	Continuing (N=58)		Exited (N=25)		Continuing (N=51)		Exited (N=33)		Continuing (N=9)		Exited (N=14)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Third Year	2	3.4	5	20.0	2	3.9	4	12.1	1	11.1	2	14.3
Fourth Year	1	1.7	0	0.0	1	2.0	1	3.0	0	0.0	1	7.1
<b>MAC Organisation</b>												
Apprenticeships Works	2	3.4	0	0.0	3	5.9	2	6.0	0	0.0	0	0.0
BCITO	15	25.9	4	16.0	11	21.6	2	6.0	1	11.1	2	14.2
CPIT Trades & Innovation	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0	0	0.0
Crop and Food Research	1	1.7	0	0.0	1	2.0	1	3.0	0	0.0	0	0.0
ETITO	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0	0	0.0
EXCITO	0	0.0	1	4.0	0	0.0	0	0.0	0	0.0	0	0.0
FITEC	0	0.0	0	0.0	1	2.0	1	3.0	0	0.0	0	0.0
G & H Training	9	15.8	2	8.0	1	2.0	1	3.0	0	0.0	0	0.0
GDI	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0
Hairdressing ITO	2	3.4	2	8.0	1	2.0	2	6.0	0	0.0	0	0.0
Horticulture ITO	2	3.4	2	8.0	1	2.0	1	3.0	0	0.0	0	0.0
Hospitality Standards Institute	2	3.4	1	4.0	3	5.9	0	0.0	0	0.0	0	0.0
Infratrain	2	3.4	2	8.0	4	7.8	11	33.3	0	0.0	4	28.6
Job Finders	3	5.2	5	20.0	6	11.8	8	24.2	0	0.0	1	7.1
MasterLink	2	3.4	0	0.0	1	2.0	0	0.0	0	0.0	0	0.0
MITO	6	10.3	3	12.0	5	9.8	1	3.0	4	44.4	6	42.9
NZ Flooring ITO	0	0.0	1	4.0	1	2.0	0	0.0	0	0.0	0	0.0
Otago Polytechnic	1	1.7	0	0.0	1	2.0	1	3.0	1	11.1	0	0.0
Plumbing, Gasfitting & Drainlaying	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0	0	0.0
Regent Training	8	13.8	0	0.0	2	3.9	0	0.0	0	0.0	0	0.0
Skills4Work	1	1.7	0	0.0	1	2.0	1	3.0	0	0.0	0	0.0
Smart Careers	0	0.0	0	0.0	3	5.9	0	0.0	1	11.1	0	0.0
Trade Education	0	0.0	2	8.0	0	0.0	0	0.0	0	0.0	0	0.0
Wellington Open Polytechnic	0	0.0	0	0.0	0	0.0	1	3.0	0	0.0	0	0.0
Whangarei Education & Business	1	1.7	0	0.0	2	4.0	0	0.0	1	11.1	1	7.1

Demographic characteristics	High Need				Moderate Need				Low Need			
	Continuing (N=58)		Exited (N=25)		Continuing (N=51)		Exited (N=33)		Continuing (N=9)		Exited (N=14)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Water ITO	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Recommended Tuition Hrs/Week</b>												
Up to and including 1	14	24.1	4	16.0	20	39.2	6	18.1	3	33.3	3	21.4
From 1-2 hours	35	60.3	17	68.0	29	56.9	24	72.3	5	55.6	6	42.9
Not supplied	9	15.5	4	16.0	2	3.9	3	9.1	1	11.1	5	35.7
<b>When Tuition Took Place</b>												
During work time	13	22.4	4	16.0	15	29.4	3	9.0	1	11.1	4	28.6
After work time	40	69.0	20	80.0	33	64.7	30	90.9	7	77.8	9	64.3
Both during and after work time	4	6.9	1	4.0	0	0.0	0	0.0	1	11.1	0	0.0
Not supplied	1	1.7	0	0.0	3	5.9	0	0.0	0	0.0	1	7.1
<b>Reasons for exit</b>												
Lack of motivation	n/a	n/a	4	16.0	n/a	n/a	4	12.1	n/a	n/a	0	0.0
Work reasons	n/a	n/a	1	4.0	n/a	n/a	5	15.2	n/a	n/a	3	21.4
Personal reasons	n/a	n/a	4	16.0	n/a	n/a	5	15.2	n/a	n/a	2	14.3
Maximum hours completed	n/a	n/a	5	20.0	n/a	n/a	5	15.2	n/a	n/a	2	14.3
Programme did not meet needs	n/a	n/a	0	0.0	n/a	n/a	3	9.1	n/a	n/a	1	7.1
Inappropriate referral	n/a	n/a	0	0.0	n/a	n/a	1	3.0	n/a	n/a	0	0.0
Multiple reasons***	n/a	n/a	11	44.0	n/a	n/a	10	30.3	n/a	n/a	6	42.8

\*\*\* Multiple reasons include: 'Lack of motivation and no further ITO course work available'; 'Multiple personal stressors and other reasons'; 'Lack of motivation and work'; 'Personal, employment, and other reasons'; 'Employment and personal reasons' and, 'Lack of motivation, no course work from ITO, and personal reasons'.



## **APPENDIX F: REFERRAL ISSUES AND LLN ASSESSED NEEDS OF MAS IN THE LITERACY PROGRAMME**

Not all categories have been reported for all learners. In some cases this is because a learner who was referred by a MAC and given an initial needs assessment by Literacy Aotearoa did not begin the course or had not begun by the time of analysis. Frequencies are reported for learners who completed at least one hour's literacy tuition and where relevant entries have been included. All instances of "apprenticeship" in this appendix refer to "Modern Apprenticeship".

Each section begins with a summary, followed by the specific frequency analysis of each area.

### **Modern Apprenticeship Coordinator Referrals**

The underlying, though often unstated, focus of the MAC comments on high needs MAs was on securing assistance to help the MAs with the written requirements to complete their apprenticeship work. MACs noted that the MAs were falling behind because they were failing to submit their workbooks or complete their unit standards. The reasons cited tended to fall into categories of learning needs ranging from the broad, such as "needs help with literacy skills" or "has trouble with literacy", through to the more specific "struggling to comprehend the unit standards he needs to complete" or "reader/writer required"<sup>3</sup> to complete the apprenticeship course work. Some referrals simply stated "literacy issues", while many named several areas of support required for a MA.

Across all need groups, the continuing MAs were referred for math or numeracy needs, and/or for general literacy assistance. Specific skills such as reading, writing, spelling, and comprehension were generally mentioned less often. However, they may be implied under "general literacy assistance". An interesting pattern emerged among the exited MAs. For those assessed as high need, the top two referral needs were general and specific literacy skills. The moderate need exited group was more focused on general literacy and math skills, whereas the low need group was focused on workbook completions and math. The difference between the low need and other groups may be a reflection of more understanding of literacy fundamentals in the low need group. An important point that arises here is that the LLN need was for quality paper work rather than for workplace practices.

### ***High need continuing and exited learners***

*Continuing high need learners:*

- Numeracy or maths (17)<sup>4</sup>. A typical referral noted lack of confidence in math/numeracy was "creating barriers to completing theory".

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<sup>3</sup> Reader/writer is not a service provided by the literacy programme. Referral comments may be from a misconception of the purpose of the Pilot Project. Alternatively, they may indicate that the learner has received reader/writer services previously.

<sup>4</sup> The numbers in brackets are the number of times each literacy competency was mentioned.

- Low literacy levels (16). A typical comment notes literacy problems “mean it is difficult for him to write down information which he knows”.
- Reading, writing, spelling and/or comprehension “difficulties” or “issues” (16), e.g.: “trouble reading and understanding what he is reading”; “struggles to write his own name”.
- Completing apprenticeship materials (15), e.g.: “struggling with the theory side of his apprenticeship and needs assistance with literacy and numeracy to help him complete his qualification”; and “struggling to read and comprehend the theory”.
- Reader/writer (may be) required (5). See note about reader/writer above.
- “Study”, “key” and “organisational” skills to assist in completing assignments on time (4).
- Assessment to ensure progress or identify learning style (4), e.g. “needs literacy assessment to see what support can be offered to help complete theory and record of work”.
- Learning “difficulties” or “disabilities”, i.e. dyslexia (5), English language (2), hearing (1).

*Exited high need learners:*

- Literacy (10), e.g.: “poor literacy skills” and “needs literacy support”.
- Completing apprenticeship course work (10), e.g.: “needs support to understand the questions in course material and be able to complete his answers to his satisfaction”.
- Reading, writing and/or spelling (5); numeracy/math, “key” skills (2 each); assessment (1).

***Moderate need continuing and exited learners***

*Continuing moderate need learners:*

- Math or numeracy skills (20).
- Literacy (13); writing, including grammar and structure (12).
- Reading and vocabulary (10); comprehension (8).
- Study, memory and reviewing skills (3), e.g.: “needs learning help”.
- Assistance with theory assessments and unit work; English, language, spelling skills (2 each).
- Motivation, life skills, communication skills, planning and composing (2 each).

*Exited moderate need learners:*

- Math or numeracy skills (12); “all areas” or “literacy” (9).
- Reading and writing skills (6); comprehension (5); spelling (4).
- Help with the theory aspects of the apprenticeships, assistance with completing units, setting out paper work, remembering, and increasing confidence (1 each).

***Low need continuing and exited learners***

*Continuing low need learners:*

- Literacy (4); math assistance (2).

- Spelling, organising learning, completing workbooks, reading, writing, comprehension, and assistance with the theory aspects of the apprenticeship (1 each).

*Exited low need learners:*

- Completion of the course material (6). Typically these MAs were referred for “all round support to organise and complete theory assessment”, to complete course material they were behind on, or for general literacy and learning support.
- Math or numeracy skills (3); comprehension and general literacy (2)
- Reading, writing, spelling, and deciphering (1 each).

## **Initial Needs Assessment**

The initial needs assessments of continuing and exited MAs, at all three levels, mentioned a need for assistance in a wide variety of aspects of literacy and numeracy skills and strategies. Again, underpinning the assessments, although not always stated, it may be understood that the assistance was to enable the MAs to complete written and theoretical components of their apprenticeships.

For the continuing MAs, math was the most frequently mentioned need across all groups. Following this in frequency, the low and moderate need groups were assessed as needing to work on writing skills and comprehension, whereas the high need group was more frequently assessed as requiring reading skills. Exited low need MAs followed the same pattern as the continuing group above. However, exited moderate and high need groups revealed differences in the pattern: writing was most often mentioned for moderate exited MAs; and comprehension, reading, writing, and study skills were more often mentioned than math for high need exited MAs.

The frequency data includes the needs recorded in the initial needs assessment and, where relevant, from the MA profiles section of the data base. Entries referring to the positive attitude of the MAs or their past experiences with learning activities have not been included.

### ***High need continuing and exited learners***

Initial needs assessments for the high need group often recommended support in several aspects of literacy and numeracy, e.g.: “Reading and comprehension of what he’s read, getting his thoughts down on paper”, and “strategies to support reading, writing and numeracy”. Some MAs required literacy support across a wide range of skills, e.g.:

...high needs in terms of both his literacy and his numeracy. He finds reading and writing very challenging and needs help in all areas: handwriting, sentence structure, spelling, reading of assessment material, skimming, how to study, take notes, dictionary skills, numeracy, including basic functions, estimation, all areas of measurement, simple geometry e.g. angles etc...

*Continuing high need learners:*

- Math and/or numeracy skills, both specific e.g.: "proportions/ratios", and more general e.g.: "develop basic number facts and math calculations" (23).
- Reading (22); comprehension (21).
- Writing (20), including "formal writing" or "write to communicate" (14), "handwriting" (3), grammar, sentence structure, and punctuation (1 each).
- Support or strategies for developing study skills, e.g.: "motivation", "planning", "taking notes", "independent learning", memory or recall (18).
- Spelling skills (15); "Literacy support" or "literacy strategies"; lack of confidence (5 each).
- Specific learning problems requiring learning assistance (5), i.e. dyslexia (4) and hearing (1).
- Reader/writer required (4). See note above.
- Assistance with apprenticeship assignments or course materials (3).
- Oral communication, speaking and listening skills (3); assistance with English language (2).

*Exited high need learners:*

- Writing (15), including grammar (4), sentence structure (4), formal writing (3), hand-writing (2) and punctuation (2).
- Comprehension of course materials (10); and spelling (10), including "dictionary skills" (2).
- Reading (9); help with assignments and/or assistance to learn study skills and strategies (6).
- Maths and/or numeracy; and "literacy skills" (4 each).
- Motivational skills (2); oral communication, confidence, and listening (1 each).

**Moderate need continuing and exited learners**

*Continuing moderate need learners:*

- Math or numeracy strategies, e.g.: understanding and applying formulae, working with fractions, calculating proportions in trigonometry, algebra, working with percentages (25).
- Writing strategies, including strategies to approach structure of English, sentence structure, grammar, spelling, punctuation and general writing skills (25).
- Comprehension (20); reading assistance, including vocabulary extension (14).
- Study skills and planning or composing skills (7); revision or editing skills (4).
- Understanding diagrams, identifying and selecting key relevant information from text, verbal communication skills, motivation, language, retention and recall of information, and confidence (1-3 each).

*Exited moderate need learners:*

- Writing skills, including formal writing, grammar, spelling, and paragraph and sentence structure competencies (18).
- Math or numeracy, including assistance with basic calculations and/or interpreting and applying formulae, measurement, algebra, and the use of fractions and decimals (16).
- Comprehension (13); reading (11); vocabulary (9).

- Critical analysis or reading critically, language skills, planning and composing, and revising and editing work (5).
- Study skills, including time management, finding information in text or information related to assessments, and recalling information (4).
- Motivation, listening skills, verbal communication, confidence, general literacy (1-3 each).

### ***Low need continuing and exited learners***

The following assessment of a low need learner exemplifies many comments on the difficulties MAs face in engaging in literacy programmes, and the difficulties literacy tutors must overcome to prepare students to learn:

...he is painfully shy and lacks self confidence... His problems with his coursework arise from his lack of self confidence in that he is brought to a standstill through fear that he has either interpreted the question wrongly or written down the wrong answer.

#### *Continuing low need learners:*

- Math skills, including trigonometry and "the basics" (4).
- Writing skills, including punctuation, form filling, spelling, and handwriting (4).
- Reading, including "increasing vocabulary" (4); comprehension and study skills, including planning and composing (3 each).
- Apprenticeship work terminology, motivation, and verbal communication (1 each).

#### *Exited low need students:*

- Study skills, including time management, planning or structuring work, revising and editing and information retention (12).
- Math; writing skills (5 each).
- Reading, including one for critical reading skills, spelling and comprehension (4 each).
- Assistance with apprenticeship work, including the theory component, understanding the relevance of practical applications and theory, and comprehension of technical language (4).
- Motivation (3).
- Vocabulary and general language skills (1-2 each).

### **Learning plan goals**

Differences in terminology often led to learning plan goals being incommensurable with one another. For example, it is difficult to ascertain if "completing workbooks" necessarily means the same as completing "assignments", "modules", "unit standards", or "book work". This is largely due to differing terminologies used within different Industry Training Organisations and qualifications. Therefore, where such goals were stated, they are mentioned separately. Finally, goals should be understood in the context of being learner-specific, with those assessing the MAs attuned to the needs of the particular MA, rather than attempting to conform to some standard terminology across MAs.

Across all three groups of both continuing and exited MAs, learning plan goals were mostly divided between 1) developing or improving strategies for learning

literacy and numeracy skills, and 2) completion of apprenticeship tasks. However, there is a shift in emphasis. In the high needs groups the highest frequencies are in the literacy and numeracy learning strategies and skills area. In the moderate needs groups, on the other hand, the focus is more likely to be on the completion of apprenticeship tasks, while in the low needs groups completion of the apprenticeship becomes the top priority. Among the literacy and numeracy strategies, study skills, time management, and "learning how to learn" were important learning goals.

While most participants probably held the goal to complete their apprenticeship, this is recorded in the frequency analysis below only where it was specifically stated. Where goals were repeated in different reporting periods, the learning goal is considered to be maintained and is reported only once.

### ***High needs continuing and exited learners***

#### *Continuing high need learners:*

- Completing or passing apprenticeship assignments, assessments, units, modules, workbooks or theory components (28), e.g.: "complete as many modules as possible", "finish 10 books by the end of the year", "complete apprenticeship".
- Establishing, improving or extending strategies to support literacy and/or numeracy skills, including reading, writing, spelling, vocabulary, comprehension and decoding (27).
- Learning, improving or utilising study skills (12), e.g.: "improve study skills in conjunction with general literacy levels to a standard that will allow future independent learning".
- "Increase on-the-job communications, both oral and written"; "motivation needed" (1 each).

#### *Exited high need learners:*

- Improving or extending literacy and/or numeracy skills, including reading, writing (e.g. legibility), spelling, comprehension, decoding (11), e.g.: "identify clear strategies to support reading, writing comprehension and independent learning", "improving maths calculations".
- Completing apprenticeship or apprenticeship units and assignments (6).
- Improving study skills (6), e.g.: "develop independent learning", "learn study skills such as putting information in order and sectioning work under headings", "establish a work ethic".

### ***Moderate need continuing and exited learners***

#### *Continuing moderate need learners:*

- Completing or passing unit standards, books, stages, assessments, modules, national certificate, apprenticeships, exams and assignments, including time-specific goals and learning needs goals (21), e.g. "complete modules containing numeracy components" (3).
- Comprehension (17), e.g.: "understanding and decoding difficult wording".

- Reading and math skills (15 each); writing skills, e.g.: grammar, spelling, punctuation (14).
- Study skills (7), including working independently, sourcing relevant information from the manuals, editing, note-taking skills, and recall (1-2 each).
- Vocabulary (4); improving literacy skills, thinking more academically, and confidence for maths, writing, or completing a module (1-2 each).

*Exited moderate need learners:*

- Improving math skills, e.g. learn formulae, decimals, percentages, measurement ratios (10).
- Improving writing skills, including formal writing, spelling, grammar, sentence structure (9).
- Improving comprehension, reading, and independent writing (8).
- Completing apprenticeship (7), including achieving this by completing the theory component of their work (3), or by more short-term completion goals such as "completing the unit standards necessary for the block course".
- Improving comprehension skills (5).
- Improving reading, including apprenticeship-specific vocabulary and wider vocabulary (5).
- Improving study skills, including recall, planning and composing, revising and editing (4).
- Improving language skills, including pronunciation and listening skills (3).
- Improving literacy, identifying the barriers inhibiting completion of unit standards, and an aim to "catch-up with apprenticeship assignments" (1 each).

***Low need continuing and exited learners***

*Continuing low need learners:*

- Completing the apprenticeship.
- Improving writing, including spelling, punctuation, handwriting, and form filling (4).
- Improving math or numeracy skills, including trigonometry (3).
- Reading, self-organisation, more use of the contents page, and language skills (particularly, numeracy language comprehension) (2 each).
- Improving document structure, study skills, appropriate use of learning resources, and the ability to independently apply learned literacy strategies (1 each).

*Exited low need learners:*

- Completing the apprenticeship or parts of the apprenticeship (6); e.g.: "completing the apprenticeship", "completing the last unit standard so the exam can be sat".
- Math and spelling (3 each); improving comprehension, motivation, general writing, and reading (including critical reading skills) (2 each).
- Improving vocabulary, planning and composing, revising and editing, study skills, time management, and language skills (1 each).

- One learner's goal was "to start", suggesting that until attending the literacy programme, the learner was unable to work on the apprenticeship materials.



## **APPENDIX G: PROGRESS AND OUTCOME INDICATORS OF MAS IN THE LITERACY PROGRAMME**

As noted in a prior appendix, not all categories have been reported for all learners. In some cases this is because a learner who was referred by a MAC and given an initial needs assessment by Literacy Aotearoa did not begin the course or had not begun by the time of analysis. Frequencies are reported for learners who completed at least one hour's literacy tuition and where relevant entries have been included. It should be acknowledged that progress and outcome indicators will differ by the number of tuition hours and level of need of each individual participant. All instances of "apprenticeship" in this appendix refer to "Modern Apprenticeship".

Each section begins with a summary, followed by the specific frequency analysis of each area.

### **Literacy progress**

Literacy progress was measured and recorded in a variety of ways. Generally, progress is determined through a combination of student evaluation and literacy tutor assessment. The variability in response type influenced the type of analysis that could be conducted. However, an attempt has been made to categorise similar measures of progress.

The initial needs assessment is often carried out by the Poupou manager. The interview process is key to engaging the participant in future learning. Occasionally, the Poupou manager may feel it is inappropriate to conduct the full assessment. After the assessment, the MA is assigned a literacy tutor. As the MA progresses in his/her tuition, other learning needs may come to light. The literacy tutor may then need to work on and report progress on skill-sets different from those in the learning assessment. This can result in a lack of congruence between the needs assessment, learning goals and progress indicators. However, this is to be expected within the context of a flexible learning and teaching process, closely oriented to the needs of the individual MA.

A note of concern raised in the reports is the level of difficulty or complexity of the course work that needs to be achieved by MAs in some fields. Lack of self-paced learning packages, materials not being embedded or relevant to the practical work undertaken are two examples of criticisms of current materials (Atkin, Personal Communication, 2009). It is apparent that part of this problem stems from the occupational-specific knowledge and vocabulary that the students must master. For example, one report notes that even the literacy tutor was unable to help: "Has not made progress this period as his tutor has been waiting for material from his MAC. The material finally arrived but *the tutor needs help to understand it*" (Emphasis added).

While literacy progress indicators were varied, similar patterns were found within and between need groups. Improved confidence was an outcome reported for all participants with the exception of the high need exited group. However, with this

latter group an improvement in attitude was noted, which may be related to confidence. Generally, literacy and numeracy skills were judged to have improved with mention made of not only reading, writing, and numeracy, but also improvements in the ability to locate key information, time management, and study skills.

Some literacy tutors used the literacy progress report column to comment on an individual's learning needs. In the frequency analysis, where comments were made that a participant is "working on" or "working toward" a skill-set or goal, this is not considered an indication of progress made, unless specifically stated. Although the different forms and terminologies of progress indicators make comparison difficult, an attempt has been made to categorise similar measures of progress in the following section.

### ***High needs continuing and exited learners***

#### *Continuing high need learners:*

- Reading, including identifying key words, and dictionary skills (20).
- Growing confidence and self-esteem (16), e.g.: "growing in confidence and ability to read and interpret questions".
- Study skills, including note taking, highlighting, planning and composing (16).
- Comprehension (15), e.g.: "able to answer questions in assessments".
- Writing, including presentation, handwriting, grammar and punctuation (14).
- Numeracy/math skills; working independently(11 each).
- Spelling, including "technical words" (10).
- Vocabulary (6); completion of modules and assignments (5); verbal skills, communication (2).
- Basic literacy and numeracy skills. A typical example shows the wealth of detail reported:

He has progressed to the stage where he completes the easier assignments at home. Is finding it easier to break sentences into chunks; still struggling with long unfamiliar words; starting to have confidence to give them a go. Once he gets the correct pronunciation of a technical term, he knows the meaning. Reading improved; works much quicker; he is very happy with the improvement in his work, especially in his writing. He finds it easier to source the material he wants in the manuals.

#### *Exited high need learners:*

- Study skills, including "time management", ability to set targets or work independently (9).
- Comprehension (4), e.g.: "identifying key words".
- Reading, including "critical thinking", spelling, and writing, including proof reading (3 each).
- Numeracy, vocabulary, and confidence (2 each).
- Improved attitude and concentration, and progress in terms of specific learning required for unit standards (1 each).

### ***Moderate need continuing and exited learners***

#### *Continuing moderate need learners:*

- Reading (18), including decoding sentences and words as needed and in terms of general reading abilities (8), vocabulary, seeking out key words, key information, or main themes of paragraphs.
- Mathematical functions, including ability to use a calculator (14); comprehension (13).
- Writing, including spelling, improved proofreading, ability to structure documents (13).
- Confidence, including gaining confidence in strategy use for reading and understanding, spelling, word attack, working on theory, maths, and gaining confidence in general.
- Study skills (9), including working independently on answers (4), increasing speed working through the unit standards; improved focus; engagement in strategies to support reading and memory skills; note-taking ability.
- Attitudinal improvements (3), including improved ability to control impatience and persevere with work, having a "better attitude toward assessments", and progress "through identifying the barriers to his learning difficulties and working to remove them" (1 each).
- Oral English improvements (2).
- Completion of assignments: "completed and passed all modules for the year", "completed a module", "completed all assessments and up-to-date with assessment schedule" (1 each).

#### *Exited moderate need learners:*

- Math skills (5).
- Comprehension, time management, locating key information, writing, including grammar (3 each); and spelling, reading, and general literacy skills (2 each).
- Confidence to write independently and confidence in reading and maths (1 each).
- Critical thinking; decoding strategies; application of theory to practice; dictionary skills; memory; listening; verbal communication; and reasoning (1 each).
- Completion: "passed all exams"; "finished the first year's work"; "finished most of one unit"; "completed introductory skills manual"; "completed assignments"; "completed record of work (ROW) for three unit standards"; "completed worksheets for two unit standards"; and, "nearly finished course work". This final participant had progressed quickly through his course work but exited the MA scheme before it was all handed in.

### ***Low need continuing and exited learners***

#### *Continuing low need learners:*

- Writing skills (5), including use of punctuation, spelling, and improved grammar.
- Math skills (3).

- Identifying key information in workbooks and/or text; use of vocabulary, particularly vocabulary specific to the technical field (2 each).
- Use of the internet, identifying and grouping information into meaningful categories, decoding, and planning (1 each).
- A learner's confidence in his writing improved so much his work diary was nearly completed.

*Exited low need learners:*

- Math (4), e.g.: "completed his apprenticeship through finishing the math components he needed assistance with"; "confidence to approach numeracy questions in the workbooks".
- Study skills, including time management, planning and composing, understanding the link between theory and practical work (4).
- Writing, including comprehension and identification of key concepts (2).
- Reading, spelling, and technical work-related vocabulary; assertiveness (1-2 each).

### **Course work outcomes**

Course work outcomes are gathered from literacy tutor records of delivery and progress, assessments, and MA evaluation against their learning goals. Course outcomes are generally reviewed at a half-way point and again at the end of the MA Literacy Programme. Due to the difficulties inherent with the different terminology used by each MACO or trade, coursework completion rates are difficult to compare and judge. However, the results do show that overall participants, regardless of need level or continuing or exited status, have achieved aspects of coursework completion. This has been through either the completion of unit standards, modules, workbooks, or the passing of tests and exams.

Where goals were recorded in the course work outcomes database, these are not included. Although it is possible that different terminology such as modules, unit standards, and assessments was used for similar concepts, each term is presented as reported. Where the same number of modules or unit standards were reported for a learner in two reporting periods, they are assumed to be additive. For example, if the first reporting period stated that two unit standards were achieved, and the second reporting period stated the same, we count it as four unit standards achieved.

### ***High need continuing and exited learners***

*Continuing high need learners:*

- Unit standard completions: 42 unit standards (15); 10 unit standards (1); 4 unit standards (2); 3 unit standards (2); 2 unit standards (3), 1 unit standard (3); "several" unit standards (2); "year one unit standards" (1); "completed answers to four units" (1).
- Module completions: 18 modules (8); a "folder of modules" (1).
- Other completions: 5 tests, 6 books, 2 books, 3 certificates, a "verification book", a "whole assignment from workbook", 1 test (1 each) and "several levels" (2).

- Progress: "Working on manuals" (2), and "submitted assessments" (1).

*Exited high need learners:*

- Completions: 3 three unit standards (1); "completed all assignments to date" (2); "completed study and revision of all units for Stage 1 of National Certificate" (1); "completed a module" (2); "successfully completed a block course" (1)
- Progress: "working through manuals" (5); "handed in two manuals"; "begun a unit standard"; "sitting a maths assessment" on a polytechnic course (1 each).

**Moderate need continuing and exited learners**

*Continuing moderate need learners:*

- Unit standard completions: 23 unit standards (7); one, two or several unit standards (6).
- Module completions: 21 modules (9); 1 module (2); "all modules completed" (1).
- Other completions: 1 volume of work (3); 1 assignment (2); and 3 volumes of work, 2 volumes of work, 2 tests, "achieved all assessments sat to date", "theory component related to the first stage of his work" (1 each).
- Progress: "working well through the manuals", and "progressing" through the assignments and unit standards (5)

*Exited moderate need learners:*

- Unit standard completions: 1-2 unit standards (5); "several unit standards" (1).
- Other completions: 8 workbooks; "all but 4 tests passed"; all modules completed; "all written assignments for the first year completed" (with this student being the first in his workplace to hand in all his work); and "completion of 1 module" (1 each).
- Progress: "on task as far as ITO/MAC is concerned" (3).
- Two students did not achieve the goal of completing Level 3 papers before exiting. One chose to exit just before completion and the other exited following repeated absenteeism.

**Low need continuing and exited learners**

*Continuing low need learners:*

- Completions: 2-3 modules (3), 1 unit standard (2), completed all requirements and awaiting official apprenticeship award (1).
- Progress: math skills learned through the literacy programme led to better understanding and application of trigonometry in the work setting (1).

*Exited low need learners:*

- Completion of apprenticeship and/or completion of "the unit standards" (notes for the latter did not relate this to final completion) (1 each).

- Completion of 1-2 modules (3) and completion of 80% of the assignments a learner was behind on, making this “more than he has ever done since starting his apprenticeship” (1).
- Regular submission of work towards apprenticeship qualification (1).

## **Workplace Outcomes**

Similar workplace outcomes were reported for the different groups of learners. A range of positive workplace outcomes were shown to have been achieved by the students’ attendance in the literacy programme. Again, the variations in how the outcomes were assessed or expressed made analysis of results difficult, apart from in a very general sense. Improved confidence in the workplace, the use of new knowledge or theory in practical applications, and improvements in the written requirements of the job were all common findings across the need groups. The high need learners had a further benefit of bringing increased responsibility and value to their employers.

There were only 45 entries in the workplace outcomes section of the database. One reason for the low number is that there is no formal direct relationship between the literacy provider and the employer. Information would have been gathered anecdotally from the learner, the MAC or minimal provider/employer contact. A second reason may be that 75 of the 191 students had completed fewer than 5 hours of literacy tuition at the time of the survey while a further 41 had completed 5-10 hours. Some comments were more suited for the course work outcomes section. Relevant entries are reported below.

### ***High need continuing and exited learners***

#### *Continuing high need learners:*

- Increased confidence at work since starting their literacy programme (2), including one who “is more confident and happier in his interaction with his workmates”.
- Improved coping with apprenticeship written requirements (2); independent completion of workplace assessment (1); “completed daily log for the first time ever” (4th year apprentice).
- Increased value in the workplace (2), including “increased responsibility at work”.

#### *Exited high need learners:*

- Increased value of the students to the employer when they bring their newly-learned skills to the workplace and apply those skills to their work (2).
- Increased confidence at work (2), with one “now helping new trainees”.
- Attendance “improved markedly”, “working to a routine” “starting to be able to write concise language in his manuals” (1 each).

### ***Moderate need continuing and exited learners***

#### *Continuing moderate need learners:*

- Increased confidence and enthusiasm at work, including more confidence talking with colleagues and other professionals, and more confidence with numeracy issues at work.
- Application of theory knowledge to the workplace, and improvements in record-keeping clarity (1 each).
- MAC and workplace apprenticeship supervisors' reports showed the supervisors were happy modules were being completed and literacy gains were evident in the modules returned.

#### *Exited moderate need learners:*

- Confidence in the workplace (3).
- "Making more progress than any previous apprentice ... now working to a routine" (1).
- Literacy programme had assisted MA in learning how to complete a work log and minimising errors (note by 1 employer).
- Ability to connect theory with the practical elements of the workplace (1).

### ***Low need continuing and exited learners***

#### *Continuing low need learners:*

- Acknowledgement of support (including mentoring) from co-workers and employers, which assisted with learner progress (2).
- "Used his new knowledge at work" (1).

#### *Exited low need learners:*

- One was "more confident, completed work log, fewer errors" since the literacy programme.

## **Personal Outcomes**

A sense of pleasure in achievement and enhanced confidence was apparent in the personal outcomes recorded and attributed to the literacy programme's interventions. Improvements in confidence and enthusiasm for the apprenticeship were reported for learners across all need groups. The low need group was distinctive in mentioning personal outcomes of motivation to attend more tuition, including outside the current literacy programme aligned with a general desire to achieve.

### ***High need continuing and exited learners***

#### *Continuing high need learners:*

- Increased confidence (16), including: "personal confidence" (4), "confidence in own ability" (2), "increased self-belief and self-esteem", "more confident and organised" (1); confidence in literacy skills or study (3). Growing confidence attributed to increased ability to work independently (3) or to ask for assistance from family and friends (2).

- Increased enthusiasm and/or pride, generally linked to apprenticeship work, including improvements in enthusiasm and setting goals for completing the work (10).
- Impact of improved reading and verbal skills on learners' lives (6), e.g.: "increased verbal skills utilising more formal language", "now independently able to read the newspaper".
- Other outcomes: "learning how to structure personal time", and "setting personal goals".

*Exited high need learners:*

- Increased confidence (5).
- Increased ability to work independently (2).
- Increased enthusiasm for work (2). One showed improved confidence and enthusiasm can lead to the personal benefit of a positive spinoff: "Gaining enthusiasm for job as confidence is growing. Received wage increase as acknowledgement of work ethics and commitment."

***Moderate need continuing and exited learners***

*Continuing moderate need learners:*

- Increased confidence (3), one alongside assignment completion.
- Pleased with their own progress or to have a MAC pleased with their progress (2).
- Continuing to work to achieve learning goals (2). One had realised the impact of low literacy on his life and become motivated to fix this; now reads for pleasure, something reportedly impossible before beginning the literacy programme. The other reported reading magazines at home and undertaking personal writing activities.
- Developing punctuality skills; motivation to change diet leading to less fatigue; developing study techniques needed to succeed in the apprenticeship (1 each).

*Exited moderate need learners:*

- Increased confidence (3), including confidence with course work.
- Improved concentration abilities (1).

***Low need continuing and exited learners***

*Continuing low need learners:*

- Improved writing, spelling, and reading skills enabled one learner to read in his own time.
- Improved motivation (3): Developing an understanding of the "importance of literacy in helping him in his life" motivated one to attend further tuition; one reported a strong desire to achieve; and one was undertaking further study through another local provider, using free phone tuition for support and direction as needed.
- Improved self-confidence following participation in the literacy programme (1).



*Exited low need learners:*

- Improved motivation to keep learning (3): including through engaging in study sessions with family members (2).
- Completion: "completed work for the first time in one year" (1).
- Seeing progress: one no longer felt "behind" as he could see progress in his apprenticeship.

### **Extra Quotations**

Exited moderate need learner, note in Personal Outcomes: "He would be a great student if allowed to attend. " This follows a note in the Initial Needs Assessment that MA's employer may "... not ... see the need for literacy and course work, or simply cannot spare him from the job".

## **APPENDIX H: ISSUES AND SOLUTIONS NOTED BY LITERACY AOTEAROA POUPOU FOR THE MODERN APPRENTICESHIP LITERACY PROGRAMME**

N.B. All suggestions provided under each subheading are derived from the Literacy Aotearoa database section where Nga Poupou managers and/or tutors outlined issues they faced and solutions they were engaged with.

### **Issues for MAs:**

- Pressures of employment on the ability of MAs to attend tuition. Suggestions provided: 1) Arrange longer tuition sessions when the MA is available and set goals to achieve when unable to attend; 2) Encourage supervisors to allow early release on tuition days; 3) Organise literacy tutoring to take place at the MA's work site
- Absenteeism, lack of commitment by MAs to attend tuition, and intermittent attendance, even after discussions with MACs and supervisors. Suggestions provided: 1) Literacy tutor to text MA earlier in the day to confirm attendance, however, texting by learner to tutor is not appreciated by all Nga Poupou; 2) Writing up a contract of expectations of attendance/notification of non-attendance for MAs; 3) Meeting between the employer and the provider to negotiate commitment to attendance.
- Lack of commitment from MA employment supervisors, including: 1) for MAs to attend tuition; 2) to ensure MAs know their shift rotations so they can organise tuition times; or 3) to arrange MA work placements around literacy tutoring that takes place in work hours
- MAs working in areas remote from providers. Suggestion provided: Bring MAs to employer head office for tuition
- Lack of work-place assessors available to carry out assessments of MAs' work
- Loss of employment for MA can mean loss of literacy tuition
- One entry mentioned a problem with an employer who wanted the MA to be pushed harder and also "butts in" during the tuition sessions
- The intimidating effect of language and relevance of theory material to their practical work in MA unit standard workbooks
- MA motivation to attend being to complete assignments (i.e. implying, not for literacy skills)
- MA embarrassment, fear of stigma, over receiving literacy tuition in a small town
- MAs who choose to attend literacy tuition tend to do well, while those who are "encouraged and referred for support learning assistance often do not want to attend and we spend more time reinforcing the reasons for attending and supporting, rather than completing more of the modules that would help in the long run".

## Staffing issues:

- Staffing and cancelled sessions – concerns over no payment for literacy tutors when students cancel the day before after tutors have committed their time and possibly spent time on preparation
- The cost to the literacy provider of following up on non-attendees
- Finding literacy tutors with “very flexible” time to match learner needs
- Age gap between literacy tutors and learners may be an issue
- Finding literacy tutors with technical literacies to match learner needs: three providers wrote of employing literacy tutors with technical knowledge or qualifications needed to assist MAs with their work, e.g. “High level maths and physics knowledge required by tutor, specialist maths and physics tutor sought.” A further suggestion provided: Te Pou pou and MACs develop a process to familiarise literacy tutors with learners’ materials
- Difficulty establishing “back-to-back” tuition sessions to justify travel for staff
- Unwillingness of literacy tutors to commit to the work because of the lack of continuity
- One provider found literacy tutors gained from regular workshop meetings to discuss material from MACOs and another was pleased with the result of a meeting involving MACs, MAs, and literacy tutors.

## MAC Relationships

There were many positive comments about MAC helpfulness, willingness to assist, and support. Less positive issues relating to MACs in order of frequency from highest to lowest were 1) communication and response timeliness issues with MACs, 2) defining MAC roles and responsibilities, and 3) other.

- MAC helpfulness and willingness:
  - One literacy provider found absenteeism decreased when they contacted the MAC who contacted the MA promptly
  - Another appreciated MAC attendance at tuition to “share technical information”
  - A third noted a better relationship with MACs they met, suggesting a need for meetings between all MACs and their MA literacy providers, such as through Nga Pou pou attending MACO open training events
  - A fourth found one MAC “very approachable and always available. Communication between him and [Te Pou pou] is effective, creating pleasing results for the students.”
- Communicating and response timeliness issues with MACs:
  - MAs can be spread over a wide area making sufficient contact between a MAC and a MA difficult. Suggestions included: Emails, though some MACs are often slow to respond to these, partly because of the MAC being out of email contact while out of town
  - Some MACs were criticised as “very slow to organise an interview” with learners
  - Some MACs were not providing or were slow to provide MA resources for tuition

- Other MACs were slow to respond to requests for intervention with MAs, for example, in one instance “strong communication” with the MAC helped to resolve attendance issues.
- Defining the MAC role and responsibilities:
  - One literacy provider found some MACs view their role as referral only and that it takes prompting to get them to act on absenteeism and ensuring resources are provided and assessments given as required. Te Poupou’s later follow-up comment noted they now have a person working full-time sending updates on MAs to MACs in an attempt to involve the MACs more fully
  - Another literacy provider stated a MAC “did not fully appreciate the reporting requirements of the project”
  - A third Te Poupou suggested lines of responsibility between MACs, MAs, and literacy providers need clarifying as MACs were tending to leave contact between the MA and Te Poupou to the MA rather than overseeing it themselves and were therefore unaware when contact did not take place.
- Other criticisms of MACs:
  - Some MACs did not report to the literacy provider a decision to postpone or cancel MA tuition or an apprenticeship
  - One literacy provider noted a MAC was openly sceptical about the value of literacy tuition and reluctant to cooperate. In the same vein, another noted that a MAC stated the MA would be better taught by an industry expert rather than a literacy tutor. This second literacy provider suggested such MAC indifference to literacy tuition was a drawback for MAs
  - One literacy provider suspected a MAC of coercing unwilling MAs to participate in tuition.

## **Other Issues and Solutions**

- Two literacy providers were pleased to note increasing community awareness of the MA Literacy Programme, leading to wider referrals and also pre-apprenticeship interest or enrolments
- One literacy provider found success in having the MA explain the technicalities of work to the literacy tutor
- One MA did not want to use his full entitlement of tuition hours before completing his apprenticeship, wanting reading assistance for tests only. Te Poupou tried to explain the importance of using the full entitlement of tuition
- Comments were made by Nga Poupou about the slow turn-around times for marking of assignments (eight weeks for one)
- One literacy provider believed recognition is not provided by the MAC organisation for such skills as “research, study, personal development, attendance etc” so presents their own certificates on completion of the programme to recognise such achievements
- Resources: “The tutor feels it would be beneficial to have a copy of the modules answer book as a guide...”